

June 21, 2013

English 1A Consistency Project

Behind the Numbers

EL CAMINO-- TORRANCE

- # of Instructors Participating = 44
- # of Sections Taught = 66
- # of Papers Submitted = 1307

EL CAMINO--COMPTON

- # of Instructors Participating = 10
- # of Sections Taught = 14
- # of Papers Submitted = 252

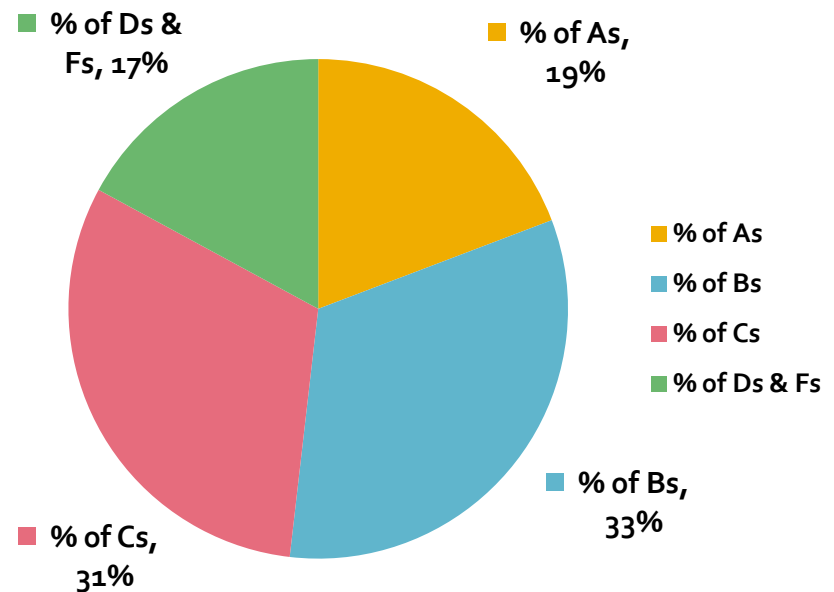
A Look at the Grades (ECC Only)

THE NUMBERS

- Total # of Papers = 1307
- # of As = 253
- # of Bs = 429
- # of Cs = 409
- # of Ds & Fs = 225

A PICTORIAL REPRESENTATION...

Research Paper Grade Distribution (ECC Only)



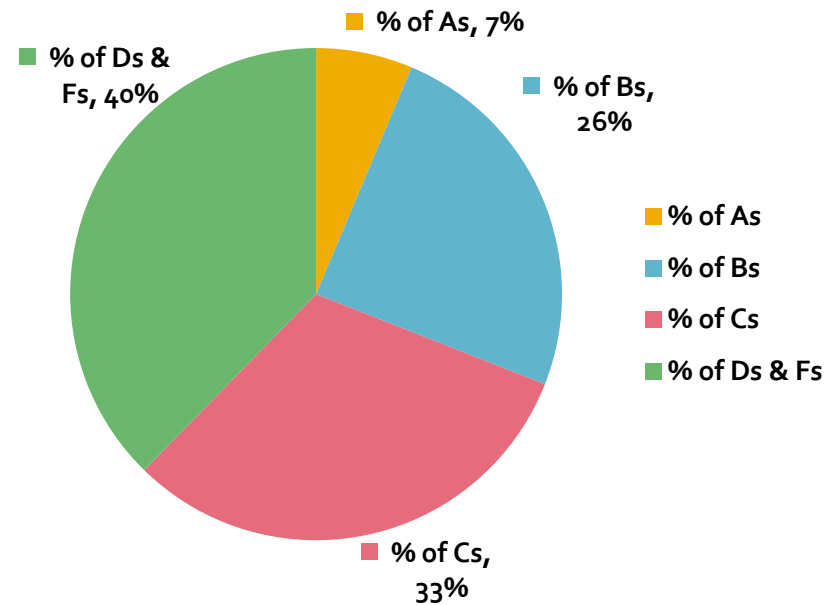
A Look at the Grades (CEC Only)

THE NUMBERS

- Total # of Papers = 252
- # of As = 17
- # of Bs = 66
- # of Cs = 84
- # of Ds & Fs = 101

A PICTORIAL REPRESENTATION...

