Assessment of Student Learning Report Form

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

Academic Division:	Semester Assessment Conducted:
Liberal Arts	Fall 2014

Discipline/Program/Department:	Identify if assessment is:
Reading	First Time

Report Title:

Fall 2014 Vocabulary 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 student vocabulary knowledge improved during the course of the semester.

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:

Program Goal:

The student should be able to comprehend an author's ideas and vocabulary.

English 91 Course Objective:

Improving comprehension by building vocabulary

English 92 Course Objective:

By the end of the semester, successful students will be able to demonstrate the ability to enrich their language usage by enlarging their vocabulary, understanding implied meanings/messages and literary concepts such as metaphors/similes and irony.

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

Students were given a publisher-supplied pre and post vocabulary test.

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

Pre and post vocabulary tests provided by the publisher of the course vocabulary textbooks.

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

All students enrolled in both courses on the dates of the tests took the tests.

In English 91, 90 students took the pre-test and 89 students took the post-test.

In English 92, 136 students took both the pre and post-tests.

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:**

Descriptive Statistics for Eng 91 Pre and Post-test Vocabulary Assessment Fall 2014

	Sample Size	Mean (out of 50)	Standard Deviation	Minimum	1st Quartile	Median	3rd Quartile	Maximum
Pretest	90	19.20	8.20	8	14	17	22	47
Posttest	89	39.56	8.90	9	36	42	46	50

Descriptive Statistics for the ENG 92 Pre/Posttest Vocabulary Assessment

	Sample Size	Mean (out of 50)	Standard Deviation	Minimum	1st Quartile	Median	3rd Quartile	Maximum
Pretest	136	21.71	9.82	4	16	19	24	50
Posttest	136	37.04	10.23	13	30	39	46	50

Analysis of the Difference between the ENG 91 Pretest and Posttest Scores

Number of Students	How the scores differed	Percent of Students
2	Decreased	2.0%
0	Stayed the same	0.0%
87	Increased (by any amount)	98.0%

Analysis of the Difference between the ENG 92 Pretest and Posttest Scores

Number of Students	How the scores differed	Percent of Students
5	Decreased	3.7%
1	Stayed the same	0.7%
130	Increased (by any amount)	95.6%

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

Two benchmarks: that students would show an increase between the pre and post-test scores and that students would score a mean of 70% (a raw score of 35) on the post-test.

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

Students are improving their vocabulary knowledge during the course of the semester.

4b. Did the groups meet the benchmark?

Yes.

In English 91, 98% of students increased their scores between pre and post-tests, and the course mean of a raw score of 39.56 exceeded the benchmark of a raw score of 35.

In English 92, 95.6% of students increased their scores between pre and post-tests, and the course mean of a raw score of 37.04 exceedd the benchmark of 35.

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

These were not assessed.

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 91-Reading Comprehension students and English 92-Critical Reading students were given pre- and post-tests over vocabulary. These tests were supplied by the publishers of the vocabulary textbooks used in class. Both groups of students performed extremely well, exceeding the assessment benchmarks for both courses. Faculty plan to continue with the current vocabulary curriculum.

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

ENG 91/92 - Vocabulary Pre/Posttest Assessment Results
Fall 2014

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ENG 91/92 - Vocabulary Pre/Posttest Assessment Results
Fall 2014

Tally Sheet for the Difference in Pre/Posttest Vocabulary Scores

ENG91-Difference	Count	Percent	ENG92-Difference	Count	Percent
-6	1	1.12	-19	1	0.74
-1	1	1.12	-11	1	0.74
1	1	1.12	-4	1	0.74
2	2	2.25	-3	1	0.74
3	1	1.12	-2	1	0.74
4	1	1.12	-1	3	2.21
5	1	1.12	0	6	4.41
7	2	2.25	1	5	3.68
9	1	1.12	2	7	5.15
10	3	3.37	3	2	1.47
11	3	3.37	4	1	0.74
12	2	2.25	5	9	6.62
13	2	2.25	6	2	1.47
14	3	3.37	7	2	1.47
15	2	2.25	8	1	0.74
16	3	3.37	9	5	3.68
17	4	4.49	10	3	2.21
18	2	2.25	11	3	2.21
19	2	2.25	12	5	3.68
20	5	5.62	13	4	2.94
21	4	4.49	14	1	0.74
22	3	3.37	15	3	2.21
23	2	2.25	16	7	5.15
24	1	1.12	17	3	2.21
25	6	6.74	18	4	2.94
26	3	3.37	19	3	2.21
27	6	6.74	20	2	1.47
28	3	3.37	21	3	2.21
29	3	3.37	22	4	2.94
30	3	3.37	23	1	0.74
31	5	5.62	24	4	2.94
32	2	2.25	25	5	3.68
33	3	3.37	26	6	4.41
35	2	2.25	27	2	1.47
41	1	1.12	28	2	1.47
N=	89		29	4	2.94
*=	1		30	4	2.94
			31	3	2.21
			32	2	1.47
			33	2	1.47
			34	4	2.94
			35	1	0.74
			36	1	0.74
			39	1	0.74
			42	1	0.74
			N=	136	