

Department of English Assessment Sessions III
English 151: Technical Communication, Reading 36: Developmental Reading, Reading 46:
Improving Reading Skills, and English 20: Literacy Skills
(8/26/11-9/10/11)

ENGL C151: Technical Communication

Participants:

C. Davis

C. Swiridoff

Methodology

Based on past Student Learning Outcome Assessment Sessions over the past two semesters, we repeated the same methodology, except that in the case of English 151, we surveyed all of the final papers from the single section offered annually, which is taught by the same instructor year after year. This kind of “cluster sampling” was determined to be the most effective data-gathering strategy for a less frequently offered course. The papers were graded by a rubric based on pre-established departmental guidelines for assessment of student success in achieving the student-learning outcomes.

Student Learning Outcomes

STUDENT LEARNING OUTCOMES Upon completion of the course, the student will be able to

1. Write and revise technical compositions for audience, purpose, clarity, conciseness, and freedom from major and minor grammatical errors.
2. Divide a large body of information into meaningful units and organize those units into a hierarchy of relationships.
3. Write effective content to enhance the marketability and persuasiveness of communications.
4. Use principles of visual design to create usable documents, incorporating graphics and/or tabular data to communicate technical information.
5. Understand significant aspects of the technical communication, such as ethical and legal considerations, collaboration, and communication tools, while writing a variety of different kinds of technical documents.
6. Evaluate and abstract information from research and apply a documentation system, such as MLA.

Data

Reviewed 20 out of 21 final projects submitted (omitting plagiarized project) in spring 2011.

STUDENT LEARNING OUTCOMES: Upon completion of the course, the student will be able to

1. Write and revise technical compositions for audience, purpose, clarity, conciseness, and freedom from major and minor grammatical errors.

| Proficient | Adequate | Unsatisfactory | % of Success |
|------------|----------|----------------|--------------|
| 11 | 7 | 2 | 0.90 |

2. Divide a large body of information into meaningful units and organize those units into a hierarchy of relationships.

| Proficient | Adequate | Unsatisfactory | % of Success |
|------------|----------|----------------|--------------|
| 10 | 9 | 1 | 0.95 |

3. Write effective content to enhance the marketability and persuasiveness of communications.

| Proficient | Adequate | Unsatisfactory | % of Success |
|------------|----------|----------------|--------------|
| 10 | 7 | 3 | 0.85 |

4. Use principles of visual design to create usable documents, incorporating graphics and/or tabular data to communicate technical information.

| Proficient | Adequate | Unsatisfactory | % of Success |
|------------|----------|----------------|--------------|
| 11 | 6 | 3 | 0.85 |

5. Understand significant aspects of the technical communication, such as ethical and legal considerations, collaboration, and communication tools, while writing a variety of different kinds of technical documents.

| Proficient | Adequate | Unsatisfactory | % of Success |
|------------|----------|----------------|--------------|
| 9 | 5 | 5 | 0.75 |

6. Evaluate and abstract information from research and apply a documentation system, such as MLA.

| Proficient | Adequate | Unsatisfactory | % of Success |
|------------|----------|----------------|--------------|
| 5 | 3 | 12 | 0.40 |

Total % of Success
0.78

Conclusions

These statistics indicate that the students are achieving five of the six student-learning outcomes at a rate of 75%-95%, averaging 86%, which we determined to be a better-than-satisfactory performance overall. The success rate of the sixth SLO is significantly lower, indicating a clear need to reassess the course's delivery of this specific material. Revisions to the course to

improve student success in this area have already begun and will be fully implemented when the course is offered in the spring semester.

READ 36: Developmental Reading
READ 46: Improving Reading Skills

Participants:
C. Davis
L. Vasquez

Methodology

We also used the cluster sampling method for READ 36 and 46, since the reading courses are offered far less ubiquitously than our composition courses and by only one full-time faculty member. The artifact for both courses is a final exam that tests for all of the student-learning outcomes of the classes.

READ 36:

Student Learning Outcomes

Upon completion of the course, the student will be able to

1. Analyze structure (main ideas, major and minor ideas, supporting details) in paragraphs and rudimentary essays.
2. Locate transitions in paragraphs and rudimentary essays.
3. Identify purpose and tone in paragraphs and rudimentary essays.
4. Make inferences in paragraphs and rudimentary essays.
5. Read actively by marking text and making useful marginal notes for later use.
6. Demonstrate increased vocabulary appropriate to 7th-10th grade.

Data

STUDENT LEARNING OUTCOMES: Upon completion of the course, the student will be able to

1. Analyze structures, including main ideas, major and minor ideas, supporting details in paragraphs and rudimentary essays.

| | | |
|--------------|----------------|--------------|
| Satisfactory | Unsatisfactory | % of Success |
| 7 | 5 | 0.58 |

2. Locate transitions in paragraphs and rudimentary essays.

| | | |
|--------------|----------------|--------------|
| Satisfactory | Unsatisfactory | % of Success |
|--------------|----------------|--------------|

| | | |
|----|---|------|
| 10 | 2 | 0.83 |
|----|---|------|

3. Identify Purpose and Tone in paragraphs and rudimentary essays.

| | | |
|--------------|----------------|--------------|
| Satisfactory | Unsatisfactory | % of Success |
| 9 | 3 | 0.75 |

