

GLENDALE COMMUNITY COLLEGE

COURSE ASSESSMENT REPORT

SEMESTER/YEAR:  Fall 2010

DEPARTMENT:  English

COURSE TITLE:  English 191

PARTICIPANTS (min. 2: 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 final exam prompt), demonstrating knowledge of thesis, topic, developmental and concluding paragraphs, 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.

METHODS 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: Approximately 70% of students assessed demonstrated an adequate to strong understanding of paragraph structure. Of these, approximately 40% passed in this category only at an adequate ("C") level. Similarly, 70% of students assessed demonstrated an adequate to strong understanding of paragraph development. Of these, approximately 50% passed at an adequate ("C") level. Approximately 30% of the total students assessed showed weakness in this category, performing at a "D" or failing level.

Grammar: Approximately 80% of students assessed demonstrated an ability to identify and correct run-on sentences, while 20% demonstrated weakness in this category. Of the 80% who passed in this category, 47% passed only at an adequate ("C") level.

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80% of students assessed demonstrated an ability to identify and correct fragment sentences, while 20% demonstrated weakness. Of those who passed, 50% passed only at an adequate (“C”) level.

Nearly 80% of students assessed demonstrated an understanding of correct verb tenses and forms, while just over 20% demonstrated weakness in this category. Of the students who passed in this category, nearly 50% passed only at an adequate (“C”) level.

Diction: Just over 70% of students assessed demonstrated an understanding of English word choice, phrasing, and syntax, while approximately 30% demonstrated weakness in these areas. Of those who passed, approximately 75% passed only at an adequate level.

Areas of student learning weaknesses and strengths: The two weakest areas were in paragraph structure/development and in diction. Although these areas were the weakest, the data make clear that around 70% of students assessed passed in each of these areas. However, in the structure/development area, 50% of those who passed passed only at a “C” level, while in the area of diction, 75% of those who passed passed only at a “C” level, which may indicate a need for additional emphasis in these areas.

Areas of student strength included grammar—specifically identifying and correcting fragments, run ons, and verb errors. Interestingly, the strengths and weaknesses assessed this semester are the reverse of the outcomes for Spring 2010.

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.

While the majority of students performed well in all assessment areas, the developmental committee will continue to refine its pedagogy. It may be beneficial for 191 instructors to discuss the reversal of outcomes from Spring 2010 to Fall 2010 and to consider how best to achieve balance between grammar and “content” instruction. This current semester (Spring 2011), most 191 instructors have reinstated the vocabulary component of English 191 in response to students’ low performance in the area of diction. Also, our development sequence and pedagogy is on the agenda for our division retreat later this spring.

All in all, given the general strength of student learning as assessed via the SLOs, 191 instructors will continue in their present practices of creating innovative assignments and developing effective methods for teaching developmental composition.

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.

English 189 and 191 will be re-assessed in Spring 2011.

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