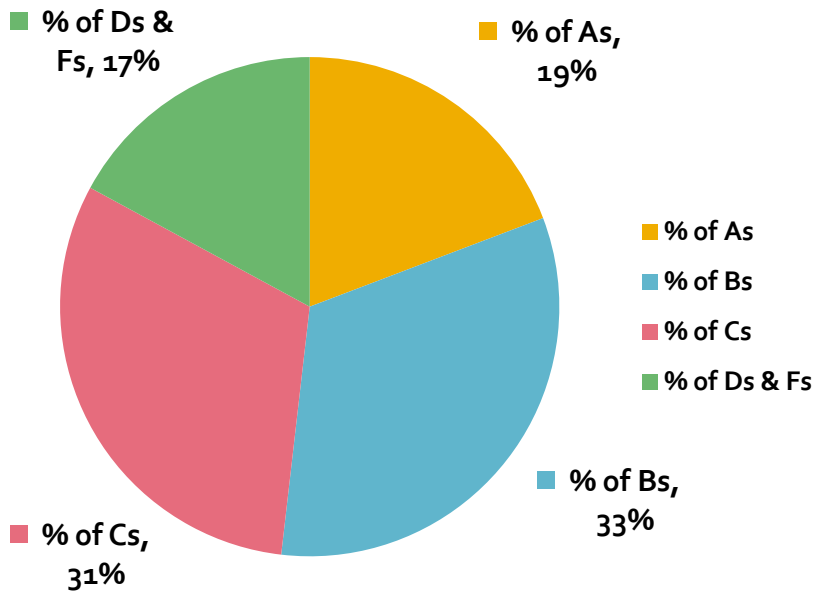
Research Paper Grade Distribution (CEC Only)



And Now to Compare...

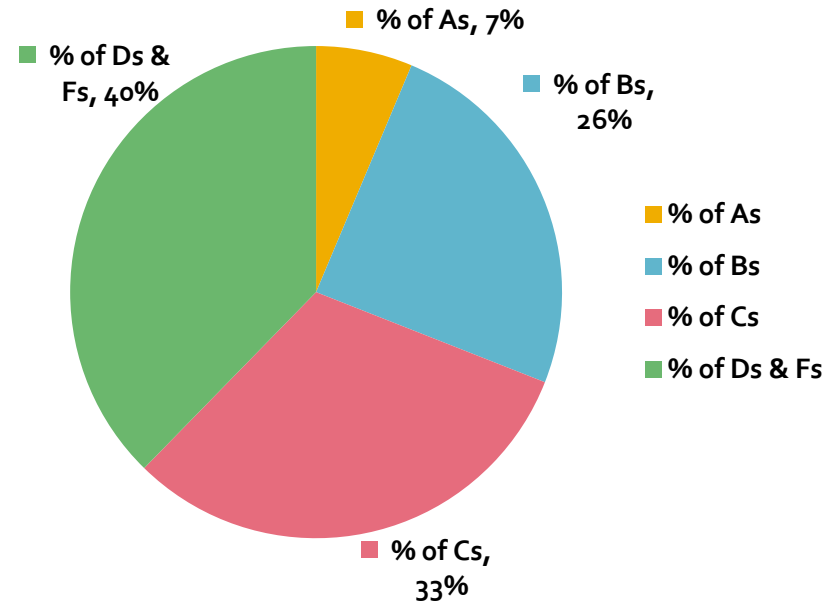
EL CAMINO-- TORRANCE

Research Paper Grade Distribution (ECC Only)



