

## Wright College Academic Department/Program Assessment Project Spring 2017 – Second Report

### WHAT?

Describe the purpose of this assessment project.

To gather information on faculty and student digital literacy. We also continued to collect data on critical thinking, purpose and audience.

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### WHY?

Describe your department/program's reasons for taking on this project and the areas of your department/program that are involved.

The Department of English, Literature and Reading has five student learning outcomes, two of which indicate that upon completion of courses within our departmental curriculum, students will have/be able to: (1) knowledge of basic English grammar, including an understanding of the basic structures and functions of language, as well as its social and cultural aspects; and, (2) write effectively in a variety of genres. They will be able to formulate topics, think critically about topics, analyze their audience, conduct necessary research, and produce finished work that meets good editorial standards. The department's Assessment Committee and English 101-102 committees, now combined to form the First-Year Composition Teaching and Learning Committee (FYC-TLC), has worked in collaboration with the college-wide Assessment Committee to determine the degree to which and assure that students are achieving success relative to these outcomes and those to which they align in the college's General Education Core Curriculum student learning outcomes, specifically those related to critical thinking; awareness of purpose and audience; as well as, information and technology literacy.

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### HOW?

Describe the participants, methods, and the timeline for this project.

**Participants:** Faculty teaching and student enrolled in English and Literature courses.  
**Methods + Timeline:** The department Assessment Committee developed the faculty survey over two semesters (spring 2016 and fall 2016), using examples from digital literacy initiatives from two- and four-year colleges that were aimed at assessing faculty use of digital literacy. This survey was administered in print and electronically. The college Assessment Committee developed the student survey based on a selected number of questions from the 2014 CCSSEE. This survey was administered electronically. The data from the department and college surveys were aggregated and analyzed in spring 2017.

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### WHAT WE FOUND

1. Describe the way in which your department/program will collect results. 2. Provide the results.

1. The results were collected via print and electronic surveys.
  - a. Faculty Survey Results (some of the results are noted below)
    - i. 28 instructors responded to the faculty survey
    - ii. 90% of all faculty surveyed were confident to very confident in their ability to use instructional technology

- iii. 64% of faculty surveyed required their students to use a LMS/DMS for the submission of assignments
  - iv. There were multiple motivations and barriers to using instructional technology and requiring that students use it
2. Based on four semesters of assessment data (spring 2015 to fall 2016), at the end of English 101, most students are performing at the competency level of “Beginning Apprentice” and “Advanced Apprentice” or higher (60% to 80%). From these data, we conclude that at the end of the first semester of a two-semester course sequence in first-year composition, students are at least satisfactorily, but more often than not, well to very well prepared to write with the appropriate sense of purpose and audience as well as demonstrate critical thinking within the context of academic discourse. For student information and technology literacy, 90% of students surveyed “regularly/more than once” prepared multiple drafts of papers before submitting them; 96% of students surveyed completed writing assignments that required integration of ideas from multiple sources “regularly/more than once”; 76% of students surveyed used computers and other technology “very often/often” to complete homework; 83% of students surveyed used Bb “very often/often”; 70% of students surveyed used computer labs “very often/often”; 84% of students surveyed think computer labs are “very important/important” for their classes; 98% of students surveys are satisfied/somewhat satisfied” with the computer labs availability to perform in class; and, 91% of students surveyed think that Bb’s availability to them is “very important/important.” For faculty information and technology literacy: 88% are confident/very confident in their information and technology skills; 90% are motivated to and do use some form of instructional technology in face-to-face, hybrid and online teaching; and, 100% require students to use some form of technology to complete assignments and believe it to be valuable for student success despite 76% expressing concern about the reliability and availability of the technology for them and their students. From these data, the following are correlative statements: student use of technology to complete assignments matches (roughly) the degree to which faculty require them to use it; faculty motivations to use technology in the classroom match students high rates of beliefs that access to technology is important; and, faculty and student beliefs about the importance of technology in the instructional context seem to correlate well. For English 102, because of consistently lower-than-average rates of retention and success, when compared with its sister colleges and across multiple demographics, the FYC-TLC is developing and will pilot faculty cohorts in fall 2017 to work on alignment, benchmarking and professional development across all sections of the course, which is hypothesized to be one of many means of addressing the aforementioned success and retention challenges.
3. There were no curricular interventions required as a result of the data collected from this assessment process.
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