4. Make inferences in paragraphs and rudimentary essays.

| | | |
|--------------|----------------|--------------|
| Satisfactory | Unsatisfactory | % of Success |
| 7 | 5 | 0.58 |

5. Read actively by marking text and making useful marginal notes for later use.

| | | |
|--------------|----------------|--------------|
| Satisfactory | Unsatisfactory | % of Success |
| 5 | 7 | 0.41 |

6. Demonstrate increased vocabulary at an intermediate level.

| | | |
|--------------|----------------|--------------|
| Satisfactory | Unsatisfactory | % of Success |
| 7 | 5 | 0.58 |

| |
|--------------------|
| Total % of Success |
| 0.71 |

READ 46:

Student Learning Outcomes

Upon completion of the course, the student will be able to

1. Review: structure, transition, inferences, and purpose and tone in paragraphs and rudimentary essay.
2. Analyze structure, transition, inferences, and purpose and tone in longer, pre-collegiate-level essays, poems, and novels.
3. Identify patterns of organization and mixed patterns of organization in pre-collegiate-level essays, poems and novels.
4. Read actively by making marginal notes and marking items for use in summarizing and responding to a text.
5. Demonstrate increased advanced level pre-collegiate vocabulary

Data

STUDENT LEARNING OUTCOMES: Upon completion of the course, the student will be able to

2. Analyze structure, transition, inferences, and purpose and tone in longer, pre-collegiate-level essays, poems, and novels.

| Satisfactory | Unsatisfactory | % of Success |
|--------------|----------------|--------------|
| 12 | 4 | 0.75 |

3. Identify patterns of organization and mixed patterns of organization in pre-collegiate level essays, poems, and novels.

| Satisfactory | Unsatisfactory | % of Success |
|--------------|----------------|--------------|
| 12 | 4 | 0.75 |

4. Read actively by making marginal notes and marking items for use in summarizing and responding to a text.

| Satisfactory | Unsatisfactory | % of Success |
|--------------|----------------|--------------|
| 10 | 6 | 0.625 |

5. Demonstrate increased advanced level pre-collegiate vocabulary.

| Satisfactory | Unsatisfactory | % of Success |
|--------------|----------------|--------------|
| 13 | 3 | 0.8125 |

Total % of Success
0.78

Conclusions

These statistics indicate that in READ 36, the students are achieving outcomes 2 and 3 at a rate of over 70%, but not outcomes 1, 4, 5, and 6. In Read 46, the students are achieving outcomes 2, 3, and 5 at a rate of over 70%, but not outcome 4. These findings indicate a need to reevaluate the course's delivery of these objectives, and since the data sample is small, to reassess again next semester.

English 20: Literacy Skills

Participants:

C. Davis

J. Gray

Methodology

We chose two sections of English 20, one offered in the spring and one in the summer, since this course is offered 2-3 times a year and only by part-time instructors, the most active of which participated in the data gathering and assessment session. The artifact for both sections was a final exam that tests for all of the student-learning outcomes of the class.

Student Learning Outcomes

Upon completion of the course, the student will be able to

1. Employ simple spelling rules and usage conventions, such as capitalization, proper use of the period and apostrophe, how to double-space, etc.
2. Employ basic principles of grammar, including recognizing basic parts of speech, such as noun, pronoun, verb, adjective, etc., and sentence structures, like simple, compound, and complex sentences.
3. Demonstrate expanded vocabulary by using word attack strategies.
4. Show basic reading skills at the sentence level: phonics, word-recognition, and rudimentary comprehension, and improve reading comprehension and learn suitable reading strategies for various kinds of reading materials.

Data

STUDENT LEARNING OUTCOMES: Upon completion of the course, the student will be able to

1. Employ simple spelling rules and usage conventions, such as capitalization, proper use of the period and apostrophe, how to double-space, etc.

| Satisfactory | Unsatisfactory | % of Success |
|--------------|----------------|--------------|
| 17 | 6 | 0.75 |

2. Employ basic principles of grammar, including recognizing basic parts of speech, such as noun, pronoun, verb, adjective, etc., and sentence structures, like simple, compound, and complex sentences.

| Satisfactory | Unsatisfactory | % of Success |
|--------------|----------------|--------------|
| 17 | 6 | 0.75 |

3. Demonstrate expanded vocabulary by using word attack strategies.

| | | |
|--------------|----------------|--------------|
| Satisfactory | Unsatisfactory | % of Success |
| 18 | 5 | 0.775 |

4. Show basic reading skills at the sentence level: phonics, word-recognition, and rudimentary comprehension, and improve reading comprehension and learn suitable reading strategies for various kinds of reading materials.

| | | |
|--------------|----------------|--------------|
| Satisfactory | Unsatisfactory | % of Success |
| 20 | 3 | 0.85 |

Total % of Success
0.795

Conclusions

These statistics indicate that in ENGL 20 the students are achieving all of the student-learning outcomes at a rate of nearly 80%, which we determined to be a better-than-satisfactory performance overall.

Future Assessment

The next assessment session, to be held on the Flex Day prior to Spring Semester 2012, will evaluate student success in the following courses: **SPCH 101, ENGL 141, ENGL 102, and literature courses. We will also gather more data from READ 36 and 46.**