

EXAMPLE OF DATA SUMMARY & USE OF DATA

Course: PST 101

Data from: Spring 2015

Report prepared by: Mary Chang

Number of sections assessed: 4

Assessment Task: *Comprehension* and *Methods* were assessed via 60 multiple-choice items on the final exam. *Clarity of Expression*, *Formal Analysis*, *Theoretical Application*, and *Integration* were assessed via a paper.

Sample: Four sections of the course were offered in spring 2011 (total 100 students). All students' exams were assessed for *Comprehension* and *Methods*. A random sample of 10 student papers from each section were selected and graded by a committee for *Clarity of Expression*, *Formal Analysis*, *Theoretical Application* and *Integration*.

Data Summary (NUMBER of students in each category)

PST 101: Spring 2011

Competency	4- Accomplished	3- Competent	2- Developing	1- Beginning
Comprehension	0	40	30	30
Clarity of Expression	0	20	20	0
Formal/Structural Analysis	5	10	20	15
Theoretical Application	5	20	15	10
Methods	N/A	90	10	0
Integration	0	35	5	0

EXAMPLE: USE OF DATA

Comprehension and Methods. The distribution of scores for *Comprehension* appears reasonable. However, there were 5 comprehension items that few students answered correctly. The faculty judged all 5 items to be important, and have discussed how those concepts could be emphasized and illustrated more in future classes. We have agreed to include the *PST Paper #3c* as an assigned reading in each class, as it emphasizes the concepts that we think are important. Furthermore, we held a professional development session to share teaching strategies we each use to introduce, reinforce, and assessment the essential concepts.

The distribution for *Methods* does not appear reasonable because 90% of the students were assessed as “competent.” This does not reflect the students’ performance on other assignments in the course. The faculty discussed the assessment items for methods and determined that they are challenging, but that faculty were more-or-less teaching to the test by using the same examples in class as are on the exam. We agreed to NOT use the same variables and concepts in any class examples that appear on the exam. We agreed on a set of examples that could be used in class and will check this item on the next assessment to see how students perform.

Clarity of Expression, Formal Analysis, Theoretical Application & Integration. 50% of students were “developing” on *Clarity of Expression*. Because most students in this course have not completed ENG 101 and 102, this seems like a realistic distribution. Faculty have discussed ways to help students write with more clarity, and next semester will begin some practice writing, with feedback, in several class sessions. We have agreed to use the *TCAC Book* that was written by a team of ECU faculty involved in the TCAC program. The book has several lesson plans and suggestions for helping students become better writers. We also agreed to use the Noel Studio to present short lessons to students, and to encourage students to visit the Noel Studio often. Faculty agreed to focus on feedback of writing, rather than the amount of writing. After providing feedback students will be given the chance to revise their work, and to reflect, in writing, what they learned from the feedback and revision that they will use in future writing.

The distribution of scores for *Integration* does not appear reasonable. Faculty perceptions are that students do not integrate material well, but assessment scores suggest that a majority of students are competent. Faculty re-visited the integration part of the paper and realized that the assignment did not require students to integrate material on their own. Rather, in class, faculty tended to integrate the material for the students, and in the papers, students reiterated what the instructors had previously integrated. Faculty have agreed to modify their teaching strategies to demonstrate integration of material in class, but not use the same material that students are later required to integrate in the papers. We discussed several integration examples that we could present in class that do not use the variables students are expected to integrate on the assessment exam.