**ASSESSMENT REPORTING FORM**

**(To be Completed by Faculty)**

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| --- |
| **Program or Course:** RDG100 |
| **Date: 11/15/2020 – 12/01/2020** |
| **Number of Student Participants:** 117 |
| **Number of Faculty/Staff Participants:**  5 |
| **Name of person completing report:** Mary Kieser |
| **Assessment Reporting Form:** This report is to show that assessment is occurring and that the results are being used to make changes to improve student learning. The assessment being reported could be an assessment of a Program Learning Outcome (PLO) or a Measurable Student Level Outcome (MSLO). Each program should be assessing and gathering data for at least two PLOs OR two MSLOs that contain CSLOs each year. |
| 1. **What PLOs and/or MSLOs and CSLOs are you going to assess this year?**  * **CAC.CSLO.02:** Integrative Knowledge. Identify, comprehend, apply and synthesize facts, concepts, theories and practices across broad and specialized knowledge areas. * **CAC.CSLO.04:** Reasoning Skills. Inquire and analyze to solve problems, draw logical conclusions, or create innovative ideas. * **RDG100.MSLO.02:** (Analysis Level) Analyze textbook information and readings for topics, main ideas (stated or implied), and supporting details. * **RDG100.MSLO.07:** (Comprehension Level) Identify author's purpose, tone and possible bias. * **RDG100.MSLO.08:** (Application Level) Apply critical reading/thinking strategies in order to evaluate evidence used to support specific claims. |
| **2. Describe the assessment method used and criteria for successful achievement of student learning outcomes. (e.g., rubrics, licensing exam, internship, portfolio, exam, research paper, performance exam, EAC, etc.)**   * **Critical Thinking/Reading Quiz:** An 11 question Critical Thinking/Reading Quiz will be administered through Blackboard by all faculty and adjunct faculty to every RDG 100 student. The above CSLOs and MSLOs will be aligned to each of the ten questions and reports on data regarding student performance on each question will be compiled and analyzed. In the fall the assessment will be conducted to establish a baseline report. Then the results will be discussed to determine if there are any gaps in instruction or if the assessment needs to be modified. The quiz will be given again in the spring and the results will be compared to see if there was an improvement in student learning. |
| 1. **How many students were proficient in the PLOs OR MSLOs and CSLOs and how many were not? What was determined as proficient? (i.e. 70% = proficient)**   The following CSLO’s and MSLO’s were assessed in this Critical Reading Assessment.   1. **CAC.CSLO.02:** Proficient - 88% - Not Proficient - 12% 2. **CAC.CSLO.04:** Proficient - 87% - Not Proficient - 13% 3. **RDG100.MSLO.02:** Proficient - 89% - Not Proficient - 11% 4. **RDG100.MSLO.07:** Proficient – 94% - Not Proficient - 6% 5. **RDG100.MSLO.08:** Proficient - 86% - Not Proficient - 14%   \*All students were proficient in each of the CSLO’s and MSLO’s; however, the Reading Department did not realize that the EAC proficiency level was set at 60%. We will run the report with in the spring and increase the proficiency level to 80%  \*The Mean Score overall was 8.8/12 = 73%  \*The EAC report indicated that not all of the assessments given were completely the same – this is probably due to revisions in the assessment not being reflected in all of the tests that were given.  \*Only 58.3% of students answered question #2 correctly. EAC indicated that the point biserial was a .02% indicating that students had a lack of knowledge to answer the question correctly because even the majority of students who mastered the test did poorly on this question. The question required students to identify the type of support that each statement in the article was – a fact, an opinion or a generality.  (See the attached EAC Summary Report)  \*The threshold or mastery level for the EAC report was erroneously set at .6 (60%). That threshold will be upped to 80% to determine if mastery was achieved. |
| **4. What changes/improvements were made or will be made in response to the outcomes of the assessment process?**   1. Ensure that all tests are exactly the same and that they are administered the same way in order to get correct data. 2. Revise question #2 to make it clearer so that it truly reflects student learning. 3. Increase the mastery level from 60% to 80%. 4. Create additional resources on types of support in an argument that will be shared with all Reading Department faculty. |

## Critical Reading Assessment EAC Report Data

11/16/2020 - 12/11/2020

Test instruments differed among students. While statistics remain directionally useful, interpret them with caution.

