



Assessment of Student Learning Report Form

Contact Person(s): Cynthia Hussain ED.D.	Date of Report Submission: 10/11/2018
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Academic Division: Liberal Arts	Semester Assessment Conducted: Spring 2014
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Discipline/Program/Department: Reading	Identify if assessment is: First Time
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Report Title:
Spring 2014 Faculty Survey Reasons for Students Lack of Success Reading Program

Identify level of assessment:

1a. Describe what you wanted to know about student knowledge, skills or attitudes/beliefs. (If applicable, include if this assessment is of entering students/existing students from programs of study) OR if this is a repeat assessment to "close the loop" - describe what was initially assessed and what changes were implemented.

Faculty wanted to gather data about reasons why students were not successful in English 91 and English 92.

1b. Identify the courses that were involved in this assessment study:

English 91-Reading Comprehension
English 92-Critical Reading

1c. Identify the mode of delivery for participating courses: (Check all that apply.)

Face-to-Face
 Online

1d. Identify the course objective(s), program/discipline goal(s) or core competency involved in this assessment:

This survey did not directly relate to a student program goal or course objective.

2a. Describe how the assessment was conducted/completed:

Faculty filled out a survey about their perceptions of reasons for students lack of success in class. This was done on a student-by-student basis.

2b. What tool was used to collect performance measures?

A questionnaire listing possible reasons for lack of success along with portions for faculty comments

2c. What was the sample size of the group assessed & the number of possible students?

All faculty who taught English 91 and English 92 during Spring 2014. 99 forms for unsuccessful students were filled out for English 91, and 154 forms were filled out for unsuccessful students for English 92.

3a. What were the results of this assessment? (Organize data in a chart – no interpretation needed here.) If this is a repeat assessment, also share the previous assessment results:

Please see attachments.

3b. What was the cut-off point (benchmark) indicating satisfactory student performance for the goal/objective assessed?

This was not applicable to the survey.

4a. What is the faculty analysis/interpretation of these results/trend results?

Prior to obtaining survey results, faculty assumed that the number one reason for lack of student success would be low ability level. However, that turned out not to be true.

For English 91, the three biggest reasons for lack of success turned out to be Attendance (76.8%), Missed Tests (37.4%) and Low Test Scores (52.5%) for a total of 99.9%, and Homework issues (79.8%). Under Ability level for those who did not succeed, faculty believed that 30.3% of those who failed possessed the ability to pass, while 30.3% were too underprepared for the course they were taking. Only 11.1% of unsuccessful students were thought to have a low ability level.

For English 92, the three biggest reasons for lack of success turned out to be Attendance (79.9%), Missed Tests (50.0%) and Low Test Scores (67.5%) for a total of 117.5%, and Homework issues (73.3%). Under Ability level for those who did not succeed, faculty believed that 35.7% of those who failed possessed the ability to pass, while 38.3% were too underprepared for the course they were taking. Only 7.1% of unsuccessful students were thought to have a low ability level.

Faculty concluded that developmental reading students lack many of the skills and strategies necessary for college success.

4b. Did the groups meet the benchmark?

This was not applicable to the survey.

4c. Were there differences in performance based on ethnicity, mode of delivery, GPA, participation in specific support activities, etc.?

This was not applicable to the survey.

5. What changes, if any, do the faculty plan on implementing to improve student performance? [Note: The response to this question is printed in a public document, the OA Report, posted on www.swic.edu without the above information. Please write this response for summary stand-alone statement that the public will understand – what was assessed, analysis of results, and plans for action.]

Results of a survey given to faculty who taught English 91-Reading Comprehension and English 92-Critical Reading during Spring Semester 2014 determined that the three biggest reasons for lack of success in both courses were Attendance issues, missing or low Test grades, and Homework issues. Reading faculty concluded that developmental students need extra support in developing successful college attitudes, behaviors, and strategies and highly recommend that these students be co-enrolled in ED 101, a college success course. Reading faculty also recommend that developmental reading students utilize the Success Center.

