

# Crafton Hills College - Outcomes Assessment Report

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Course: ENGL-914

Term: 2011 Fall

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## 1. Learning Outcomes Statement

Students will be able to employ the writing process from pre-writing to revising.

Students will be able to comprehend a main idea and supporting detail in a reading assignment.

Students will be able to create and support a main idea in a well-structured, cohesive paragraph.

Students will be able to develop prewriting skills to help with invention.

## 2. Means of Assessment (Measurement Method)

Two categories of Learning Outcomes were assessed, reading and writing. A. Reading: Multiple reading assignments were given throughout the semester, along with content and analysis questions that students responded to. This occurred for almost every class period, and I read and commented on each response. It was definitely enough data for me to draw adequate conclusions about student progress and abilities. B. Writing: Students wrote four formal paragraphs and one short essay. For the purpose of this assessment, I focused on the short essay written at the end of the semester. Students completed in-class and out-of-class pre-writing activities. They wrote a rough draft and brought it to class for peer review. They took their next draft to the Tutoring Center for a session with a writing tutor. They turned in their drafts and final paper to me for assessment.

## 3. Criteria for Success (Benchmark)

No Benchmark Identified

## 4. Summary of Evidence

Most of my students met or exceeded the stated outcomes. Frequent assignments and a lot of feedback were certainly a factor. Students could practice their skills and learn their strengths and weaknesses.

A few students performed below the stated outcomes. These students were, without exception, those who were frequently absent and/or did not do the required work in the class.

It is relatively easy to teach students to use the writing process, but I wonder if they would go through all those steps on their own if they did not have to turn in the work. Students did respond positively to occasional extra points given for superior responses to reading assignments. I think it was both validating and motivating for them.

Three students were not assessed either because they withdrew from the class or because they did not complete enough of the required work.

A lot of repetition, clear teacher expectations, and frequent feedback helped students to master skills. Pre-reading discussion was an important part of reading comprehension. When students knew what they were looking for, they did a better job of analysis. The opportunity to re-write major writing assignments helped students to understand the errors and improve on their weaknesses.

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

a. Instructional approach I am considering adding additional required rewrites. Currently, there is only one required rewrite, with several optional rewrites. Students who need the rewrites the most tend not to do them. b. Course content, texts and other learning resources (including equipment, technology) c. Structure of the course or program? Curricular as well as co-curricular elements? I am happy with my writing text but found that my reading text and the way I utilized it was not as effective as it could be. Rather than teaching a non-fiction text and stretching it out through the whole semester, I plan to use a novel and focus on it more intensively for three or four weeks. I think this will increase interest and comprehension. 10. What kinds of learning evidence would help you make better, more precise observations? What would you change or modify in your assessment approach? a. Learning Outcomes (modify existing ones, add new ones) Reading and Writing LO should be separated. Only one LO related to the writing process is needed. A LO addressing students' understanding of basic grammar and mechanics skills should be added. b. Assessment approach No change c. Rubrics No change