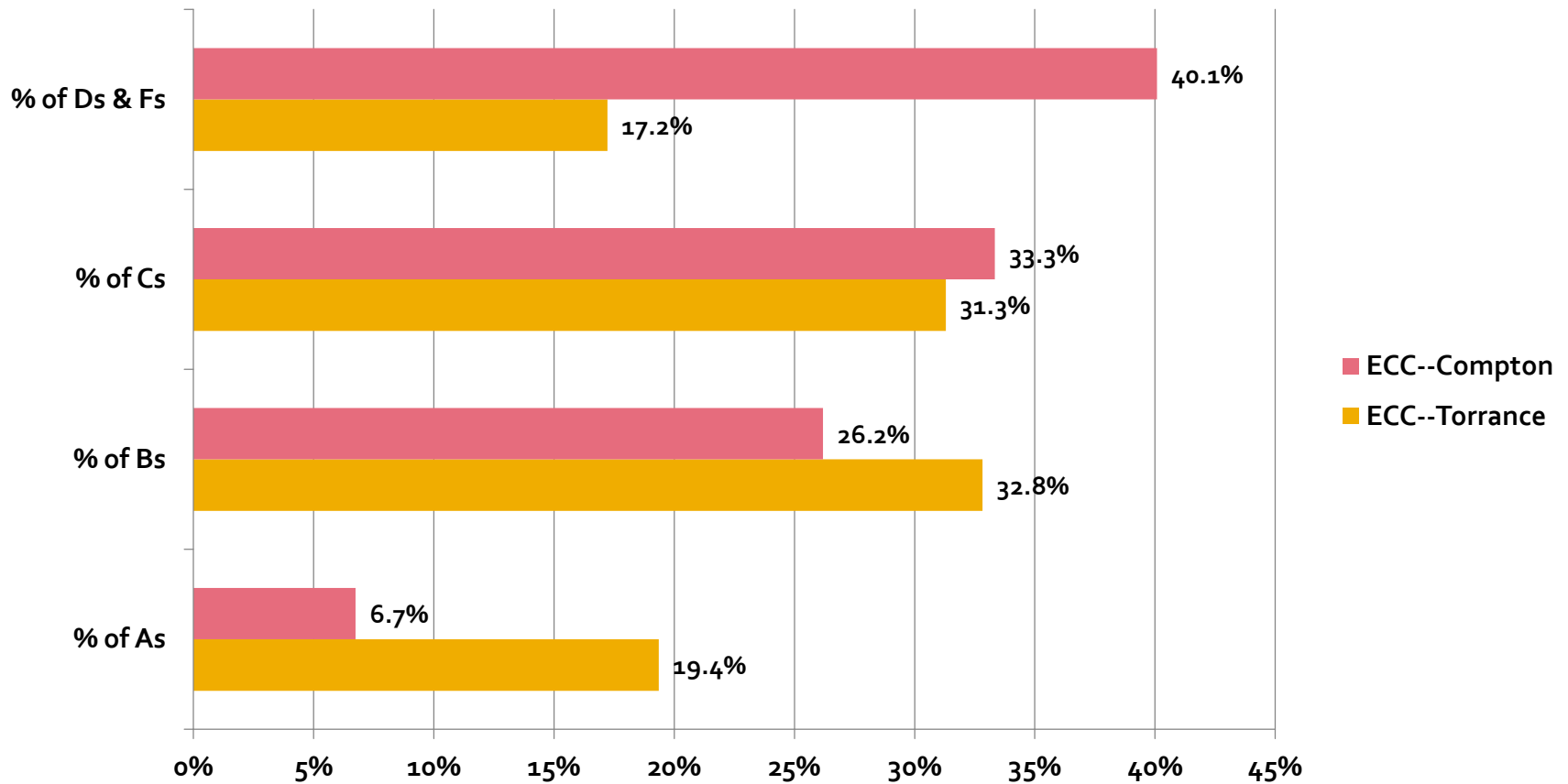
EL CAMINO--COMPTON

Research Paper Grade Distribution (CEC Only)



