

Division of Liberal Arts, January 2002

Implications of ETS Spring 2001 Assessment Results

Though results for both entering and experienced cohorts were given, this response to the results looks only at the experienced cohort. This is done so as to tell more specifically, even if by inference, where faculty need to better address the EMC abilities in curriculum and classroom instruction.

Overall ETS Results

Inquiry: 46% of responses were fully proficient or higher; therefore, some 54% of respondents were not proficient.

Analysis: 36% of responses were fully proficient or higher; therefore, some 64% of respondents were not proficient.

Communication: 56% of responses were fully proficient or higher; therefore, some 44% of respondents were not proficient.

Inferences about ETS Results for Experienced Cohort

One might infer the following about students learning. Our students need classroom experience across the curriculum in:

Inquiry and Analysis

- extracting information in various formats
- finding main ideas in complex information
- relating evidence to conclusions
- finding causal and non-causal relationships*
- drawing inferences*
- dealing with unfamiliar cultures
- determining when there is sufficient information*
- evaluating plausibility
- understanding new concepts
- evaluating evidence for accuracy and completeness and recognizing similarities and differences*
- choosing from among sources
- choosing strategies for problem solving and using various methods of observation and discovery and planning a search*

Communication

- constructing original ideas or products
- selecting organization scheme, writing effectively, synthesizing information from different formats*
- communicating quantitative and visual information and relationships effectively, and presenting it in a logical and accurate manner.

*weakest areas

Inferred Implications for Instruction:

Classroom level activities need to be added or reemphasized initially in the weakest areas of:

- finding causal and non-causal relationships
- drawing inferences
- determining when there is sufficient information
- evaluating evidence for accuracy and completeness and recognizing similarities and differences
- choosing strategies for problem solving and using various methods of observation and discovery and planning a search
- and synthesizing information from different formats.

Instructional Recommendation

Each residential and adjunct faculty member of the division should be made aware of these findings and be asked to reemphasize or create at least one classroom activity to permanently add to classroom instruction in each of the six weakest subskills areas identified under Inferred Implications for Instruction. At the end of the Spring 2002 and Fall 2002 semesters, faculty should be asked to report how they addressed these weaknesses.

In addition, the division should request that SAAC/CTL/MCLI provide faculty with models of quick and easy classroom level activities/lessons and provide quick and easy related classroom assessments that might be used across the curriculum to assess students learning of the six subskills' classroom activities or lessons. In addition, faculty within the division should be encouraged to share with colleagues lessons and assessments that address these concerns.