



Assessment of Student Learning Report Form

Contact Person(s): Cynthia Hussain ED.D. **Date of Report Submission:** 10/11/2018

Academic Division: Liberal Arts **Semester Assessment Conducted:** Spring 2015

Discipline/Program/Department: Reading **Identify if assessment is:** Repeat/Trend Analysis

Report Title: Spring 2015 Critical Reading-Thinking Assessment Reading Program

Identify level of assessment:
 Course/Discipline (for assessments within one course or sections of courses related within the discipline)
 Degree/Program (for program specific or core competency assessments within courses that make up a degree)

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 know if students' critical reading-critical thinking ability improved throughout the course of the semester.

1b. Identify the courses that were involved in this assessment study:
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:
English 92 Course Objectives:
By the end of the semester, the student will demonstrate
c. the ability to apply the critical reading strategy of analysis by breaking broad topics down into their component parts and explaining the relationship of the parts to each other and to the whole.
d. the ability to apply the critical reading strategy of synthesis to understand the connections between seemingly disparate details and make inferences and draw conclusions.
e. the ability to apply the critical reading strategy of evaluation to make judgments about an author's presentation and message.
Program Goals:
The student shall be able to:
Analyze, synthesize, and evaluate to critically read materials.
Institutional Core Competency of Critical Thinking

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

Students were given a standardized pre-test at the beginning of the semester and then were given the same test as a post-test at the end of the semester.

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

A standardized critical reading test

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

For Spring 2015, all students enrolled at the time of the pre-test were given it. This was a total of 207 students. For Spring 2015, all students enrolled at the time of the post-test were given it. This was a total of 205 students.

For Fall 2014, 303 students took the pre-test while 299 students took the post-test.

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:

Eng 92 Critical Reading Pre-Assessment Item Analysis- Spring 2015

15 Questions	Mean Score: 7.50/15	Standard Deviation: 2.77
Number of students: 207	Median Score: 7.56/15	High score: 13 Low Score: 1

ItemNo	Correct Answer	% correct	A_Freq%	B_Freq%	C_Freq%	D_Freq%	E_Freq%
1	C	57.49	21	43	*119	24	0
2	D	33.82	68	45	24	*70	0
3	C	71.98	12	9	*149	33	0
4	A	65.22	*135	41	14	17	0
5	C	47.34	33	18	*98	58	0
6	B	31.4	59	*65	26	57	0
7	C	32.85	44	33	*68	63	0
8	A	71.98	*149	17	14	27	0
9	D	59.9	34	19	30	*124	0
10	C	65.7	22	25	*137	22	1
11	A	51.21	*106	31	53	5	2
12	C	41.06	36	44	*85	34	0
13	B	35.75	21	*75	50	53	0
14	B	49.76	34	*103	35	26	0
15	D	34.78	68	28	29	*72	0

15 Questions Mean Score 8.76/15 Standard Deviation: 2.89
 Number of students: 205 Median Score: 8.85/15 High score: 15 Low score: 0

ItemNo	Correct Answer	% correct	A_Freq%	B_Freq%	C_Freq%	D_Freq%	E_Freq%
1	C	59.51	22	42	*122	19	0
2	D	54.15	50	39	4	*111	0
3	C	81.46	8	2	*167	28	0
4	A	71.22	*146	39	9	10	0
5	C	52.2	19	26	*108	52	1
6	B	40.49	47	*83	16	59	0
7	C	46.83	34	19	*96	55	1
8	A	79.51	*163	9	14	18	0
9	D	63.41	36	25	14	*130	0
10	C	71.22	16	20	*146	22	1
11	A	58.05	*119	32	49	3	2
12	C	55.61	29	37	*114	24	1
13	B	42.44	21	*87	54	40	1
14	B	61.46	27	*126	33	19	0
15	D	38.05	69	24	32	*78	0

Additional Analysis:

57 scores decreased or 28.2% decreased (by any amount)

21 scores stayed the same or 10.4% remained the same

124 scores increased or 61.4% increased (by any amount)

ENG 92 Critical Reading -Assessment Analysis – Spring 2015

Gender: Male/Female/Pre/Post

	Gender Male Pre/Post		Gender Female-Pre/Post	
	Male- Pre	Male-Post	Female-Pre	Female-Post
Sample Size	82	82	124	120
Mean (out of 15)	7.3	8.6	7.6	8.9

