

GENERAL EDUCATION ASSESSMENT REPORT

Reading Discipline, Spring 2013

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| STATEMENT OF INSTITUTION MISSION AND COLLEGE GOALS | SP Goal 5: Improve the process for assessing programs, courses, and student learning. |
| GENERAL EDUCATION OUTCOMES (or student learning outcome/program competency) | Demonstrate the use of technology as a part of college level research skills including using library, Internet resources, and appropriate forms of documentation. |
| ASSESSMENT CRITERIA AND PROCEDURES | <p>Minimum Research Project at the ENGL 003 level includes:</p> <ul style="list-style-type: none"> • MLA Documentation • MLA Formatting • Exposure to in-text citation • Variety of Sources • Product that is handed in and graded <p>The College-wide Reading Coordinator collected project/research descriptions from adjunct professors. Full-time professors brought their own projects. At the Reading Assessment Retreat, the full-time reading faculty took a look at what is currently being done in terms of research requirements. We looked at projects to find evidence of requiring the following: MLA documentation and format, introduction to in-text citation, a works-cited page, and a variety of sources (more than one kind) including Internet, library databases, books, interviews, and/or multi-media.</p> |
| ASSESSMENT RESULTS | <ul style="list-style-type: none"> • 45 sections of ENGL 003 College-wide, 20 taught by full-time and 25 taught by adjuncts (44% FT/56% PT) • 19 at Harrisburg, 9 at York, 9 at Lancaster, 4 at Gettysburg, 3 at Lebanon, and 1 Franklin County • Research data represents 41 out of 45 sections for Spring 2013 (91%) <p>All full-time/part-time instructors required all elements</p> |

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| | <p>listed above in the procedure.</p> |
| <p>USE OF THE RESULTS</p> | <p>Determined through discussion and analysis that these elements would become benchmarks for assessing research projects in ENGL 003. Further assessment of this learning outcome will take place in Fall 2013 and Spring 2014.</p> <p>The discipline has engaged in ongoing discussion and reflection of assessment, and has worked to create assessments that balance instructor autonomy with consistent procedures and levels of difficulty. Previous assessments, such as Fall 2008, have been reworked due to varying levels of difficulty between instructors, which affected results to the point that they were unusable. The discipline explored the option of using a more comprehensive portfolio as an assessment, but did not adopt this option because it required a greater alignment of curriculum and encroached on instructor autonomy. Previous assessments have included questions based on passages from newspapers and books, and multiple choice vocabulary assessments. Results have shown, among other things, discrepancies in achieving outcomes between native English speakers and ESL students and a need for pre-assessment testing, and have spurred continued reflection on the effectiveness of various means of assessment. For Spring 2013, the discipline drew from this experience to strike a balance between standardization and autonomy. Through discipline-wide collaboration and consultation with the Provost and CWAC, the faculty has created a more comprehensive plan for upcoming academic years based on this model.</p> |
| <p>Additional Notes / Resources</p> | <p>2013 Reading Assessment Report</p> <p>History of Reading Assessment</p> <p>REVISED Vocabulary Reading Assessment Spring 2011</p> |