FALL 2014 SLO/PLO ASSESSMENT REPORT

Date: 12/18/2014

Name of Person Reporting: Dr. Louise Barbato

Name of Department and/or Discipline: English

1. a. List the courses/certificates/programs your discipline/department assessed in the fall 2014 semester.

<table>
<thead>
<tr>
<th>Course</th>
<th>SLO</th>
<th>Instructor</th>
<th>Benchmark Reached?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eng 21</td>
<td>SLO 1</td>
<td>Keshishyan, Lawson, Darr</td>
<td>75%, 72%</td>
</tr>
</tbody>
</table>

Assessment Analysis
Overall, the students did well with each criterion of the rubric. The benchmark is achieved. One pattern I noticed is that those students who struggled with the essay structure were also often the ones who struggled with sentence structure. In the same manner, students who succeeded in completing an effective essay with proper structure also had good diversification in sentence structure.

Curriculum Modifications
Curriculum Modifications Planned? YES

In the future, I will provide more exercise materials regarding sentence structure. I think we can begin to focus on that point a little bit more and then move towards essay structure. I think more in-class assignments and activities regarding sentence structure and essay structure will help because we can discuss it as a class and students can ask questions.

Resource Requests
Any Resource Requests? YES

I think more handouts, powerpoints, and in-class activities will help the most. The more students practice, they more they will understand the concept of proper essay structure. I think that more reading will help as well.

Assessment Analysis
The students in this section did slightly better in terms of essay structure, but I think we still need to work on sentence structure and diversification. The writing style in the essay is too simple; there needs to be more diverse sentences.

Curriculum Modifications
Curriculum Modifications Planned? YES

I will be using more handouts, PowerPoint lessons and in-class activities to provide more opportunities for students to practice these skills.

Resource Requests
Any Resource Requests? YES

I will definitely be developing more in-class activities and handouts based on these skills. Tutors are also always helpful.
<table>
<thead>
<tr>
<th>SLO 2</th>
<th>Keshishyan, Lawson, Darr</th>
<th>75%, 75%</th>
</tr>
</thead>
</table>

**Assessment Analysis**
While the benchmark was achieved, it is right at the minimum at 70% for correct grammar and punctuation. This tells me that there needs to be more focus on these two skills.

**Curriculum Modifications**
Curriculum Modifications Planned? YES

I definitely think that more activities (ex. grammar and punctuation worksheets, projects, lessons) would help improve this course outcome.

**Resource Requests**
Any Resource Requests? NO

<table>
<thead>
<tr>
<th>SLO 3</th>
<th>Keshishyan, Lawson, Darr</th>
<th>85%, 83%</th>
</tr>
</thead>
</table>

**Assessment Analysis**
The data shows that students did especially well in Criteria 2, differentiating facts from opinions. I think the many exercises we did in class helped with this a lot. Criteria 3 is also strong: identification and paraphrasing of the main ideas and supporting points in a reading. Criteria 1 and 4 are also strong, but at 81 and 83% respectively, they could improve yet.

**Curriculum Modifications**
Curriculum Modifications Planned? NO

**Resource Requests**
Any Resource Requests? NO
facts from opinions seems to be helping a lot with this particular skill. The other criteria are also strong and the benchmark is achieved.

**Curriculum Modifications**  
Curriculum Modifications Planned? NO

**Resource Requests**  
Any Resource Requests? NO

<table>
<thead>
<tr>
<th>SLO</th>
<th>Author(s)</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>28</td>
<td>Diaz-Cooper, Daly, Spitler</td>
<td>80%</td>
</tr>
<tr>
<td>102</td>
<td>Smith, Daly, Diaz-Cooper, Orozco</td>
<td>Not ready</td>
</tr>
<tr>
<td>127</td>
<td>Averill</td>
<td>Not ready</td>
</tr>
<tr>
<td>205</td>
<td>Welch</td>
<td>84%</td>
</tr>
</tbody>
</table>

**Assessment Analysis**  
The students generally performed well in the areas measured. Two students neglected to include Works Cited pages. These students did include Works Cited pages for their previous work, so this is somewhat surprising. Also, two students did not complete the assignment. The benchmark was achieved.

**Curriculum Modifications**  
Curriculum Modifications Planned? YES

While the class achieved the benchmark, there are two modifications I intend to make. First, I will further clarify the need to include a Works Cited page. Second, I intend to add an ungraded practice paper and an in-class workshop to lead up to this assignment.