Standard Deviation	2.9	2.8	2.7	3.0
Median	7.0	9.0	8.0	9.0
Range of Scores	Low- 1 High- 13	Low- 3 High- 15	Low- 1 High-13	Low- 0 High- 14

ENG 92 Critical Reading Assessment Analysis – Spring 2015

Race: Pre/Post

Race- Pre/Post													
	White- Pre	White- Post	Black- Pre	Black- Post	Non- Specified Pre	Non- Specified Post	Asian- Pre	Asian- Post	Pacific Islander- Pre	Pacific Islander- Post	Hispanic- Pre	Hispanic- Post	
Sample Size	94	92	92	90	7	7	5	5	1	1	7	7	
Mean (out of 15)	8.1	9.6	7.0	8.1	4.9	6.1	6.2	6.8	12.0	13.0	8.3	9.6	
Standard Deviation	2.9	2.8	2.6	2.6	2.0	4.0	2.9	4.2	*	*	1.9	2.4	
Median	9.0	10.0	7.0	8.0	4.0	5.0	6.0	8.0	12.0	13.0	9.0	9.0	
Range of Scores	Low- 1 High- 13	Low- 1 High- 14	Low- 1 High- 13	Low- 3 High- 14	Low- 3 High- 8	Low- 3 High- 15	Low- 3 High- 10	Low- 0 High- 11	Low- 12 High- 12	Low- 13 High- 13	Low- 5 High- 11	Low- 7 High- 13	

ENG 92 Critical Reading -Assessment Analysis – Spring 2015

Ages: Pre/Post

Ages- Pre/Post														
	<18- Pre	<18- Post	18- 21- Pre	18- 21- Post	22- 25- Pre	22- 25- Post	26- 29- Pre	26- 29- Post	30- 33- Pre	30- 33- Post	34- 37- Pre	34- 37- Post	38+- Pre	38+- Post
Sample Size	3	3	138	135	32	31	6	6	4	4	12	12	11	11
Mean (out of 15)	7.7	12.3	7.5	8.7	7.3	8.3	9.0	10.3	7.5	8.5	7.9	8.3	7.3	10.1

Race: Pre/Post-

Race-Pre/Post													
	White-Pre	White-Post	Black-Pre	Black-Post	Non-Specified-Pre	Non-Specified-Post	Asian-Pre	Asian-Post	Indian-Pre	Indian-Post	Hispanic-Pre	Hispanic-Post	
Sample Size	136	136	136	136	2	2	6	6	2	2	15	15	
Mean (out of 15)	8.4	8.8	7.9	7.8	9.0	7.0	6.5	7.8	6.5	6.0	6.7	7.5	
Standard Deviation	2.5	2.5	2.2	2.5	5.6	5.6	3.2	3.1	2.1	0.0	2.8	2.5	
Median	8.0	9.0	8.0	8.0	9.0	7.0	6.5	8.5	6.5	6.0	7.0	7.0	
Range of Scores	Low- 2 High- 14	Low- 3 High- 15	Low- 3 High- 12	Low- 0 High- 13	Low- 5 High- 13	Low- 3 High 11	Low- 3 High- 12	Low- 3 High- 11	Low- 5 High- 8	Low- 6 High- 6	Low- 2 High- 12	Low- 2 High- 12	

ENG 92 Critical Reading -Assessment Analysis –Fall 2014

Ages: Pre/Post

Ages-Pre/Post														
	<18-Pre	<18-Post	18-21-Pre	18-21-Post	22-25-Pre	22-25-Post	26-29-Pre	26-29-Post	30-33-Pre	30-33-Post	34-37-Pre	34-37-Post	38+-Pre	38+-Post
Sample Size	1	1	204	204	33	33	13	13	7	7	13	13	26	26
Mean	6.0	10.0	8.1	8.4	7.7	7.9	8.2	8.7	7.4	7.7	8.1	8.4	7.8	7.2
Standard Deviation	*	*	2.5	2.6	2.3	2.5	2.3	2.2	2.3	2.4	2.8	2.1	2.3	2.6
Median	6.0	10.0	8.0	9.0	7.0	8.0	8.0	9.0	7.0	7.0	9.0	9.0	7.5	7.0
Range of Scores	Low-6 High- 6	Low-10 High-10	Low-2 High-14	Low-0 High-15	Low-4 High-12	Low-3 High-13	Low-5 High-12	Low-4 High-11	Low-5 High-11	Low-5 High-12	Low-3 High-12	Low-4 High-11	Low-3 High-12	Low-3 High-12

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

Two benchmarks: one was that 70% of the students should increase their scores from pre-test to post-test, and that students should have a post-test mean of 10.5 (70%).

