UNIVERSITY OF ARKANSAS PULASKI TECH

Assessment Report:
2018-2019
READ 0300 – Foundations of Literacy

Course-Level Learning Outcomes

1. What are the Course-Level Outcomes (CLOs)?

Upon completion of Foundations of Literacy, the student will be able to:

- analyze context clues to determine the meaning of words and phrases;
- identify the stated and implied main idea and central point as well as supporting details in a passage;
- make inferences based upon information in reading passages;
- recognize the structure and organization of paragraphs in informational and literary texts; and
- recognize facts, opinions, purpose and tone in reading passages.

2. Which CLOs were addressed for this academic year? (2018-2019)

The CLO addressed during 2018 – 2019 was as follows:

- Analyze context clues to determine the meaning of words and phrases.

3. Which CLOs are being addressed in your assessment plan next academic year? (2019-2020)

The CLO being addressed for 2019-2020 is as follows:

- Identify the stated and implied main idea and central point as well as supporting details in a passage.

The CLO addressed in 2018-2019 will be monitored and revised, as needed.

4. Explain the assessment cycle.

The assessment cycle will be the fall and spring semester.

At the end of the spring semester, the faculty will review and analyze the assessment data for the academic year and make revisions, as needed.

5. What are the assessment methods? Are they direct or indirect?

Foundations of Literacy is a skill-based course. The assessment method is direct.

In the fall of 2018, the Literacy faculty developed a common exam for each of the CLO's. Full-time and adjunct instructors were required to administer the exams to their students.

At the end of the academic year, the lead faculty requested an item analysis of the questions on the common exam to assess the specified CLO for 2018 – 2019.   Each of the 25 questions on the exam assessed this learning outcome.

The faculty who taught during the fall of 2018 and spring of 2019 printed an item analysis for the exam from Blackboard (Bb). Based on the instructions in Bb on how to interpret data, the lead faculty developed a spreadsheet to discriminate which questions were good, fair, or poor and to determine which questions were easy, medium, or hard.

The faculty and chair met on May 3, 2019, to review and analyze the data specifically related to this CLO and collaborated on adjustments that needed to be made.

6. What are the assessment goal(s)?

   The goal is for students to score at the proficiency level of 70% or above on each assessment.

7. What were the findings for this academic year? (2018-2019)

   Of the 474 students selected for review during the fall of 2018 and spring of 2019 (354 in the fall and 120 in the spring), 423 (311 in the fall and 112 in the spring) were assessed with the common chapter exam. The 51 (43 in the fall and 8 in the spring) who were not assessed did not take

the exam. Of the 474 who were assessed, 323 of the students scored at the proficiency level of 70% or above.

If this data is used and the 51 students who did not take the exam are included in the calculation, 68% of the students scored at the proficiency level or above. If the 51 students are excluded, 76% of the students scored at the proficiency level of 70% or above.

8. What is your analysis of the findings?

The Bb results of the item analysis printed by the faculty revealed the questions that were considered easy, hard or poor. The chair and faculty reviewed the exam and questions that were in these categories and revised, as needed. The group decided to administer the revised exam in the fall of 2019 and spring of 2020 and review the results at the end of the spring semester to determine the best approach to take to assist students with their deficiencies' in vocabulary skills.

Also, the department chair and lead faculty will work with Bb staff to ascertain how to generate a more comprehensive report which will include an item analysis.

9. What is the action plan for the next academic year? (2019-2020) Explain.

The following CLO will be assessed:

Identify the stated and implied main idea and central point as well as supporting details in a passage.

A common exam with questions assessing each area (main idea, implied main idea, and supporting details) will be administered to students and an item analysis will be generated to review each area.

Students will also complete a common writing assignment. A rubric will be used to evaluate the students' skills.

At the end of the spring semester, the results of both measurements will be reviewed and analyzed by the faculty to determine what needs to be added, deleted, changed or completely revamped for this CLO.