

WRIGHT COLLEGE PROGRAM/DISCIPLINE ASSESSMENT FORM

Program/Discipline: Biology		Instructional Manager: Kevin Li	
Semester/Year: Fall/2011	Assessment Coordinator:	Department Chair: Alicia Anzaldo	
Plan Title: The use of published articles to enhance comprehension		Email:	
Part A: Initial Plan: due to your assessment coordinator for review before the Aug 26 Assessment Committee meeting Part B: Midsemester Update: due to your assessment coordinator for review before the Oct 21 Assessment Committee meeting Part C: Further Updates: due date will be determined			
The current submission is which of the following:			
<input type="checkbox"/> Initial Plan		date:	
<input type="checkbox"/> Mid-year update		date:	
		<input type="checkbox"/> Final Report date: Sept 2012	

College Mission: Wright College is a learning-centered, multi-campus institution of higher education offering students of diverse backgrounds, talents, and abilities a quality education leading to baccalaureate transfer, career advancement, and/or personal development.

Program/Discipline Mission:

A. Initial Assessment Plan	
<p>Area of Focus:</p> <p>Your department efforts are to improve learning in what topic/area?</p>	<p>This project was designed to improve comprehension in the classroom. Students were getting questions wrong on tests and assignments not due to a lack of information or confusion over class material, but simply because they were not reading questions thoroughly, or were not carefully reading all options in multiple choice questions before choosing their answers. By increasing student comprehension we should see improvements in all related student learning outcomes.</p>
<p>Evidence:</p> <p>What past results have led your department to conclude that this is an area needing attention?</p>	<p>Evidence was anecdotal but, based upon discussions with students during review of tests and quizzes it was noticed that questions were not being read carefully before answers were selected or written.</p>

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Course(s) of Interest:	Biology 121, Microbiology 233
Intended Program Student Learning Outcomes (SLOs)	This assessment project was designed to address all learning outcomes. Students are expected to be able to explain, communicate, and demonstrate a knowledge of particular biological concepts. This assessment was designed to improve these general communication skills.
List each relevant SLO that this project pertains to.	
Involved Faculty:	Matthew Greif
Assessment/Intervention Process	What: Science-based article will be given out in class along with specific questions about the articles
Address the following questions:	Why: Articles were selected to help improve critical reading skills, but also to engage students in science outside the classroom
What approach will be used?	How: Class averages on exams and quizzes will be examined to look for improvements in grades
Why was this process selected?	When: Over the length of the course
How will student learning be measured?	Who: Matthew Greif
When will data collection be completed?	
Who will analyze the results?	
B. Midyear Update – due Oct 21	
Completely describe all actions that have occurred since this past August with respect to	Articles were provided to students along with 4-5 simple questions to answer.

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**your department's
Assessment Plan.**

**Attach any relative
documents (rubrics,
surveys, other
assessment tools).**

**Are there any obstacles to
the implementation of the
plan that the Assessment
Committee should know
about or can assist with?**

Part C – due TBD

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**Summary of Results and
Analysis of Data
Collected**

What were the results of the assessment process?

What was learned from the results?

While students reported that they enjoyed the articles, particularly those written for a social or cultural point of view, I could not assess the effect of the article assignments on overall test scores. Average test scores improved in general in all classes between the first and second test, but this could be due to other variables such as; poorly performing students dropping the class, students getting used to my particular test format, motivation to do better on subsequent tests. I am not sure of the utility of providing articles as a method of improving test comprehension. I will still provide articles to read as class assignments, but not as a specific assessment method.

**Action Plan Based on
Results and Analysis**

Based on what was learned, what additional steps will be taken to improve student learning?

In its' current format I will not be continuing to use reading assignments as an assessment tool to measure comprehension by using articles. Using readings in an test or quiz may provide a more useful way of assessing reading and comprehension skills.