

GLENDALE COMMUNITY COLLEGE

COURSE ASSESSMENT REPORT

SEMESTER/YEAR: Fall 2010

DEPARTMENT: English

COURSE TITLE: English 189

PARTICIPANTS (min. 2): Lynn Woods, Hasmik Barsamian, Julie Gamberg

COURSE-LEVEL SLO(s) ASSESSED THIS SEMESTER:

- (1.) Analyze a reading passage such as final exam prompt in order to identify topic and features such as developmental sentences and transitional expressions
- (2.) Write an organized paragraph-length composition demonstrating understanding of the English sentence and rudimentary paragraph structure and which addresses topic and shows development through application of appropriate reasons, examples, and details
- (3.) Assess a paragraph-length composition for unity, development, evidence, and coherence

METHODS OF ASSESSMENT:

English 189 Holistic Final Exam (timed written paragraph)

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

Understanding of topic and audience: 82% of students assessed demonstrated an adequate to strong understanding in this category. Of the total number of students assessed, approximately 41% passed only at an adequate (“C”) level or performed below a passing level in this category.

Paragraph structure and development: 80% of students assessed demonstrated adequate to strong understanding of both paragraph structure and paragraph development. In paragraph structure, of the total number of students assessed, 50% passed only at an adequate (“C”) level or performed below passing level. In paragraph development, of the total number of students assessed, 60% passed only at an adequate (“C”) level or performed below passing level.

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Grammar: 82% of students assessed demonstrated an ability to identify and correct run-on sentences. Of the total number of students assessed, 60% passed only at an adequate (“C”) level or performed below passing level.

81% of students assessed demonstrated an ability to identify and correct fragment sentences. Of the total number of students assessed, approximately 60% passed only at an adequate (“C”) level or performed below passing level.

Approximately 74% of students assessed demonstrated an ability of correct verb forms and verb tense. Of the total number of students assessed, approximately 60% passed only at an adequate (“C”) level or performed below passing level.

Diction: 70% of students assessed demonstrated an understanding of English word choice, phrasing, and syntax. Of the total number of students assessed, 80% passed only at an adequate (“C”) level or performed below passing level.

Areas of student weaknesses and strengths: The two weakest areas were in verb errors and diction. While 74% of assessed students in the category of verbs and 70% of all students assessed in the category of diction passed in these areas on the assessment test, 60% of the total students assessed passed only marginally or received below passing in verb usage; similarly, 80% of all students assessed passed only marginally or received below passing in diction, which may indicate additional emphasis in these areas.

Areas of student strength included “understanding topic and audience,” “understanding paragraph structure and development,” and “understanding run-on sentences” (students passing at an 80% rate); additionally in terms of understanding fragment sentences, students passed at a 90% rate.

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.

The majority of students performed well in all assessment areas. The developmental committee will review these outcomes to decide on any needed future actions.

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 will continue to be reassessed each semester in an ongoing attempt to identify significant trends.

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