GLENDALE COMMUNITY COLLEGE

COURSE ASSESSMENT REPORT

SEMESTER/YEAR: Spring, 2010

DEPARTMENT: English

COURSE TITLE: **ENGL 102**

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

COURSE-LEVEL SLO(s) ASSESSED THIS SEMESTER:

Reading: Critically read and evaluate culturally diverse literary and prose texts which address critical positions and problems. Identify thesis or unifying theme of text and its 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, 5d
Exit Level: Reading 7; Writing 7; Listening/Speaking 7; Math 1
Assessment Method: Research Essay

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

Writing: Write sophisticated, coherently structured, mechanically sound expository and persuasive essays related to literary works and current issues. (Exit Standards B1, B2, B3, B4, B5, B6)
Core Competencies: 1a, 1b, 4a, 4b, 4c, 4d, 4e
Exit Level: Reading 7; Writing 7; Listening/Speaking 7; Math 1
Assessment Method: Research Essay

METHODS OF ASSESSMENT: **Research Essay**

Please submit this report to the Office of Research and Planning at ekarpp@glendale.edu

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:
English 102

1) Very low incidence of '1's and '2's throughout the nine categories. Explanation for this may be that by the research paper, (typically the final assignment of semester), those who were not successful have dropped.
2) The assessment category "Development of supporting evidence that is accurate, relevant and free from faulty assumptions" had the largest distribution of grades. More students were assessed as adequate or below than in any of the other eight categories. This corresponds to casual observation in class.
3) Students generally performed well in the two categories "Appropriate selection of textual evidence from primary sources that demonstrates critical reading and evaluation" and its twin, "secondary sources."
4) For those who remain in the class, the vast majority perform well in most categories, or are assessed as solidly "adequate."
5) Remaining students have self-selected, but have clearly received enough effective communication from instructors to make good, informed decisions about their progress or likely success.

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.

a) We plan a brown bag discussion to focus on "Development of supporting evidence" in order to promote effective instruction in this weaker area.

b) English 102's rubric needs a column for MLA documentation and formatting.

c) Conversations about the differences in basic approaches to teaching 102 as opposed to 104 continue. Possible goals include revising course outlines and recalibrating the philosophy of teaching these two courses.

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.

ENGL 102

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