

**Transfer/Basic Skills  
Assessment Analysis Form For Individual Faculty**

Note: Your Departmental Assessment Analysis Form follows.

Analyze the results of your assignment/assessment using the form below.

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| <b>Department</b>  | English   |
| <b>Course</b>  | 1A  |
| <b>Competency or Course SLO</b>  | Critical Thinking   |
| <b>Assessment Tool/ Assignment (Describe briefly)</b>                  | Research paper and WW II Internment paper (two assessments performed)   |
| <b>Assessment Results</b>  |   |
| <b>In general, how did students do on the assignment?</b>              | Those who were able to read the source materials critically did very well but only 15% of the class achieved this.  |
| <b>What student needs and issues were revealed?</b>                    | Lack of critical reading skills and ability to analyze source materials, especially with Internment paper.  |
| <b>Were there any areas where student performance was outstanding?</b> | The top 15% scored exceedingly high – there was a big gap between their scores and the rest of the class.   |
| <b>Any areas where it can be improved?</b>                             | Great improvement is needed in the teaching of critical reading so that students may perform better, especially in the Internment paper. Students who performed poorly were unable to analyze source materials (including the interview) for bias or to effectively compare and contrast the historical views they heard with the factual history. They aren't "reading" the material well nor able to articulate their analysis. |

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| <p><b>Next Step in the Classroom to Improve Student Learning</b></p> <p><b>How will you address the needs and issues that were revealed by your assignment? How might student performance be improved?</b></p> <p><b>Check all that apply</b></p> | <ul style="list-style-type: none"> <li>✓ State goals or objectives of assignment/activity more explicitly</li> <li>✓ Revise content of assignment/activities</li> <li>✓ Revise activities leading up to and/or supporting assignment/activities</li> <li>✓ Increase in-class discussions and activities</li> <li>✓ Provide more frequent or fuller feedback on student progress</li> <li>✓ State criteria for grading more explicitly</li> <li>✓ Other (please describe) Teach reading skills</li> </ul>  |
| <p><b>Next Step in the Department to Improve Student Learning</b></p> <p><b>What steps can the department take to address the needs and issues revealed by your assignment? Check all that apply</b></p>  | <ul style="list-style-type: none"> <li>✓ Offer/encourage attendance at seminars, workshops or discussion groups about teaching methods</li> <li>✓ Consult teaching and learning experts about teaching methods</li> <li>✓ Encourage faculty to share activities that foster competency <ul style="list-style-type: none"> <li>○ Write collaborative grants to fund departmental projects to improve teaching</li> </ul> </li> <li>✓ Prove articles/books on teaching about competency <ul style="list-style-type: none"> <li>○ Visit classrooms to provide feedback (mentoring)</li> </ul> </li> <li>✓ Create bibliography of resource material <ul style="list-style-type: none"> <li>○ Have binder available for rubrics and results</li> <li>○ Analyze course curriculum to determine that competency skills are taught, so that the department can build a progression of skills as students advance through courses</li> <li>○ Nothing; assessments indicate no improvements necessary</li> </ul> </li> <li>✓ Other (please describe): Provide training for faculty in the teaching of reading and writing together. We can't depend on the reading department to do this. I need training and I believe others do as well.</li> </ul> |