English/Speech Department Assessment Results Document

Due: December 2, 2011

1. What courses/certificates/programs have you assessed the past year?

For the complete plan, please view “Chronology and Plan 8_2011.doc” at:

https://www.dropbox.com/home#/Public/English%20%26%20Speech%20SLOs

Through student surveys, we have assessed both the English and Speech programs during the past two years. Two years ago, we instituted the English Major as a result of assessment. June 2011, we had our first class of English majors (approximately 23) who transferred to four year institutions.

This past year we instituted the Communication Studies Major (fast track) as a result of program assessment. Next Spring, we will begin to offer courses needed for the major.

2. Summarize the analysis of your assessment results for courses in your area.

Since we started in 2007, we are on the third round of assessment for our English and Speech SLOs. This past year, we also assessed the upper level English courses which were re-instated for the major. Generally speaking, the changes we have made since we first started assessing have resulted in higher pass and retention rates in English. Changes instituted included:

- Adding an intense reading component in the form of online homework materials for English 21.
- Adding My Writing Lab for all sections of English 28.

For our complete SLO records, please visit:

https://www.dropbox.com/home#/Public/English%20%26%20Speech%20SLOs/SLOs

3. How have the results of assessments been shared and discussed among the members of your program?

The results and discussion of assessments have taken place on Flex day, through department meetings and emails. For fall 2011, our efforts have been the tweaking of SLOs to better match evolved course outlines, the design of rubrics, and actual assessment is about to begin of selected SLOs that remain to be assessed to complete this third cycle.

Please visit this site for documentation of what we have done this semester:
You will find notes from our October department meeting, notes from our November department meeting and a worksheet that records the tweaking of SLOs and creation of rubrics, all of which were done collaboratively.

4. **How have the results been shared with your advisory committee?** Not Applicable

5. **Based on the discussion and analysis of your assessment results, what changes have you made or plan to make?**

See answers for questions 1 and 2 above.

For this fall 2011, we are in the middle of assessing and are not ready to loop back assessment results to our courses.

6. **What is your assessment plan for the program and courses for the upcoming program review period?** Provide dates, SLO(s) to be measured, means of assessment and person to be responsible.

<table>
<thead>
<tr>
<th>Course</th>
<th>SLO to be assessed Fall 2011</th>
<th>How to assess:</th>
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</thead>
<tbody>
<tr>
<td>English 21:</td>
<td>SLO 2: Self-edit and correct grammar, spelling, and punctuation errors in his/her essays.</td>
<td>Use your final exam or a paper written at the end of the semester to measure student progress on this SLO.</td>
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<tr>
<td>English 21:</td>
<td>SLO 3: Differentiate fact from opinion, identify and paraphrase the main ideas and supporting points in a reading, generalize meaning by recognizing and interpreting inferences, and predict meaning of vocabulary through contextual clues in readings.</td>
<td>Design a reading exercise to measure student mastery of this objective.</td>
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<tr>
<td>English 28:</td>
<td>SLO 2: Produce a 4 to 5 page research paper which supports an argument.</td>
<td>Use student research paper to measure student progress on this SLO.</td>
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<tr>
<td>English 101:</td>
<td>SLO 3: Produce a 6 to 8 page word research paper which utilizes library research materials and documents evidence.</td>
<td>Use student research paper to measure student progress on this SLO.</td>
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</table>

**Responsible:** Each instructor for the actual assessment. All instructors are responsible for the review of results.

**Dates:** These will be completed by the end of the fall 2011 semester.