GLENDALE COMMUNITY COLLEGE

COURSE ASSESSMENT REPORT

SEMESTER/YEAR: Spring, 2010

DEPARTMENT: English

COURSE TITLE: **ENGL 104**

PARTICIPANTS (min. 2): Michael Harnett (Chair), Shant Shahoian, Piper Rooney, Mary Ann Nichols

COURSE-LEVEL SLO(s) ASSESSED THIS SEMESTER:

1. **Reading:** Critically read and evaluate expository and persuasive culturally diverse texts which address current issues. Identify thesis or unifying theme of text and traditional use of reasoning and logic. Identify and evaluate supporting evidence for relevance and accuracy and evaluate text in terms of diction, tone, and unity. (Exit standards A1, A2, A3, A4, A5)
   Core Competencies: 1a, 1b, 4a, 4b, 4c, 4d, 4e, 5b, 5c, 5d
   Exit Level: Reading 7; Writing 7; Listening/Speaking 7; Math 1
   Assessment Method: Research Essay
2. **Research:** Demonstrate appropriate application of supporting evidence from primary and secondary sources. Evaluate evidence in terms of accuracy, relevance, and freedom from faulty assumptions. (Exit standard B3)
   Core Competencies:1a, 1b, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 4d, 4e
   Exit Level: Reading 7; Writing 7; Listening/Speaking 7; Math 1
   Assessment Method: Research Essay
3. **Writing**: Write sophisticated, coherently structured, mechanically sound expository and persuasive essays which address current issues. (Exit standards B1, B2, B3, B4, B5, B6)
   Core Competencies:1a, 1b, 4a, 4b, 4c, 4d, 4, e
   Exit Level: Reading 7; Writing 7; Listening/Speaking 7; Math 1
   Assessment Method:

METHODS OF ASSESSMENT: Research Essay

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

General observations based on grade distribution across the assessed categories:

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1) In contrast to 102, the data indicate fewer overall performances ranked as adequate or above.
2) The category of "Tone and awareness of audience" is the only one that shows almost complete class success.
3) The category of "MLA documentation and formatting" indicates the poorest performance, overall.
4) The four categories of "Thesis", "Development of supporting evidence", "Logical reasoning and argumentation using inductive and/or deductive reasoning, and avoiding logical fallacies" and "Proper grammar, mechanics, syntax and diction" all had six students (out of 23) scoring at '3' or below.
5) Appropriate selection, application and synthesis of sources were all strong.

PLAN: 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.

Action:

a) Best practices on uniformity of MLA instruction is planned.

b) Workshop on logical reasoning and argumentation is also planned.

c) Thesis category wording is to be changed, from "literary issues" to "controversial issues."

WHAT COURSE(s) WILL YOU ASSESS IN THE FOLLOWING SEMESTER (Spring, 2011)? You might re-assess for the same SLO(s) with the implementation of your new plan, and/or for another SLO and/or course.

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