

Crafton Hills College - Outcomes Assessment Report

Course: ENGL-015

Term: 2011 Spring

1. Learning Outcomes Statement

Find, evaluate and incorporate sources from library and internet into a research paper that argues a position effectively using MLA guidelines (8-10 Pages, Times Roman 12 point font).

- Fulfills the assignment requirements.
- A clear, insightful, original thesis statement.
- Organization/Coherence/Focus of research paper
- Development and supporting evidence.
- Adequate grammar and usage.
- Basic research and documentation.

2. Means of Assessment (Measurement Method)

- 1) A combination of item checking and holistic assessment.
- 2) If I understand it, it's clear; if I haven't read it repeatedly for this assignment, it's reasonably original.
- 3) Read with an eye to ascertaining whether argument builds effectively, is on task, and does not lose reader.
- 4) Determine whether "case" builds from low to high (evidence); determine that supports are logical and appropriate, and do not rely on mere authority.

I graded with a similar rubric, so I tried to use that to complete the SLO's.

3. Criteria for Success (Benchmark)

Just my rubric:

Composition: Clear statement of position
Easily identifiable framework*
Strong organization & smooth transitions
Knowledge of academic writing conventions

Content: Intro includes effective lead-in
Conclusion sums up argument without redundancy
Body explains both sides of issue while clearly supporting one side
Meets all assignment criteria, including page requirement

Research:	All required source types are used Sources are appropriate for the essay's content Research is incorporated in a variety of ways (paraphrase, partial quote, etc) Direct quotes are properly introduced, integrated and interpreted
Mechanics	< 3 errors in sentence structure (fragments or run-ons) < 5 grammatical or mechanical mistakes Paper has been proofread and is without distracting errors Sentence level and variety are at a college level
MLA	MLA formatting is used throughout essay Sources are properly cited in text Works Cited page is properly formatted

4. *Summary of Evidence*

Students sometimes misrepresent/misread sources.

-Most of my students were at least adequate in all of the assessed areas. When weaknesses occurred, they were less with structure and more with support and documentation. -Although MLA citation format was stressed in class and used in three papers this semester, some students still did not produce error-free citations. -Some students still do not understand the proper merging of their ideas with research to create effective research writing. -In addition, typical grammar and mechanics are sentence fragments, run-on sentences, and pronoun referents/point of view. -A few students were not assessed because they had either dropped the class before this paper was due, or they did not complete the assignment, which means they did not pass this class.

The greatest difficulties students seemed to have were with organization and development of evidence analysis. Obviously I'll have to emphasize these things more when I teach this class next semester.

5. *Use of Results (Implications for Program Improvement & Planning)*

During peer reviews, ask students to explain the importance and usefulness of certain sources.

Students did well stating a thesis, and most students did well with other aspects of the assignment. My current teaching plan seems generally effective. In future semesters: - Continued stress on MLA structure and format, particularly in parenthetical citations and on the Works Cited page. -Additional focus on effectively combining personal knowledge and back-up research information. -More focus on outlining support for the thesis sentence. -Continued grammar and mechanics instruction that addresses students' weaknesses. -More focus on appropriate point of view. -More focus on using scholarly materials.

See above (#4). I'm also thinking of developing my own rubrics based on the SLO's.

Composite of feedback compiled by English Dept. Faculty in Fall 2010:

Some underprepared students are moved ahead in classes. The English department is working on finding ways to stop the problem. It is important to know that no requirements will be made on faculty to change the way they teach; all faculty at our meeting agreed to work on these issues:

1. Find a way to make sure that all instructors are including in their classes required course related to course outline objectives.
2. Instructors are invited to begin working on citing sources at the beginning of the semester rather than later.
3. Faculty are suggested to go over SLO's and Course Objectives with students throughout the semester to confirm which objectives have been met and which are still to be worked on. Go over the same at the end of the semester as evidence that they have been covered.
4. There is a concern that students are getting too much help revising papers and aren't able to produce satisfactory work on their own. English department is discussing how to agree on amount of help given from tutors and instructors and how many times papers may be revised before earning grades.
5. English department is discussing how many in-class writing assignments should be given to counter-act plagiarism.
6. We're discussing a possible common exit exam.
7. We're planning a norming session to come up with sample essays for A,B,C,D,F grades to share with all English faculty as "guidelines" only.
8. We will discuss further establishing English 101 as a prerequisite for all literature courses. With 015 only, instructors are needing to teach writing in addition to literature.
9. 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 BSI committee.
10. We will discuss further a year-long basic skills course (like CSUSB). There is a problem with this idea because it would mean cutting services to those better prepared.
11. We will discuss further creating a document to show addition more *specific* information correlated to the Course Outlines so instructors know the depth of covering objectives. Again, instructors will not be required to adhere to a particular way of teaching these objectives.

Unrelated to the underpreparedness of students:

1. Faculty have been assigned to oversee sharing of best practices for 914, 015, 101, 102, and literature courses. This work is planned to begin in Spring, 2011.