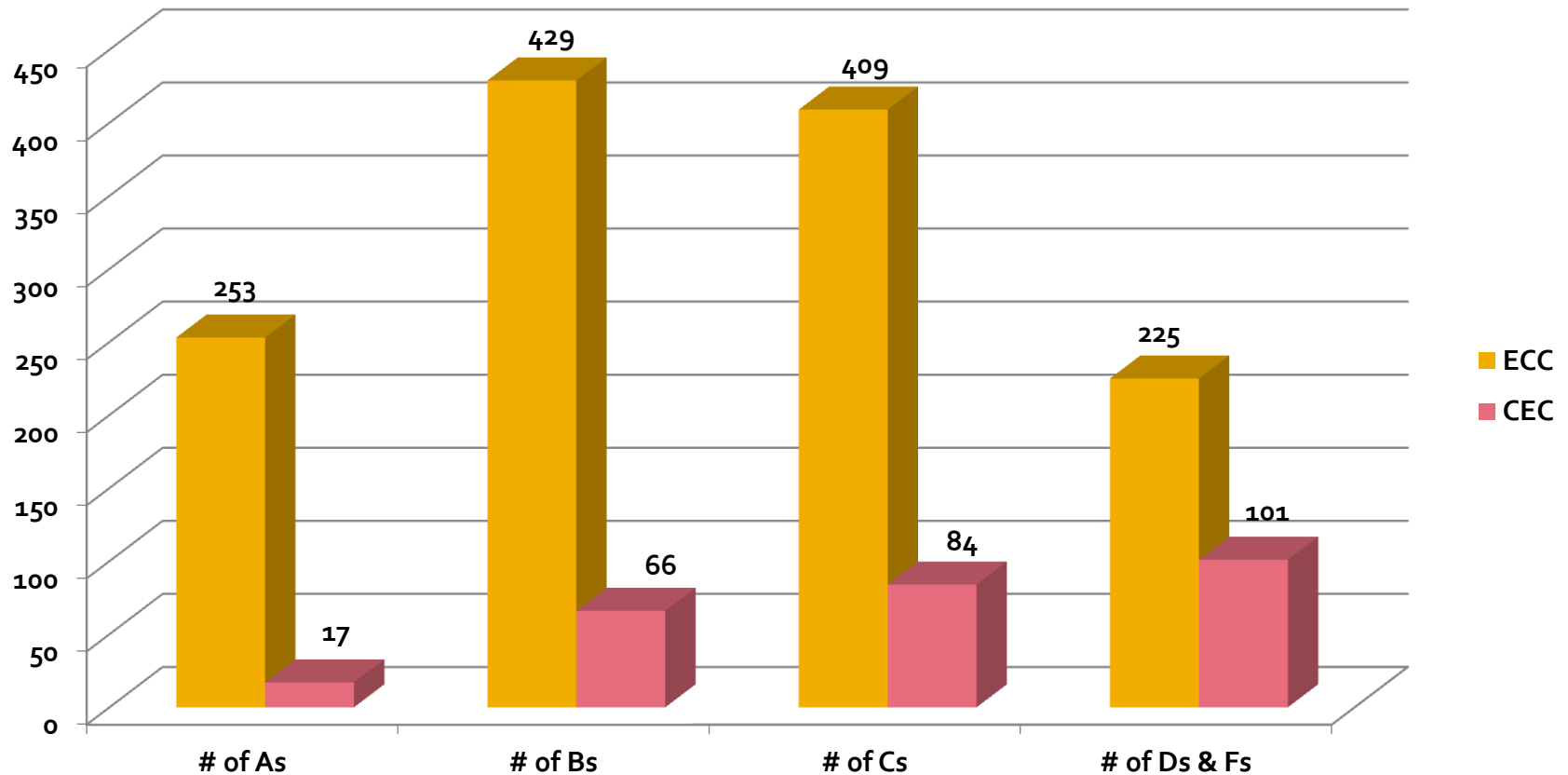
Another Way to Compare

Grade Distribution Comparison (by %)



Another Way to Compare

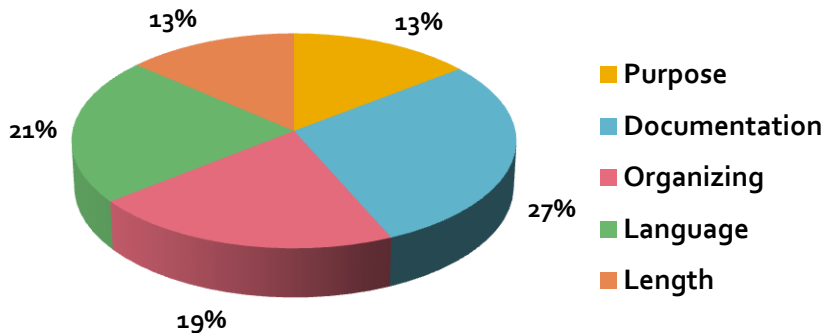
Grade Distribution Comparison (by #)



Problems with Criteria (ECC Only)

NOW IN 3-D

Problems with Criteria (ECC Only)



THE NUMBERS

- Total # Responses= 456
- Issues with:
 - Purpose= 66
 - Documentation= 132
 - Organizing= 95
 - Language=101
 - Length= 62