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Submitted By: Hussain, Cynthia	Division: Liberal Arts
Date Reviewed: 11/2/2018	

ENG 91 Survey – Spring 2014 Report
Total to take survey: 99

Attendance		
2.	Missed classes/Excessive tardies	76.8%
3.	Comments: <ul style="list-style-type: none"> • Attended first class and never showed up after that. Did not drop herself. • Attended only about one class out of three each week for the first 6 weeks. • Barely showed up for class • He was taken to jail for awhile, pulled right out of class. • Her grandmother went into a coma and I never saw her again. • Just quit coming and was doing very well. • Late most times. At least 30 minutes sometimes up to 60 minutes. Said work would not let him leave when it was time to leave. • Missed first class, attended second class, dropped after second class. Complained about amount of reading for class. • Missed most of the first 4 weeks of classes. • never attended classes • Only attended 5 classes. • Only attended first two classes missed three and then showed up and had no work completed. No excuse of why he was absent • Only attended two classes. • Quit attending after first class • quit coming after first class • Quit coming after midterm • Quit coming after the first three weeks • Simply stopped attending class. • Son was in hospital. • started class a week late because of work, was sick a lot • Started class a week late, never did catch up and disappeared before midterm • Stopped attending after a month or so • Stopped attending class after she got behind on her homework. 	
Test/Quizzes		
4.	Missed tests/quizzes	37.4%
5.	Low quiz/test scores	52.5%
6.	Comments: <ul style="list-style-type: none"> • Never took a quiz. • Nicholas could have passed, but he did not put forth the effort. • She only took one quiz and missed all the others. • Was able to pass vocabulary quizzes but could not pass tests/quizzes that required comprehension of material read. Student could memorize but had difficulty interpreting and understanding. 	

Homework		
7.	Late/Missed homework	57.6%
8.	Low homework grades	22.2%
9.	Comments: <ul style="list-style-type: none"> • Comprehension of material was low. • Cheated on test • Poor writing and comprehension skills hindered ability to do assignments. 	
Study Skills Issues		
10.	Memorization	17.2%
11.	Comprehension	27.3%
12.	Application	30.3%
13.	Critical reading skills	33.3%
14.	Writing skills, note taking skills	6.1%
15.	Test anxiety	1.0%
16.	Late getting book	8.1%
17.	Comments: <ul style="list-style-type: none"> • Poor attitude • Student didn't even have the vocabulary workbook. • Student did much better after getting help in the Success Center. • Poor writing skills evident in assignments. 	
Classroom Environment Issues		
18.	Learning Styles	1.0%
19.	Instructor-student conflict	0.0%
20.	Student-student conflict	0.0%
21.	Classroom atmosphere	0.0%
22.	Teacher attitude	0.0%
23.	Comments: N/A	
Student Attitude		
24.	Not engaged with material	21.2%
25.	Too busy socializing	2.0%
26.	External locus of control	1.0%
27.	Did the bare minimum or less	12.1%
28.	Comments: <ul style="list-style-type: none"> • Inconsistent effort. • Excellent on vocabulary quizzes but blew off tests over the novels and blew off most homework over the novels. • Student couldn't bear to part with her cell phone. 	
Personal		
29.	Personal issues that affected performance	33.3%
30.	Transportation	3.0%
31.	Job	3.0%
32.	Childcare issues	4.0%
33.	Personal or family illness, death	15.2%
34.	Comments: <ul style="list-style-type: none"> • Put in jail. • Once she knew she was pregnant, she lost all focus. • Student was attending all classes, completing all homework, and doing well. Then simply 	

	<p>dropped the class, and I couldn't get ahold of her to find out why.</p> <ul style="list-style-type: none"> • Student was doing well when she simply stopped attending class. Classmates said she was just attending classes until she joined the army, her ultimate goal. • I could smell pot on her most days. • Mother was very sick and in the hospital. • Student was reported missing by her parents at one time. Student seemed out of it- drugs. • Got pregnant and was kicked out. Boyfriend's apartment required a number of bus transfers to get to SWIC and took 90 minutes. • Student was crazy. Claimed she was in the witness protection program. Aren't you supposed to be keep that info a secret. • Student always left class to blow his nose and always claimed that he was sick at home. According to other students' comments, I suspect he was hanging in just long enough to get his financial aid check. • Student claimed that she had to serve some jail time due to traffic violations.
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Ability		
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35.	Should have been able to pass	30.3%
36.	Too under prepared	30.3%
37.	Slow learner/Low IQ suspected	11.1%
38.	<p>Comments:</p> <ul style="list-style-type: none"> • Non-traditional student living in group home. Student was also socially immature. • She was doing very well before her grandmother got so sick. • Her book was stolen and once she was behind she lacked all focus. • Kenny never read the books. He was very good at vocabulary but wouldn't read the required materials. • When a student is supposed to have their tests read and it's a reading class I think that is reason she failed. She lacked the ability to read the novels and comprehend what was written on the page. • Another student who is supposed to have things read to her. She didn't opt to do that though. • Amanda has to have things read to her. She really didn't understand the books according to her answers. • There is a chance Ethel could have passed, if she had the paperwork from disability services completed before the semester began. 	

