

1) Outcome to be assessed by department members	2) Means of assessment and criteria of success	3) Summary of data collected	4) Analysis and discussion of data	5) Describe how your department will utilize what you have learned through your analysis of your program's assessment of learning outcomes in your EMP and DPP planning process.
<p>Effectively apply reading skills in the comprehension and critical analysis of college level readings.</p> <p>Effectively apply active reading strategies to college level readings.</p>	<p>Students were provided a reading and asked to identify the topic, main ideas, supporting details, facts, opinions, inferences and determine author's purpose, tone, intended audience and provide their opinion regarding the author's point of view.</p> <p>Students were expected to receive 70% or better on this activity to be successful.</p> <p>The questions were part of the final exam and could be responded to with multiple choice answers.</p>	<p>One class participated in the SLO assessment. Class 1 with a total of 21 students had a 70% pass rate. This pass rate was quite lower than the pass rates on the final exam but met the expected pass rate criteria (which was 70%).</p> <p>Several students had very high scores on this activity.</p> <p>When looking at the scores on a curve, the scores formed a normal bell curve.</p>	<p>These average scores may have been the result of the following:</p> <p>Students were given a passage from their text book that they had not previously read or annotated. Perhaps there was not enough time allowed for this activity and more students would have scored even slightly higher given more time.</p> <p>Students considered this activity to be a part of the final exam and thus expected it to be a percentage of the total grade. Some students may have put in less effort than they would if their final grade was to be based entirely on this portion of the final exam.</p> <p>Students were familiar with evaluating an argument, but had not read this passage before.</p> <p>The vocabulary might have been troublesome to some students.</p> <p>Some students might have had difficulty becoming interested and engaged in this passage.</p> <p>The assessment was analyzed by the faculty who had taught the course. However, the results could not be biased as the answers were multiple choice and marked on Scantrons. The results were completely objective.</p>	<p>The department is not ready to utilize these assessment results in our EMP and DPP planning process. The assessment process needs to be refined as follows:</p> <p>Students will be given the same passage and questions as if this is part of the final exam. Questions 51 - 65 however, were not totaled in the scores for the final exam grade.</p> <p>The assessment will be administered on the last day of finals week.</p> <p>Analysis will be conducted by faculty who are currently teaching the course.</p> <p>To ensure anonymity, student names will be concealed during the analysis of the responses. However, since the answers were on Scantrons the instructor was not tempted to look at students' names when recording the scores.</p>

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Santiago Canyon College
Program Review Sub-report for Sections C-D on SLO Assessment