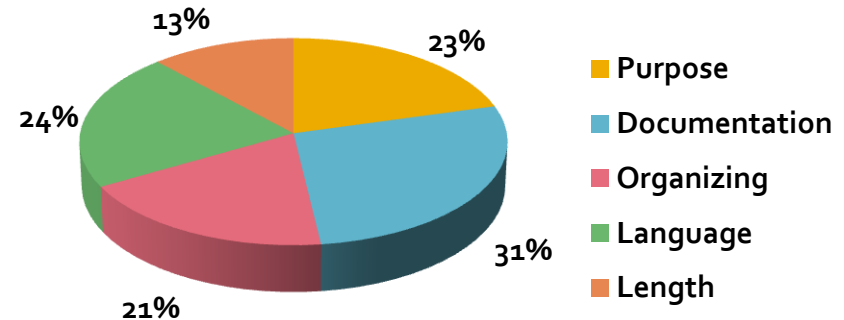
Problems with Criteria (CEC Only)

THE NUMBERS

- Total # Responses= 237
- Issues with:
 - Purpose= 49
 - Documentation= 65
 - Organizing= 44
 - Language= 51
 - Length= 28

NOW IN 3-D

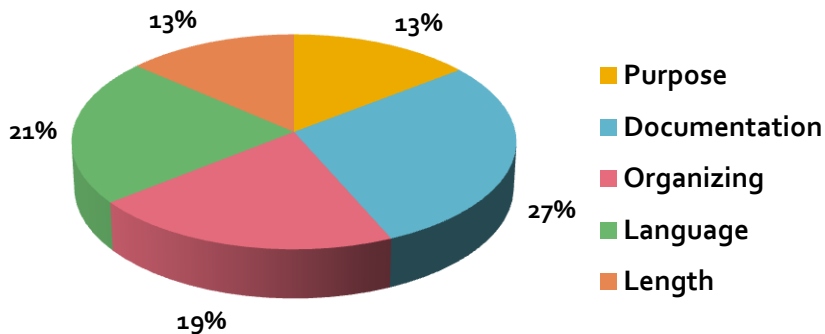
Problems with Criteria (CEC Only)



And Now to Compare...

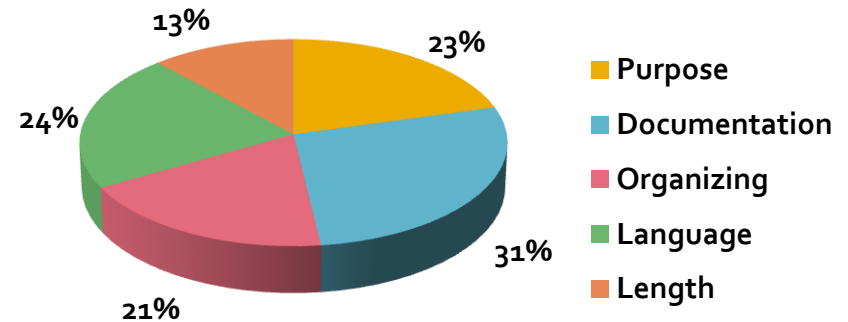
EL CAMINO-- TORRANCE

Problems with Criteria (ECC Only)