**Resource Requests**  
Any Resource Requests? YES

A document projector would help me better demonstrate effective annotation techniques.

Note we assessed our PLOs in spring 2014.
b. For each one, indicate whether the benchmark (standard for student success) was reached. See chart above.

2. **Summarize** the major assessment results for courses/programs in your area.  
   See chart above.

3. **Summarize** what changes have been made or are planned to be made as a result of the assessments.  
   See chart above.

4. **Follow up on previous assessments:**
   (1) If an SLO was assessed previously, compare the results with the earlier assessments:
      (a) Have the recommended changes been implemented? Yes, we took away the MWL and MSL requirements after much discussion. The service was not being provided in an efficient manner.

      (b) Has the follow-up textbox been filled in on the SLO online system? Yes

   (2) How have the findings led to improved student learning? Yes

5. Have the results of your assessments been shared and discussed among the members of your program? (Provide dates and any minutes of meetings as evidence. Please also post relevant minutes in the Department Notes section of the SLO Online system.)
   Dec. 15 met with fellow COMM ST faculty member Juliet Wallace. Next spring, it will be discussed at the department meeting. We will discuss when faculty return in February. The elimination of the MWL and MSL was the object of discussion at Sept. and Oct faculty meetings.

6. Have the results of your assessments been shared and discussed with members of your advisory committee (if vocational program)? NA

7. What resource requests are planned as a result of the assessments? Tutors and document projection equipment.
8. Have the assessment results been posted on the online system? Yes

Date: December 15, 2014

Subject: SLO’s from COMM Studies 101, Fall 2014
       Requested Pat Flood

Objective: To review Phase 3 of Assessment Cycle Calendar; Fall 2013 - Spring 2017 Cycle

Program: COMM STUDIES

Submitted by: Professors Margie Long and Juliet Wallace

9. a. List the courses/certificates/programs your discipline/department assessed in the fall 2014 semester.
   Note: this is phase 3 of assessment for COMM ST 101. The question is whether the English 28 advisory is effective and whether English 28 should be a prerequisite rather than an advisory.

10. Summarize the major assessment results for courses/programs in your area.
    See text below.

11. Summarize what changes have been made or are planned to be made as a result of the assessments.
    See text below.

12. Follow up on previous assessments:
    (1) If an SLO was assessed previously, compare the results with the earlier assessments:
        (a) Have the recommended changes been implemented? The advisory was implemented, but the prerequisite has not.

        (b) Has the follow-up textbox been filled in on the SLO online system? yes

    (2) How have the findings led to improved student learning? Yes (see below)
ADVISORY - English 28 for all COMM ST classes:

We have advised our students to have taken English 28 prior to taking Comm Studies 101. In English 28 the objective of this course is to help students improve their reading and writing skills, including grammar, spelling, punctuation, and sentence construction. Students will also familiarize themselves with the resources of the library and learn to conduct college-level research. These skills are necessary in order to succeed in COMM ST 101. Students learn to produce a 350-500 word essay, utilizing standard rhetorical modes and maintaining unity and coherence. Additionally students produce a 4 to 6 page research paper which supports an argument.

Once they have honed these skills, hopefully learned in English 28, they will then apply them to COMM Studies 101 and will additionally learn the vocal skills of delivery, gain the use and understanding of audience demographics, practice the ethics of public speaking, use the pragmatic Aristotelian cannons of Ethos, Logos, and Pathos, and learn the vitally important skill of audience analysis.

When students have followed the recommended advisory prior to taking COMM 101, they do quite well. However, if they have not been advised by a counselor and simply look at the college catalog which does not require a prerequisite to COMM 101, they often select the course without the necessary skills to do well. They are not set up for success without learning these skills required in English 28. Professor Wallace answered a survey the first week in December, 2014, regarding her COMM 101 class. The main observation noted on the survey is that most students coming from local high schools were wholly unprepared to do the writing portion required to succeed in COMM 101.

RECOMMENDATION:

We recommend that COMM 31 be reinstated into the curriculum or that English 28 become a prerequisite rather than an advisory for taking COMM 101. COMM 31 is not a transferable course but it gives the students a chance to learn sentence structure, vocabulary, pronunciation, and reading in order to communicate well.