ENG 92 Survey – Spring 2014 Report
Total to take survey: 154

Attendance		
2.	Missed classes/Excessive tardies	79.9%
3.	<p>Comments:</p> <ul style="list-style-type: none"> • Attended only 7 classes. • Attended twice. • Came for the first two weeks of class, then disappeared • Constantly missed class no matter how many times I talked to her about it • could not keep up with the class work • didn't even make it to mid-term • dropped himself before mid-term • Had health issues, was hospitalized, and couldn't catch up. Eventually, she dropped the c • Had many illnesses • He attended the first day and never returned. • He just quit coming. I never knew why. • He never attended. • He said he was taking care of people in his family who had the flu and he was getting ove • He said my child is in the psych ward and I have to attend to him by myself. He attended class once. • Left after one hour and never returned. • Never attended class, not even day one. • Never attended. • Never showed up for class, not even day 1. • no reason why • Only attended 2 classes. • Only attended 4 classes in the first 6 weeks. • Only showed up to the first class. • quit attending after mid-term • Quit coming at mid-term • Quit coming to class after 3 weeks. • rarely there and then stopped coming altogether • She attended one time. • She had a baby, and although we made arrangements for this event, she did not return to • She had an operation. • She quit coming when we got to the last book which is quite difficult. Students told me s • She was absent three days in a row including the first day and then came to class for 1 ho • She was doing well and just quit attending class. • She was dropped for nonpayment, but came back after a week or more. Being behind di • She was late for most Wednesday classes due to a required military training class she had to take. She missed a lot of material!! • Stopped attending before mid-term • stopped attending before mid-term • stopped attending right before mid-term • Stopped attending shortly after receiving financial aid. • Student got a job and stopped attending mid-November • Student missed all but one class weeks 3-6. 	

	<ul style="list-style-type: none"> • Student missed most of the first 6 weeks of classes. • Student stopped coming to class during the last two weeks of class. • Was absent quite a lot • Was failing and disappeared at midterm • Was failing and quit coming before midterm • Was late almost every day. I did ask her to take an earlier bus but it made no impression on her. • Was passing and disappeared at mid-term • Was passing and then disappeared about 5 weeks before school was over • Was passing when he disappeared at mid-term
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Test/Quizzes	
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4.	Missed tests/quizzes	50.0%
5.	Low quiz/test scores	67.5%