| **Courses Included** | | | | |
| --- | --- | --- | --- | --- |
| **Course** | **Instructors** | **Enrollment** | **Responses** | **Percent** |
| RDG10017 - College Reading (Fall 2020, Section 20FA1754, ONL Online) (20FA1754) | Kieser, Mary; Campos, Anna | 14 | 12 | 86 |
| RDG10017 - College Reading (Fall 2020, Section 20FA3176, ONL Online) (20FA3176) | Kieser, Mary; Velcko, Melanie | 15 | 12 | 80 |
| RDG10017 - College Reading (Fall 2020, ONL Online) (20FA-RDG100-Kieser) | Kieser, Mary; Blackboard Administrator, Deanna | 31 | 26 | 84 |
| RDG10017 - College Reading (Fall 2020, Section 20FA3088, ONL Online) (20FA3088) | Kieser, Mary; Velcko, Melanie | 15 | 10 | 67 |
| RDG10017 - College Reading (Fall 2020, Section 20FA2071, ONL Online) (20FA2071) | Kieser, Mary; Hanson, Alyson | 10 | 5 | 50 |
| RDG10017 - College Reading (Fall 2020, Section 20FA2086, T 10:30a SPC Online/Synch) (20FA-RDG100-Teel) | Kieser, Mary; Teel, Skyla | 17 | 10 | 59 |

| **Summary Statistics** | | |
| --- | --- | --- |
| Scored Responses75 | Actual Item Scores750 | Mean Score8.8 |
| Scorable Questions12 | Highest Score10 | Median Score9 |
| Possible Item Scores750 | Lowest Score2 | Std Dev1.414 |
|  | KR(20) / Cronbach AlphaNA | |

| **Item Analysis** | | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| **No.** | **Title** | **Question** | **P-Value** | **Point Biserial** | **Cronbach Del** | **DI (27)** |
| 1 |  | What is the tone of the article? Choose the two that are the best fit. | 0.91 | 0.47 | NA | 0.23 |
| 2 |  | Match the following statements to the type of support that it is. | 0.58 | 0.02 | NA | 0.15 |
| 3 |  | What is the issue (point of the argument)? | 0.91 | 0.37 | NA | 0.3 |
| 4 |  | The first major supporting details is | 0.91 | 0.49 | NA | 0.3 |
| 5 |  | The second major supporting detail is | 0.87 | 0.42 | NA | 0.35 |
| 6 |  | What is the authors purpose for writing the article? | 0.97 | 0.28 | NA | 0.05 |
| 7 |  | What is the authority (credentials) of the author? | 0.83 | 0.75 | NA | 0.15 |
| 8 |  | Which of the following is relevant support for the author's argument that boxing should be banned? | 0.96 | 0.18 | NA | 0.1 |
| 9 |  | What information could the author have included to make his argument stronger? | 0.96 | 0.41 | NA | 0.15 |
| 10 |  | What would someone who opposes the author's position argue about the issue? | 0.89 | 0.48 | NA | 0.35 |
| 11 |  | Match the following statements to the type of support that it is. | 0.44 | 0.11 | NA | 0.7 |
| 12 |  | What is the authority (credentials) of the author? | 0.98 | 0.41 | NA | 0 |