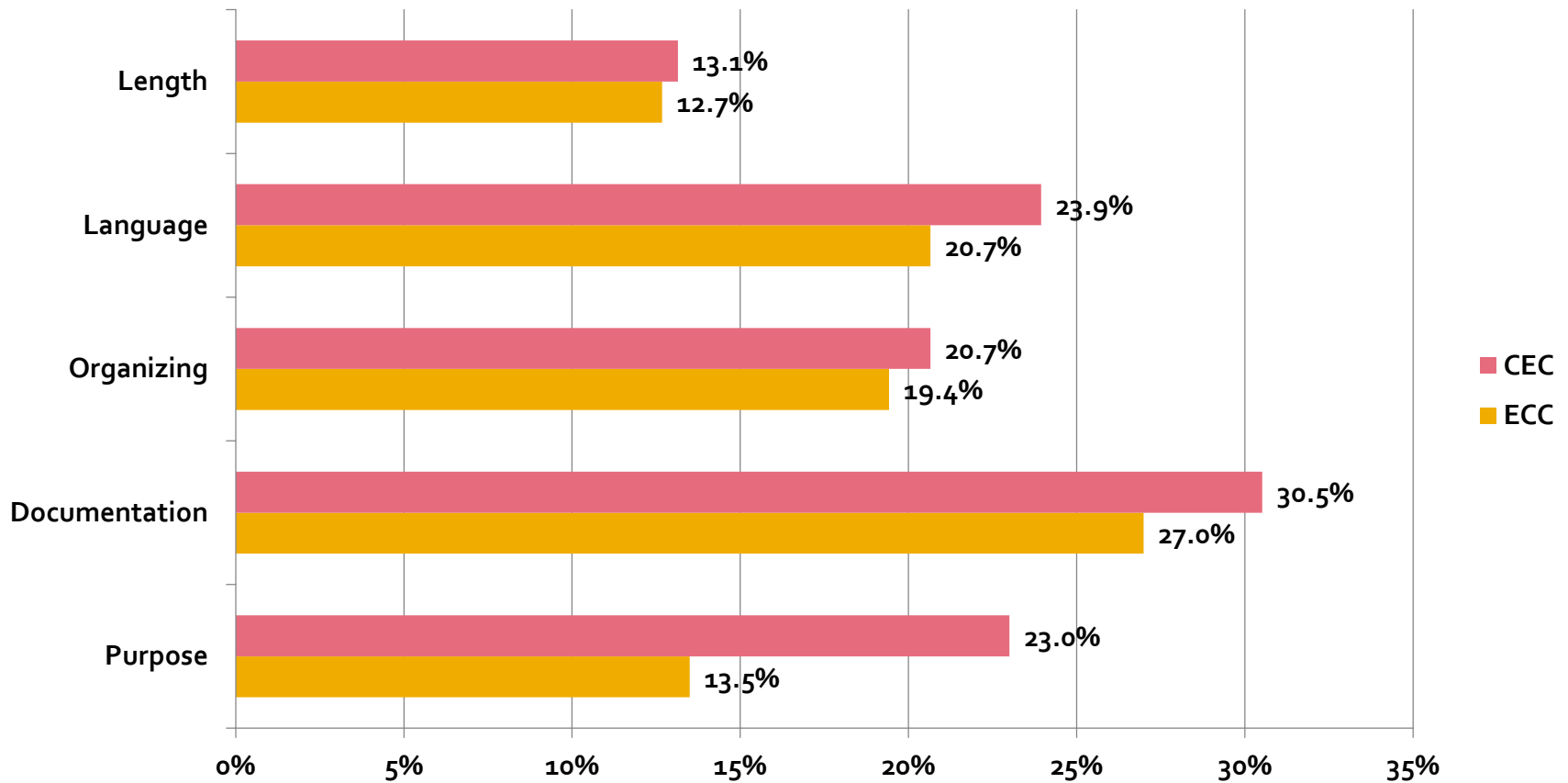
EL CAMINO--COMPTON

Problems with Criteria (CEC Only)