6.	Comments: <ul style="list-style-type: none"> • Did fine on quizzes until mid-term, after that he seemed to have stopped studying • He didn't read the books so no wonder he didn't pass the material. • He is not hear to do anything. • He stayed in the class until October with good grades and stopped coming. • Inconsistent with test scores--some low, some average or above. Vocabulary caused most difficulty. • missed vocabulary quizzes • mostly all passing scores on quizzes until mid-term, then low scores after that • Never took a quiz. • Never took a quiz. • Never took a quiz. • She had good scores it was her son's health issues that made her unable to attend. • Took only 1 quiz. • Was passing before mid-term, failed everything after midterm • Was passing before mid-term, failed everything after mid-term • Was passing when she stopped coming a few weeks after mid-term 	
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Homework	
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7	Late/Missed homework	67.5%
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8	Low homework grades	5.8%
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9	Comments: <ul style="list-style-type: none"> • Didn't turn in any homework. • Failed to hand in assignments. Failed to hand in several major assignments. • Never in class to pick up work. • Rarely had homework completed. 	
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Study Skills Issues		
10.	Memorization	18.8%
11.	Comprehension	40.9%
12.	Application	51.9%
13.	Critical reading skills	59.7%
14.	Writing skills, note taking skills	16.2%
15.	Test anxiety	0.6%
16.	Late getting book	9.1%
17.	Comments: <ul style="list-style-type: none"> • Anna struggled with comprehension. She attended every class and always read the material. • English as a Second language. • English as a Second Language Learner, many issues with this. • He can't apply the vocabulary. He struggles with finding the right word for the sentence. • He needs to retake this course. • She didn't grasp the general concept of a lot of the book material. • She needs things read to her, so how she read the novels I have no idea. • She needs things read to her. I don't think she read the material. If she did, she didn't understand any of it. • She never did homework or read the books. • Student did borrow an extra book that I had for such purposes. 	
Classroom Environment Issues		
18.	Learning Styles	0.6%
19.	Instructor-student conflict	0.0%
20.	Student-student conflict	0.0%
21.	Classroom atmosphere	0.0%
22.	Teacher attitude	0.0%
23.	Comments: <ul style="list-style-type: none"> • Much of the material was take home but nothing was done. • no conflict • She did her work and reading when she wanted to do it her way. • She kept making promises to finish things and never returned. No reason. 	
Student Attitude		
24.	Not engaged with material	28.6%
25.	Too busy socializing	5.8%
26.	External locus of control	7.1%
27.	Did the bare minimum or less	19.5%
28.	Comments: <ul style="list-style-type: none"> • This student was the type of student that makes one wonder why he was in college. He didn't seem to be interested in passing the class at all. 	
Personal		
29.	Personal issues that affected performance	20.8%
30.	Transportation	1.3%
31.	Job	8.4%

32.	Childcare issues	4.5%
33.	Personal or family illness, death	12.3%
34.	Comments: <ul style="list-style-type: none"> • Has a baby. • Her son was in hospital and had heart problems. • His father committed suicide during the first month or so of classes. He was doing very well before then. • I do not know. • Kept having issues with Financial Aid and finally just disappeared • Mother was hospitalized. • Patty was a great student but had MANY personal issues to deal with this semester. She eventually dropped the course. • Regina had internal bleeding that went on for weeks without the doctors finding out what was causing it. She was in and out of the hospital which put her behind. • Seemed overwhelmed • She was in jail for quite a while. • She was put on bed rest the last month of the semester. • She was very lethargic in class due to working nights. • She went into the hospital and never returned to class. • Single mother • Student did not have a place to live. She was doing well until she lost her apartment and stopped coming to class. • Student was very sick at the beginning of the semester and missed weeks 3-6 after attending the first 2 weeks. • There was a job conflict. • This poor girl lost her 11 year old sister and she herself was operated on for ovarian cancer. Who could ever focus on school work with that going on in your life! • Was always saying that he's a manager for McDonald's and didn't have time to complete the reading assignments • Was doing fine in class but was having trouble with financial aid 	
Ability		
35.	Should have been able to pass	35.7%
36.	Too under prepared	38.3%
37.	Slow learner/Low IQ suspected	7.1%
38.	Comments: <ul style="list-style-type: none"> • Anna tried very hard and never gave up. • Blake never read any of the books. It's hard to know his ability when he is so lazy. • For whatever reason, Alyse let things slip in the middle of the semester. She tried to get back in gear at the end, but it was too little, too late. • Fred didn't do too badly with the vocabulary part of the class but he either couldn't handle the reading material or was too lazy to do it. • He didn't give it his all. • He had a very high average but just quit coming darn it!!!! • He missed first class and came and completed homework and did well. Just stopped coming middle of November. • I don't feel that I got to know him well enough to determine much about him. When he came to class, he did nothing. • Inconsistent effort 	

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| | <ul style="list-style-type: none">• Michael needs things read to him. So how can he understand a book on his own if he needs his test read to him.• Reported that she had been in Special Education in high school but had not gotten her paperwork in to Disability and Access Center• She didn't apply herself.• Student did not take the class very seriously.• Student quit coming to class.• This was her 3rd time taking the class. She just doesn't seem to be trying very hard.• Tynesha struggled throughout the semester. Hopefully, the second time will be successful for her. |
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