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

70% of the students did not increase their post-tests scores; only 61.4% did so. This connects to Fall 2014 when only 44.8% increased. Although a greater percentage increased during the Spring Semester 2015 than did in Fall Semester 2014, neither group made the benchmark of 70%. The same held true for the mean scores of both semesters: a mean score of 8.76 during the spring as compared to a mean score of 8.01 in the fall. In the spring, 28.2% of students scores actually decreased from the pre-test to the post-test, while 38.8% of student scores decreased from the pre-test to the post-test in the fall. Reading faculty find it hard to believe that student ability levels dropped so drastically during the course of the semester and so assume that additional factors, such as motivation, engagement, and lack of positive academic success skills, also played a part. Faculty will work to find reading materials that students find motivating. Faculty also recommend that students take an academic success course, such as ED 101, and utilize the Success Center.

4b. Did the groups meet the benchmark?

No, neither group did although the Spring 2015 semester students came closer than the Fall 2014 students did.

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

In both semesters, gender did not seem to play a major role with both genders producing a raw score in the 8s for a post-test score. White students did have a higher mean (9.6) on the post-test than did African-American students whose mean was 8.1. This compares to 8.8 mean for white students and a 7.8 mean for African-American students in Fall 2014. In both semesters, the number of students (N) was about the same. As far as age, the highest scoring mean in Spring 2015 for both pre- and post-test (9.0 and 10.3) was in the 26-29 age range although the N was only 6 students. The biggest increase in mean scores, 7.3 and 10.1, was in the 38+ age group although the N was only 11. Other groups were in the 7s and 8s.

For Fall 2014, there was less difference in the pre- and post-test scores across all age groups, with everyone scoring into the 7s and 8s.

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.]

English 92-Critical Reading students were given a standardized pre- and post-test with critical reading questions in order to assess their critical reading-thinking skills. Students did not show the amount of progress that faculty expected, especially comparing student in-class performance to post-test critical reading scores, wherein 28.2% actually had scores that decreased between the pre-test and post-test. Faculty did not witness an almost 30% drop in performance in their classes and so assume that post-test scores were the result of other factors, such as motivation, engagement, and lack of successful college skills and strategies.. Faculty will work to find reading materials that engage students. Faculty recommend that students enroll in a college academic success course, such as ED 101, in addition to utilizing the Success Center.

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Submitted By: Hussain, Cynthia	Division: Liberal Arts
Date Reviewed: 2/21/2019	

Eng 92 Critical Reading Pre-Assessment Item Analysis- Spring 2015

15 Questions
Number of students: 207

Mean Score: 7.50/15
Median Score: 7.56/15

Standard Deviation: 2.77
High score: 13 Low Score: 1

ItemNo	Correct Answer	% correct	A_Freq%	B_Freq%	C_Freq%	D_Freq%	E_Freq%
1	C	57.49	21	43	*119	24	0
2	D	33.82	68	45	24	*70	0
3	C	71.98	12	9	*149	33	0
4	A	65.22	*135	41	14	17	0
5	C	47.34	33	18	*98	58	0
6	B	31.4	59	*65	26	57	0
7	C	32.85	44	33	*68	63	0
8	A	71.98	*149	17	14	27	0
9	D	59.9	34	19	30	*124	0
10	C	65.7	22	25	*137	22	1
11	A	51.21	*106	31	53	5	2
12	C	41.06	36	44	*85	34	0
13	B	35.75	21	*75	50	53	0
14	B	49.76	34	*103	35	26	0
15	D	34.78	68	28	29	*72	0

Eng 92 Critical Reading Post- Assessment Item Analysis- Spring 2015

15 Questions Mean Score 8.76/15 Standard Deviation: 2.89
 Number of students: 205 Median Score: 8.85/15 High score: 15 Low score: 0

ItemNo	Correct Answer	% correct	A_Freq%	B_Freq%	C_Freq%	D_Freq%	E_Freq%
1	C	59.51	22	42	*122	19	0
2	D	54.15	50	39	4	*111	0
3	C	81.46	8	2	*167	28	0
4	A	71.22	*146	39	9	10	0
5	C	52.2	19	26	*108	52	1
6	B	40.49	47	*83	16	59	0
7	C	46.83	34	19	*96	55	1
8	A	79.51	*163	9	14	18	0
9	D	63.41	36	25	14	*130	0
10	C	71.22	16	20	*146	22	1
11	A	58.05	*119	32	49	3	2
12	C	55.61	29	37	*114	24	1
13	B	42.44	21	*87	54	40	1
14	B	61.46	27	*126	33	19	0
15	D	38.05	69	24	32	*78	0

