

English 350
Overall Summative Assessment Analysis for F2009
Completed January 2010 in English Department Workday

Directions: For each course SLO undergoing assessment, collect the Transfer/Basic Skills Assessment forms for Individual Course Sections.

Convene a department meeting (and/or communicate with department members) to summarize and discuss the SLO assessment results/analyses for all sections

DEPARTMENT	ENGLISH (ENGLISH 350)
Meeting Date (if applicable) And/or Alternative Means of Communication	Norming/Assessment session 11/13//09 Competency grading session 12/ 9/09 Eng. Dept. workday 1/14/10
Number of Faculty/Staff Participating (# fulltime, # adjunct, and total)	2 fulltime faculty and 3 associate faculty, 5 total (DN faculty did not participate.)
Number of Faculty Sharing Assessment Results Number of Course Sections Assessed	5 instructors, 3 fulltime and 2 associate (DN did participate in sharing assessment results and the results of the debriefing after the competency.) 10% of S2009 competency exams representing 7 course sections (12 exams)
Course SLO or Degree SLO Measured --Identify Course(s) and Degree--	5. Generate and organize general and specific support derived from personal experiences to develop a point in a paragraph or a basic essay Eng. 350
ASSESSMENT TOOLS Describe assessment tool/ assignments faculty/staff used to measure the SLO.	(See attached rating sheet and Eng. 350 competency rubric.) Instructors read 12 excerpts (thesis plus body paragraph 1) from S2009 competency exams, rated each exam as exceeding, adequately, or inadequately meeting expectations, scored each after discussion among instructors, totaled all scores, averaged them to determine success rate.
ASSESSMENT RESULTS (Summarize the overall results of your department, including performance data if applicable.)	58% successful at mastering SLO #5 (scored as exceeding or adequately meeting expectations)

<p>address the needs and issues that were revealed by your assessment?</p> <p>What are your collective plans and strategies for improving student learning?</p> <p>Check all that apply.</p>	<p>X Encourage faculty to share activities that foster improved student learning</p> <ul style="list-style-type: none"> <input type="checkbox"/> Write collaborative grants to fund departmental projects to improve teaching <input type="checkbox"/> Purchase articles/books on teaching/assessment. <input type="checkbox"/> Create bibliography of resource material <input type="checkbox"/> Visit classrooms to provide feedback (mentoring) <input type="checkbox"/> Share rubrics and assessment results among all discipline faculty <input type="checkbox"/> Analyze/revise course curriculum and/or SLOs <input type="checkbox"/> Analyze department curriculum to strengthen the coherence of the program or the progression of skills from course to course <input type="checkbox"/> Nothing; assessments indicate no improvements necessary <input type="checkbox"/> Other (please describe): <p>Additional Explanation:</p> <p>In the F2009 competency debriefing, many of the same problems were noted again and reinforced our concerns about further addressing this SLO. Specifically, the following deficiencies on student competency exams surfaced: inadequate specific development, insufficient use of subtopic sentences, absence of commentary, and over-reliance on narrative support. (DN faculty did participate in the competency debriefing.)</p> <p>Begin the competency grading session with a norming of actual blue books. Do an enforced mid-session break in the grading. Do a second group norming with one or two essays. Share feedback verbally at the end of the grading session and take notes on comments. Continue the requirement of debriefing forms.</p>
<p>Priorities to Improve Student Learning</p> <p>List the TOP 3 TO 6 actions/changes faculty judge will <u>most</u> improve student learning.</p>	<ol style="list-style-type: none"> 1. Change criteria on writing assignments to reflect the need for commentary. 2. Stress the importance of general and specific support, subtopic sentences, and commentary throughout the semester as students work on assignments. 3. Eventually adjust rubric criteria to clarify how body paragraph support will be evaluated to reflect commentary and mastery of both general and specific support. 4. Revise competency prompts to avoid triggering excessive narrative support in body paragraphs. 5. Continue practice of debriefing discussions and

	<p><i>completing forms after the competency grading session.</i></p> <p>6. Meet with Del Norte faculty for a competency norming session and to discuss Eng. 350 curriculum and concerns.</p>
<p>TIMELINE FOR IMPLEMENTATION</p> <p>Provide a timeline for implementation of your top priorities.</p>	<p>Spring 2010: All instructors should work on #2 and #5 above. Course leaders will work on #4 and #6 above.</p> <p>Summer 2010: Eng. 350 course leaders will work on #1 and #3 to be implemented in F2010.</p> <p>Fall 2010: #1 and #3</p>
<p>REASSESSMENT</p> <p>When do you plan to reassess this SLO?</p>	<p>Competency exam in Spring 2010 August 2010 Department workday</p>

RUBRIC FOR ENGLISH 350 COMPETENCY EXAM

5 [A]

- Fully and thoughtfully addresses the topic
- Clear thesis and thesis development
- Body paragraphs very well-developed with relevant, detailed, thoughtful support
- Commentary explicitly connects evidence to thesis
- Logical connections between ideas very clear; appropriate transitions and/or subtopic sentences are evident
- Logical organization plan
- Nearly flawless mechanically
- Sentences are clear and varied; diction is appropriate

4 [B]

- Fully addresses the topic
- Clear thesis and development
- Body paragraphs well-developed with relevant, detailed support
- Commentary connects evidence to thesis
- Logical connections between ideas clear; some transitions and/or subtopic sentences are evident
- Logical organization plan
- Few punctuation and usage errors and rare major sentence errors
- Some sentence variety

3 [C]

- Adequately addresses topic
- Thesis clear but not consistently developed
- Body paragraphs unevenly developed; some support is unconvincing, list-like, and/or too general; at least one body paragraph is well-developed
- Little commentary included
- Logical connections between ideas not always clear; transitions and/or subtopic sentences are awkward, repetitive, or missing
- Adherence to organizational plan with some minor deviations
- Punctuation, usage, and major sentence errors begin to affect clarity
- Little sentence variety

2 [F]

- Intermittently addresses or glancingly addresses the topic
- Thesis not clear and not clearly developed or development may deviate illogically
- Body paragraphs poorly or inappropriately developed
- Evidence not connected to thesis
- Few logical connections between ideas; transitions are missing
- Organizational plan confusing or not apparent
- Punctuation, spelling, usage, and major sentence errors disrupt communication
- No sentence variety

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- Does not address the topic
 - Does not exhibit basic understanding of essay structure

Competency Exam Assessment Worksheet Completed May 2010

The form should not be included in Program Review and should only be used to gather data for course assessment. After they are collected, the completed forms should be considered confidential—to be shredded after the information is collected.

Department	ENGLISH
COURSE	<u>ENGL 350</u> <input type="checkbox"/> <u>ENGL 150</u> <input type="checkbox"/> <i>Please check the appropriate course.</i>
Course Student Learning Outcomes measured	#5 Generate and organize general and specific support . . . to develop a point in a paragraph or a basic essay.
ASSESSMENT TOOL/ ASSIGNMENT	<u>ENGL 350/150 Competency Exam</u>
Rubric or Criteria for Evaluation	<u>ENGL 350/150 Competency Exam Rubric</u>
ASSESSMENT RESULTS In general, describe how students taking the Competency Exam performed? What strengths did students taking the Competency Exam exhibit?	<p>At the Eureka campus, the results on the Eng. 350 competency exam were as follows: 5=7% 4=24% 3=43% 2=26%</p> <p>The students seemed to perform at the expected level, although there seemed to be fewer exceptionally good papers and more simply average papers. Students seemed to respond to a diversity of the prompts rather than concentrating on only a few.</p> <p>Students showed understanding of the basic essay form: introduction, body, conclusion, thesis, pod, and topic sentences. Development of body paragraphs seemed to improve from last semester with more successful attempts at generating relevant support.</p>