| **Distractors** | | | | | |
| --- | --- | --- | --- | --- | --- |
| **No** | **Type** | **Question** | **Correct** | **PtBis** | **Responses** |
| 1 | MA | What is the tone of the article? Choose the two that are the best fit. | Correct | -- | 62 (82.7%) Persuasive::Serious |
|  |  |  |  | -- | 5 (6.7%) Persuasive::Sentimental |
|  |  |  |  | -- | 2 (2.7%) Persuasive |
|  |  |  |  | -- | 1 (1.3%) Serious |
|  |  |  |  | -- | 1 (1.3%) Serious::Threatening |
|  |  |  |  | -- | 4 (5.3%) Other responses |
| 2 | MAT | Match the following statements to the type of support that it is. | Correct | -- | 7 (58.3%) Boxing is the only sport where the sole object is to injure the opponent. ::generality\*\*Boxing is morally offensive because its intent is to inflict brain injuries on another person.::opinion\*\*Medical science can't take someone who has suffered repeated blows to the head and restore that person to normal function. ::fact |
|  |  |  |  | -- | 2 (16.7%) Boxing is the only sport where the sole object is to injure the opponent. ::fact\*\*Boxing is morally offensive because its intent is to inflict brain injuries on another person.::opinion\*\*Medical science can't take someone who has suffered repeated blows to the head and restore that person to normal function. ::generality |
|  |  |  |  | -- | 1 (8.3%) Boxing is the only sport where the sole object is to injure the opponent. ::opinion\*\*Boxing is morally offensive because its intent is to inflict brain injuries on another person.::opinion\*\*Medical science can't take someone who has suffered repeated blows to the head and restore that person to normal function. ::fact |
|  |  |  |  | -- | 1 (8.3%) Boxing is the only sport where the sole object is to injure the opponent. ::fact\*\*Boxing is morally offensive because its intent is to inflict brain injuries on another person.::generality\*\*Medical science can't take someone who has suffered repeated blows to the head and restore that person to normal function. ::fact |
|  |  |  |  | -- | 1 (8.3%) Boxing is the only sport where the sole object is to injure the opponent. ::fact\*\*Boxing is morally offensive because its intent is to inflict brain injuries on another person.::opinion\*\*Medical science can't take someone who has suffered repeated blows to the head and restore that person to normal function. ::fact |
| 3 | MC | What is the issue (point of the argument)? | Correct | -- | 68 (90.7%) The sport of boxing should be banned. |
|  |  |  |  | -- | 0 (0%) Boxing gets poor kids out of the ghetto. |
|  |  |  |  | -- | 7 (9.3%) Medical science says boxing is morally offensive. |
|  |  |  |  | -- | 0 (0%) Boxing is a wonderful sport. |
| 4 | MC | The first major supporting details is | Correct | 0.522 | 68 (90.7%) Boxing sets an example that violence is an accepted behavior. |
|  |  |  |  | -0.26 | 4 (5.3%) Boxing is the only sport where the sole object is to injure the opponent. |
|  |  |  |  | -0.474 | 2 (2.7%) Medical Science can't restore a person who has suffered repeated blows to the head. |
|  |  |  |  | -0.148 | 1 (1.3%) None of the above. |
| 5 | MC | The second major supporting detail is |  | -0.386 | 4 (5.3%) Boxing sets an example that violence is an accepted behavior. |
|  |  |  | Correct | 0.513 | 65 (86.7%) Boxing is the only sport where the sole object is to injure the opponent. |
|  |  |  |  | -0.151 | 5 (6.7%) Medical science can't restore a person who has suffered repeated blows to the head. |
|  |  |  |  | -0.436 | 1 (1.3%) Boxing gives poor kids the opportunity to get out of the ghetto. |
| 6 | MC | What is the authors purpose for writing the article? | Correct | 0.386 | 73 (97.3%) To inform the reader about the dangers of boxing and persuade the reader to support his viewpoint. |
|  |  |  |  | 0.016 | 1 (1.3%) To persuade the reader that boxing is an opportunity for poor kids to get out of the ghetto. |
|  |  |  |  | -0.559 | 1 (1.3%) To entertain the reader by discussing boxing. |
| 7 | MC | What is the authority (credentials) of the author? | Correct | 0.153 | 10 (83.3%) He is a doctor. |
|  |  |  |  | 0 | 0 (0%) He is a boxer. |
|  |  |  |  | -0.107 | 1 (8.3%) He is an author. |
|  |  |  |  | -0.189 | 1 (8.3%) He is the parent of a former boxer. |
| 8 | MC | Which of the following is relevant support for the author's argument that boxing should be banned? |  | -0.064 | 2 (2.7%) Injuries occur in other sports. |
|  |  |  | Correct | 0.308 | 72 (96%) Boxing injuries often lead to irreversible medical consequences. |
|  |  |  |  | -0.436 | 1 (1.3%) Boxing gives poor kids an opportunity to get out of the ghetto. |
| 9 | MC | What information could the author have included to make his argument stronger? |  | -0.474 | 2 (2.7%) Statistics on the number of boxers that end up with brain damage. |
