

Crafton Hills College - Outcomes Assessment Report

Course: ENGL-015

Term: 2010 Fall

1. Learning Outcomes Statement

Students will compose paragraphs and essays that focus on a single idea (thesis) supported by evidence such as examples, quotations, statistics and responses to other texts, including summary.

The essay focuses on a clear, single, central idea or thesis.

The essay provides appropriate examples to support the topic, and the prompt/text response is thorough.

The essay is relatively free of fragments, punctuation errors, misspelling, etc.

The essay structure is logical and unified, and the audience and tone supports the essay.

2. Means of Assessment (Measurement Method)

- A selection of Student writing produced during the semester assessed.

3. Criteria for Success (Benchmark)

No Benchmark Identified.

4. Summary of Evidence

Most of my students were within the same range.

I'm starting to see a trend that Learning Communities tend to be more effective than regular classes. Students who scored lower in this course weren't putting effort in.

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

I want to work more with students on sentence level issues.

Continue with Learning Communities and continue trying to inspire students to try harder.

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.