Additional Analysis:

57 scores decreased or 28.2% decreased

21 scores stayed the same or 10.4% remained the same

124 scores increased or 61.4% increased

ENG 92 Critical Reading -Assessment Analysis – Spring 2015

Gender: Male/Female/Pre/Post

	Gender Male Pre/Post		Gender Female-Pre/Post	
	Male- Pre	Male-Post	Female-Pre	Female-Post
Sample Size	82	82	124	120
Mean	7.3	8.6	7.6	8.9
Standard Deviation	2.9	2.8	2.7	3.0
Median	7.0	9.0	8.0	9.0
Range of Scores	Low- 1 High- 13	Low- 3 High- 15	Low- 1 High-13	Low- 0 High- 14

ENG 92 Critical Reading Assessment Analysis – Spring 2015

Race: Pre/Post

	Race-Pre/Post											
	White- Pre	White- Post	Black- Pre	Black- Post	Non- Specified Pre	Non- Specified Post	Asian- Pre	Asian- Post	Pacific Islander- Pre	Pacific Islander- Post	Hispanic- Pre	Hispanic- Post
Sample Size	94	92	92	90	7	7	5	5	1	1	7	7
Mean	8.1	9.6	7.0	8.1	4.9	6.1	6.2	6.8	12.0	13.0	8.3	9.6
Standard Deviation	2.9	2.8	2.6	2.6	2.0	4.0	2.9	4.2	*	*	1.9	2.4
Median	9.0	10.0	7.0	8.0	4.0	5.0	6.0	8.0	12.0	13.0	9.0	9.0
Range of Scores	Low- 1 High- 13	Low- 1 High- 14	Low- 1 High- 13	Low- 3 High- 14	Low- 3 High- 8	Low- 3 High- 15	Low- 3 High- 10	Low- 0 High- 11	Low- 12 High- 12	Low- 13 High- 13	Low- 5 High- 11	Low- 7 High- 13

ENG 92 Critical Reading -Assessment Analysis – Spring 2015

Ages: Pre/Post

Ages-Pre/Post														
	<18- Pre	<18- Post	18-21- Pre	18-21- Post	22-25- Pre	22-25- Post	26-29- Pre	26-29- Post	30-33- Pre	30-33- Post	34-37- Pre	34-37- Post	38+ Pre	38+ Post
Sample Size	3	3	138	135	32	31	6	6	4	4	12	12	11	11
Mean	7.7	12.3	7.5	8.7	7.3	8.3	9.0	10.3	7.5	8.5	7.9	8.3	7.3	10.1
Standard Deviation	1.2	1.2	2.9	3.0	3.1	3.0	1.3	3.3	2.7	2.7	2.0	2.5	2.7	2.0
Median	7.0	13.0	7.5	9.0	7.0	8.0	8.5	11.0	8.0	8.0	8.0	8.0	7.0	11.0
Range of Scores	Low- 7 High- 9	Low- 11 High- 13	Low- 1 High-13	Low- 0 High- 14	Low- 1 High- 13	Low- 3 High- 15	Low- 8 High- 11	Low- 5 High- 14	Low- 4 High- 10	Low- 6 High- 12	Low- 3 High- 10	Low- 5 High- 13	Low- 2 High- 12	Low- 6 High- 13

ENG 92 Critical Reading Pre-Assessment Item Analysis –Fall 2014

15 questions
Number of students: 303

Mean Score: 8.01/15
Median Score: 7.99/15

Standard Deviation: 2.42
High score: 14 Low score: 2

Item No	Correct Answer	% correct	A_Freq	B_Freq	C_Freq	D_Freq	E_Freq
1	C	62.38	29	50	*189	33	0
2	D	30.69	111	73	24	*93	0
3	C	78.88	5	2	*239	57	0
4	A	71.95	*218	56	12	17	0
5	C	51.49	32	32	*156	82	0
6	B	31.02	88	*94	31	90	0
7	C	34.32	69	29	*104	101	0
8	A	81.52	*247	12	13	31	0
9	D	56.44	85	26	21	*171	0
10	C	68.32	37	20	*207	38	0
11	A	55.78	*169	42	79	8	4
12	C	46.53	41	59	*141	61	0
13	B	37.95	29	*115	70	88	0
14	B	56.11	45	*170	53	34	0
15	D	37.62	104	38	42	*114	0

