

Academic Program Assessment Report

Liberal Arts

Spring 2010-Spring 2011

Academic Program

Assessment Period Covered

() Formative Assessment

May 24, 2011

(X) Summative Assessment

Date Submitted

Academic Evaluation Question (Use a different form for each evaluation question):

First Means of Assessment for Evaluation Question Identified Above (from your approved assessment plan):

1a. Means of Unit Assessment & Criteria for Success:

For the assessment for this year, students were given a reading selection based on the course content and were required to read and then provide a writing sample by summarizing the reading, explaining and providing their opinions of the reading and then they were to apply the reading/ideas to their own personal experience and explain its relevance/application to their own lives and community.

1a. Summary of Assessment Data Collected:

Data was collected from the upper level English courses that were offered during the year, namely philosophy, Introduction to Literature and half of the sections of the Advanced Reading course. Overall, the division collected 171 total number of writing samples from all of the classes, with 83 male samples and 88 female samples. From this data, the writing samples were divided by gender so as to provide the division a look at how well our students are doing overall and also by gender. All of the instructors were provided with the COMET essay rubric and a collection of essays. The division only looked at 35% of the collected sample which came out to be 59 writing samples—34 females and 25 males. In each of the categories that the writing samples were assessed (syntax, vocabulary, organization, cohesion and content), the males' samples scores were concentrated in the 3 and 4 scoring range, with over 50% of the males earning a score of 4 in the first 4 categories while 45% scored a 3 in the content category. In comparison, the females' scores were also mostly in the 3-4 scoring range and was not as clearly divided in the categories as the male samples. For each of the categories, high numbers alternated between the 3 and the 4 in all of the categories except for content where 56% of the females earned a score of 3. For both males and females, less than 15% of the samples earned a score of 5 which was the highest one could earn. On the other side of the scoring range, none of the students did so bad as to earn a 1 or a 0. Overall, the writing performance of the students in the upper level classes that were assessed showed that students' writing abilities and abilities to apply what they read and transfer that into writing are not particularly strong and will need to be improved. If the performance of the students were to be split in half, it would show that more than 1/3 of the students assessed are writing at an unacceptable level and are scoring a 2 and 3 on the COMET rubric.

1a: Use of Results to Improve Unit Services:

Based on this assessment, it shows that our students are having a hard time transferring what they read into writing. This brings to mind questions of whether the students in the upper level classes are comprehending the texts or the reading materials. It is apparent that our students need more practice in writing---seeing that the students are lacking in writing skills and perhaps comprehension of texts, the division plans to use this same assessment in other upper level

courses that are part of the Liberal Arts core to see whether this problem of reading comprehension and transferring of reading into writing is a problem in classes other than the English courses. The other classes that this assessment will be done in the upcoming year will be the Psychology 101 course, the Intro to Sociology course (SS 130) and the Health science courses (SC 101). With data from these classes, we can then do a comparative analysis of the data and see whether this is a problem across the program or only in English classes. From the analysis, we can then take steps to improve delivery of course content, work on incorporating reading strategies into the classes and include more writing in the upper level courses so as to accustom students to expressing themselves in writing, especially in relation to their course content.

Second Means of Assessment for Evaluation Question Identified Above (from your approved assessment plan):

Ib. Means of Unit Assessment & Criteria for Success:

Ib. Summary of Assessment Data Collected:

Ib. Use of Results to Improve Unit Services:

Third Means of Assessment for Evaluation Question Identified Above (from your approved assessment plan):

Ic. Means of Unit Assessment & Criteria for Success:

Ic. Summary of Assessment Data Collected:

Ic. Use of Results to Improve Unit Services: