

Crafton Hills College - Outcomes Assessment Report

Program/Service Area: English

Year: 2011-2012

a. **Progress made:** The entire department has assessed every available English course. Some changes on SLO rubrics are currently being made to strengthen accuracy of rubrics.

b. **Improvements: See below:**

1. We recently held norming sessions for English 101 and English 015 to come up with sample essays for A,B,C,D,F grades to share with all English faculty as guidelines. It is important for instructors to see how others grade and whether or not their instruction and grading aligns with how others are grading; students need to know that they would earn similar grades, regardless of instructor. The norming sessions prove successful; several discussions initiated the idea that these and future sessions are helpful for instructors and should be held as often as time allows. [See Attachment - English Meetings Fall 2011].

2. Last summer the CHC Writing Center offered The English Bridge Program targeting students enrolled in English 015 (Preparation for College Writing) “giving students a head start by covering a variety of English, Writing and study skills.” Some English instructors solicited feedback from students and students reported that the Bridge Program was very helpful in preparing them for their 015 classes. [See Attachment - English Meetings Fall 2011].

3. After lengthy discussion, the English department is planning for a 914 Bridge program to give Basic Skills Students a much needed jumpstart and potentially most successful semester experience. We are waiting on word from Counseling as to whether or not they can move enrollment dates so the program can be implemented. Efforts are also present in progress with the Writing Center to expedite and implement a 914 Bridge program. [See Attachment - English Meetings Fall 2011].

4. In Spring, 2012 we are piloting a compressed course including English 914 along with Reading 925 and 956 that will help move students through the basic skills course progression faster; we are hoping for success with this series because data shows that the longer it takes basic skills students to get through the series, the more likely they are to drop out. We are currently discussing additional compressed developmental classes.

5. This fall we will test student writing in one 015 class to assist CalPASS with a current project: giving formative and summative expository writing assignments to 7th, 8th, and 9th graders, and those students in basic skills courses at local community colleges and universities. This testing should help high schools align their teaching to college expectations.

1. We have discussed and are implementing a plan to make sure that all instructors are including in their classes required course-related objectives for course outlines.
2. After discussion that some students are not adequately prepared to include source information in writing required for their next English classes, instructors recently were requested to begin working on incorporating source information (APA/MLA) at the beginning of the semester rather than later.
3. After discussion, faculty have been asked to review SLOs and Course Objectives with students during the semester to confirm which objectives have been met and which the students still need to address. Additionally, faculty will readdress the SLO's and objectives at the end of the semester.
4. We discussed the concern that students are receiving too much help revising papers outside of class and aren't able to produce satisfactory work on their own. The English department is currently discussing an agreeable amount of help given from tutors and instructors and how many times papers may be revised before earning grades.
5. We are discussing academic dishonesty and how many in-class writing assignments should be given, as well as other measures, to counteract plagiarism. Results will be shared with all faculty and if needed, the course outlines will be altered to address the problem of plagiarism.
6. We are currently discussing and planning for a 102 norming session to provide sample essays for A,B,C,D,F grades to share with all English faculty as guidelines. In addition a 914 norming session is in progress; this session will help clarify the skill level of student grammar and writing skills needed before advancing to 015.
7. We will discuss further the need of ESL-focused classes to help students with related needs. This item is already an action plan with the SSE committee.
8. We are currently clarifying course objectives to link requirements to the course outlines to assist instructors in adhering to the objectives of each course.
9. We are requesting course shells be accessible on BlackBoard before each semester begins, for efficient student preparation.
10. We are currently updating SLOs to make the assessment process simpler and more efficient. Regular meetings are planned to continue SLO discussions.

c. Plan for continuously completing the assessment cycle:

We will continue to work with Gary Williams to assess our progress. We are also planning regularly scheduled norming sessions for each composition class. Thus far, our plan is for 101, 015, and 914 to be normed each once every three years. Additionally, we are currently planning

for more compressed classes and considering curriculum changes for basic skills classes with best practices always in mind for the most success of all students. [See Attachment - English Meetings Fall 2011].

At the beginning of each semester we are planning to meet with Keith Wurtz and Gary Williams regarding previous semester classes to assess results and address any issues that may require attention and action.