ENG 92 Critical Reading Post-Assessment Item Analysis –Fall 2014

15 questions
Number of students: 299

Mean Score: 8.19/15
Median Score: 8.4/15

Standard Deviation: 2.56
High score: 15 Low score: 0

ItemNo	Correct Answer	% correct	A_Freq	B_Freq	C_Freq	D_Freq	E_Freq
1	C	62.88	32	55	*188	23	0
2	D	33.11	90	75	32	*99	0
3	C	76.92	16	3	*231	49	0
4	A	72.24	*216	58	8	17	0
5	C	50.84	39	34	*152	74	0
6	B	36.12	78	*108	28	85	0
7	C	38.8	48	26	*116	106	0
8	A	80.94	*243	17	13	27	0
9	D	57.53	70	41	16	*172	0
10	C	68.9	37	28	*206	28	0
11	A	54.52	*163	41	79	7	9
12	C	55.52	48	42	*166	42	0
13	B	35.45	25	*106	80	87	0
14	B	55.18	48	*165	56	30	0
15	D	40.47	91	48	39	*121	0

Additional Analysis:

116 scores decreased or 38.8% decreased

49 scores stayed the same or 15.4% remained the same

134 scores increased or 44.8% increased

ENG 92 Critical Reading -Assessment Analysis –Fall 2014

Gender: Male/Female/Pre/Post

	Gender Male Pre/Post		Gender Female-Pre/Post	
	Male- Pre	Male-Post	Female-Pre	Female-Post
Sample Size	102	102	195	195
Mean	8.3	8.1	7.9	8.3
Standard Deviation	2.4	2.7	2.4	2.5
Median	8.0	8.0	8.0	8.0
Range of Scores	Low- 2 High- 13	Low- 0 High- 15	Low- 2 High- 14	Low- 2 High- 13

Race: Pre/Post-

	Race-Pre/Post											
	White- Pre	White- Post	Black- Pre	Black- Post	Non- Specified Pre	Non- Specified Post	Asian- Pre	Asian- Post	Indian- Pre	Indian- Post	Hispanic- Pre	Hispanic- Post
Sample Size	136	136	136	136	2	2	6	6	2	2	15	15
Mean	8.4	8.8	7.9	7.8	9.0	7.0	6.5	7.8	6.5	6.0	6.7	7.5
Standard Deviation	2.5	2.5	2.2	2.5	5.6	5.6	3.2	3.1	2.1	0.0	2.8	2.5
Median	8.0	9.0	8.0	8.0	9.0	7.0	6.5	8.5	6.5	6.0	7.0	7.0
Range of Scores	Low- 2 High- 14	Low- 3 High- 15	Low- 3 High- 12	Low- 0 High- 13	Low- 5 High- 13	Low- 3 High 11	Low- 3 High- 12	Low- 3 High- 11	Low- 5 High- 8	Low- 6 High- 6	Low- 2 High- 12	Low- 2 High- 12

ENG 92 Critical Reading -Assessment Analysis –Fall 2014

Ages: Pre/Post

Ages-Pre/Post														
	<18- Pre	<18- Post	18-21- Pre	18-21- Post	22-25- Pre	22-25- Post	26-29- Pre	26-29- Post	30-33- Pre	30-33- Post	34-37- Pre	34-37- Post	38+- Pre	38+- Post
Sample Size	1	1	204	204	33	33	13	13	7	7	13	13	26	26
Mean	6.0	10.0	8.1	8.4	7.7	7.9	8.2	8.7	7.4	7.7	8.1	8.4	7.8	7.2
Standard Deviation	*	*	2.5	2.6	2.3	2.5	2.3	2.2	2.3	2.4	2.8	2.1	2.3	2.6
Median	6.0	10.0	8.0	9.0	7.0	8.0	8.0	9.0	7.0	7.0	9.0	9.0	7.5	7.0
Range of Scores	Low-6 High- 6	Low- 10 High- 10	Low- 2 High- 14	Low- 0 High- 15	Low- 4 High- 12	Low- 3 High- 13	Low- 5 High- 12	Low- 4 High- 11	Low- 5 High- 11	Low- 5 High- 12	Low- 3 High- 12	Low- 4 High- 11	Low- 3 High- 12	Low- 3 High- 12