

GLENDALE COMMUNITY COLLEGE

COURSE ASSESSMENT REPORT

SEMESTER/YEAR: Spring 2010

DEPARTMENT: English

COURSE TITLE: English 191

PARTICIPANTS (min. 2): Chris Juzwiak, Monette Tiernan, Hollie Stewart, Nancy Nevins, Lynn Woods, Amanda Ackerman, Chris Pasles

COURSE-LEVEL SLO(s) ASSESSED THIS SEMESTER:

(1.) Analyze a short essay or passage (such as the final exam prompt), demonstrating knowledge of thesis, topic, developmental and concluding sentences, and transitional expressions.

(2.) Write a multi-paragraph length essay which addresses the topic, applies knowledge of essay organization conventions, and demonstrates growing awareness of critical thinking through development of ideas.

(3.) Assess a composition for unity, development, and coherence.

METHOD OF ASSESSMENT: English 191 common final essay exam (holistically scored).

ANALYSIS OF ASSESSMENT: What do these results tell you about your students' achievements on the targeted SLO(s)?

Paragraph structure and development: 100% of students assessed demonstrated an adequate to strong understanding of paragraph structure. Of these, 30% passed in this category only at an adequate (“C”) level. Similarly, 98.5% of students assessed demonstrated an adequate to strong understanding of paragraph development. Of these, 33% passed at an adequate (“C”) level, while 1.5% performed at a weak (“D”) level.

Grammar: 95% of students assessed demonstrated an ability to identify and correct run-on sentences, while 7% demonstrated weakness in this category. Of the 95% of students who passed, 40% passed only at an adequate (“C”) level.

85% of students assessed demonstrated an ability to identify and correct fragment sentences, while 15% demonstrated weakness in this category. Of the 85% who passed, 30% passed only at an adequate (“C”) level.

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93% of students assessed demonstrated an understanding of correct verb tenses and forms, while 7% demonstrated weakness in this category. Of the 93% who passed, 38% passed only at an adequate (“C”) level.

Diction: 80% of students assessed demonstrated an understanding of English word choice, phrasing, and syntax, while 20% demonstrated weakness in these areas. Of the 80% who passed, 30% passed only at an adequate (“C”) level.

Areas of student learning weaknesses and strengths: The two most prominent areas of weakness were in run-on sentences (47% of students assessed scored at either a “C” or “D” level) and diction (50% of students scored at either a “C” or “D” level). Two other areas of weakness included fragment sentences (45% of students assessed scored at either a “C” or “D” level) and verbs (45% of students assessed scored at either a “C” or “D” level).

Areas of student learning strengths included understanding paragraph structure and development.

PLANS: Indicate if your assessment results reveal a need for course improvement in order to improve student achievement, and what plans your department will make to do so.

While the vast majority of students performed successfully in all assessment areas, the developmental committee will continue to refine grammar pedagogy for run-ons, fragments, and verbs. Concerning student weakness in the area of diction, the committee will discuss reinstating the “vocabulary” component of English 191 (dropped in the past year). The English Division will also devote its upcoming division retreat to revisiting SLOs for all courses, including developmental courses.

Given the strength of student learning in paragraph structure and developmental, the Developmental Writing Committee will continue its practice of creating innovative writing assignments and effective methods of teaching paragraph structure; the committee will also continue working to disseminate this successful pedagogy to new faculty who teach at the developmental level.

WHAT COURSE(S) WILL YOU ASSESS IN THE FOLLOWING SEMESTER?
(You might re-assess for the same SLO(s) with the implementation of your new plan, and/or for another SLO and/or course):

The English Developmental Writing Committee will re-assess English 189 and English 191 in Fall 2010, drawing, if the committee deems necessary, on a larger student sample.

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