|  |  |  |  | 0 | 0 (0%) The amount of money a professional boxer makes during his/her career. |
|  |  |  |  | -0.107 | 1 (1.3%) An example of a professional boxer who suffered brain damage. |
|  |  |  | Correct | 0.452 | 72 (96%) Both A and C. |
| 10 | MC | What would someone who opposes the author's position argue about the issue? |  | -0.425 | 7 (9.3%) Boxing causes many other injuries beyond brain injuries. |
|  |  |  |  | -0.436 | 1 (1.3%) Boxing promotes violence. |
|  |  |  | Correct | 0.562 | 67 (89.3%) Boxing is an activity that promotes physical fitness. |
| 11 | MAT | Match the following statements to the type of support that it is. | Correct | -- | 28 (44.4%) Boxing is the only sport where the sole object is to injure the opponent. ::generality\*\*Boxing in morally offensive because its intent is to is to inflict brain injuries on another person::opinion\*\*Medical science can't take someone who has suffered repeated blows to the head and restore that person to normal function. ::fact |
|  |  |  |  | -- | 13 (20.6%) Boxing is the only sport where the sole object is to injure the opponent. ::fact\*\*Boxing in morally offensive because its intent is to is to inflict brain injuries on another person::opinion\*\*Medical science can't take someone who has suffered repeated blows to the head and restore that person to normal function. ::generality |
|  |  |  |  | -- | 3 (4.8%) Boxing is the only sport where the sole object is to injure the opponent. ::fact\*\*Boxing in morally offensive because its intent is to is to inflict brain injuries on another person::opinion\*\*Medical science can't take someone who has suffered repeated blows to the head and restore that person to normal function. ::fact |
|  |  |  |  | -- | 3 (4.8%) Boxing is the only sport where the sole object is to injure the opponent. ::opinion\*\*Boxing in morally offensive because its intent is to is to inflict brain injuries on another person::opinion\*\*Medical science can't take someone who has suffered repeated blows to the head and restore that person to normal function. ::fact |
|  |  |  |  | -- | 3 (4.8%) Boxing is the only sport where the sole object is to injure the opponent. ::fact\*\*Boxing in morally offensive because its intent is to is to inflict brain injuries on another person::generality\*\*Medical science can't take someone who has suffered repeated blows to the head and restore that person to normal function. ::fact |
|  |  |  |  | -- | 3 (4.8%) Boxing is the only sport where the sole object is to injure the opponent. ::opinion\*\*Boxing in morally offensive because its intent is to is to inflict brain injuries on another person::generality\*\*Medical science can't take someone who has suffered repeated blows to the head and restore that person to normal function. ::fact |
|  |  |  |  | -- | 2 (3.2%) Boxing is the only sport where the sole object is to injure the opponent. ::fact\*\*Boxing in morally offensive because its intent is to is to inflict brain injuries on another person::fact\*\*Medical science can't take someone who has suffered repeated blows to the head and restore that person to normal function. ::fact |
|  |  |  |  | -- | 2 (3.2%) Boxing is the only sport where the sole object is to injure the opponent. ::opinion\*\*Boxing in morally offensive because its intent is to is to inflict brain injuries on another person::fact\*\*Medical science can't take someone who has suffered repeated blows to the head and restore that person to normal function. ::generality |
|  |  |  |  | -- | 6 (9.5%) Boxing is the only sport where the sole object is to injure the opponent. ::opinion\*\*Boxing in morally offensive because its intent is to is to inflict brain injuries on another person::fact\*\*Medical science can't take someone who has suffered repeated blows to the head and restore that person to normal function. ::generality |
| 12 | MC | What is the authority (credentials) of the author? | Correct | -- | 62 (98.4%) He is a doctor |
|  |  |  |  | -- | 1 (1.6%) He is a boxer |
|  |  |  |  | -- | 0 (0%) He is an author |
|  |  |  |  | -- | 0 (0%) He is the parent of a former boxer |

| **Goals Summary** | | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| **Goals** | **Scored** | **Avg** | **Threshold** | **Percent Met** | **# Qs** | **% Qs** |
| CAC.CSLO.02\_\_Integrative Knowledge | 750 | 0.88 | 0.6 | 96 | 12 | 100 |
| |  |  | | --- | --- | |  |  | | | | | | | |
| CAC.CSLO.04\_\_Reasoning Skills | 600 | 0.87 | 0.6 | 94.7 | 10 | 83.3 |
| |  |  | | --- | --- | |  |  | | | | | | | |
| RDG100.MSLO.02 | 225 | 0.89 | 0.6 | 92 | 3 | 25 |
| |  |  | | --- | --- | |  |  | | | | | | | |
| RDG100.MSLO.07 | 150 | 0.94 | 0.6 | 97.3 | 2 | 16.7 |
| |  |  | | --- | --- | |  |  | | | | | | | |
| RDG100.MSLO.08 | 450 | 0.86 | 0.6 | 96 | 8 | 66.7 |
| |  |  | | --- | --- | |  |  | | | | | | | |