

## COURSE SLO ASSESSMENT REPORT, SCC

Department: Reading Course: Read 150 Critical Reading  
 Year: 2013 Semester: Fall

<b>1) Outcome to be assessed</b> <i>(verbatim and in the same order as in CurricUNET)</i>	<b>2) Means of assessment and criteria of success</b> <i>(include % of students expected to meet criteria of success)</i>	<b>3) Summary of data collected</b> <i>(include # of students assessed and % meeting each SLO)</i>	<b>4) Analysis of data</b>	<b>5) Plan of action/what to do next</b>
<p>Effectively apply critical reading and thinking skills to the interpretation, analysis, and evaluation of ideas encountered in academic readings and settings.</p> <p>Effectively apply active reading strategies to the interpretation, analysis, and evaluation of readings encountered in an academic setting.</p>	<p>The SLO Assessment requires students to read an essay and respond to 14 multiple-choice questions, which measure SLO 1. SLO 2 is measured by a faculty review of the students' markings on the reading to determine if the students were effective in the use of reading strategies. The criterion for individual student success is a 70% passing rate. The department uses the ParScore system to assess course SLO outcomes.</p>	<p>One class participated in the SLO assessment for a total of 32 students.</p> <p>For SLO 1, fourteen students passed. The average score was 67.19%</p> <p>For SLO 2, twenty-three students passed. The average score was 71.88%.</p>	<p>The department met to discuss the data February 2014.</p> <p>Faculty determined that a further review of the assessment instrument was necessary (see plan of action). In addition, the department determined for Fall 2014, the goal is that 70% of the class would achieve an individual score of 70% or better on SLO 1 and SLO 2. This percentage would increase in subsequent years.</p>	<p>The faculty members teaching the course spring 2014 will review the SLO Assessment. The Assessment will be given at the end of spring 2014 and the results will be analyzed to determine if changes in the way the assessment is administered increases student success. In addition, test items will be analyzed for item discrimination and item difficulty.</p> <p>The ongoing implementation of this assessment instrument will serve as the basis for a longitudinal study to establish permanent student success criteria.</p>