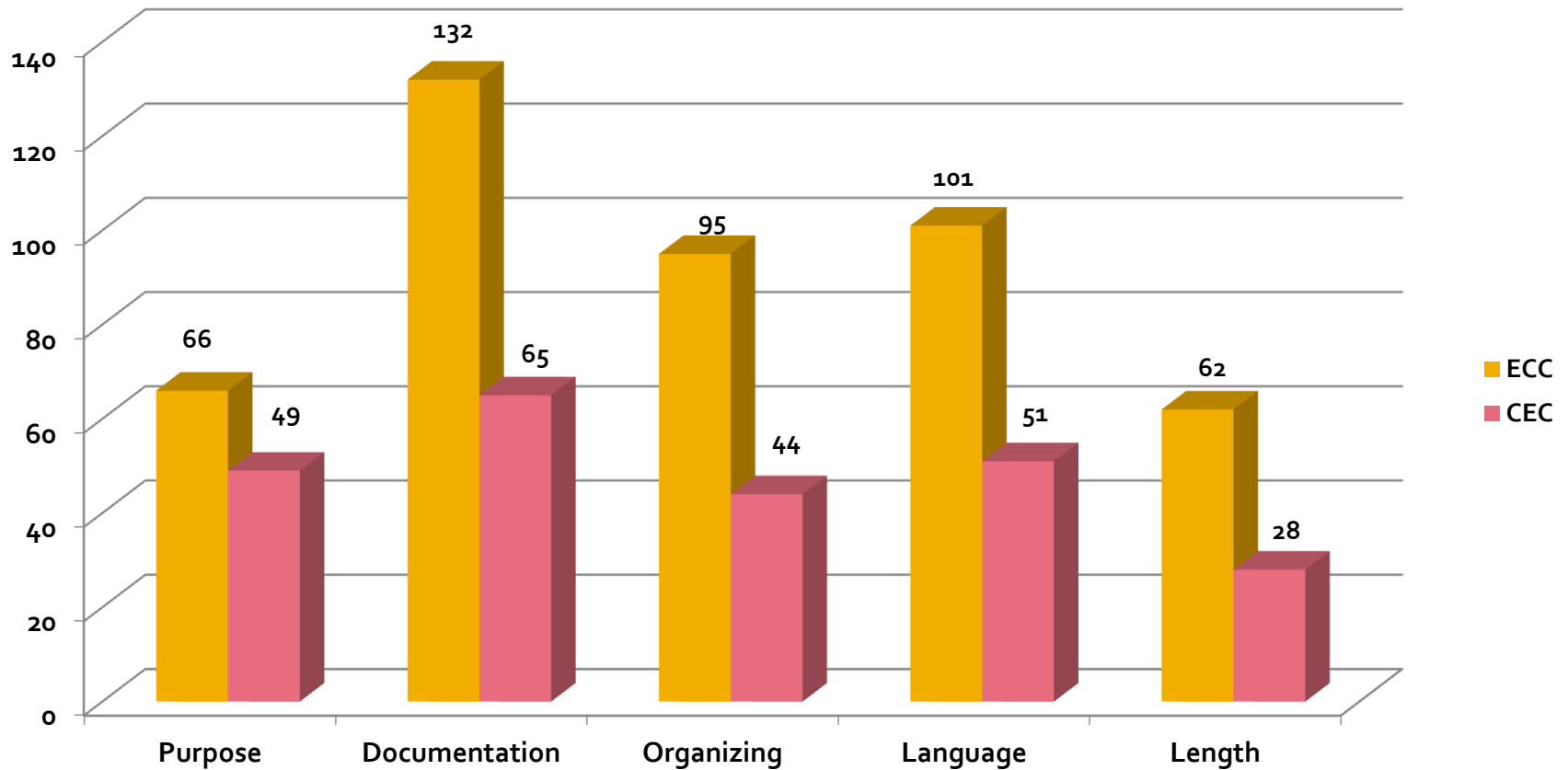
Another Way to Compare

Grading Criteria (by %)



Another Way to Compare

Grading Criteria (by #)



Observations/Patterns & Trends (ECC Only)

- Students Struggled with Analysis and Source Integration (14)
- Students Struggled with Documentation and Citation (14)
- Grammar Issues (8)
- Reading Comprehension Problems (7)
- Lack of Preparation for 1A (7)
- Failure to Meet Minimum Requirements (6)
- Lack of Organization (Especially in D/F Papers) (5)
- Students Taking Advantage of Resources/Help Performed Better (4)
- Students Chose Not to Take Advantage of Resources and Did Worse (4)

Implications and Future Direction: Teaching Strategies (ECC Only)

- Focus on MLA/Works Cited/Sources (13)
- Use More Examples/Exercises & Repetition (9)
- Stress Basic Requirements (8)
- Start Research Essays Earlier/Give More Time (7)
- Prepare Students for Research (5)
- One on One Draft Conferencing (4)
- In-Class Projects and Student Presentations (4)
- Work on Reading Comprehension (3)
- Work on Basics (Grammar, Sentence Structure, etc.) (3)
- Have Research Paper as Requirement to Pass Class (2)

Implications and Future Direction: Curriculum (ECC Only)

- Stricter Requirements for English A Students to Get into English 1A (9)
- Have More Time for Research Papers and Have Multiple Drafts (7)
- Students Need More Practice to Work with Evidence, Support, and MLA (6)
- Add a “Mini-Research Essay” for More Practice (5)
- Research Paper Needs to Be Worth More (4)
- Greater Focus on Reading/Writing (4)
- Difficult for Students Jumping Straight into 1A (3)
- Less Lecture, More In-Class Group Work (2)
- No Changes (2)

Implications and Future Direction: Support from Program/College (ECC Only)

- More Library Collaboration Including More Help with MLA, Works Cited (9)
- Continue Norming Workshops/Consistency (7)
- Additional Preparation Before 1A (7)
- Make English A Harder or Increase the Requirements for Entry into English 1A (6)
- Greater Emphasis on Drafts/Writing, Less Reading (5)
- Have Tutors in English 1A (4)
- Add More Contact Hours for 1A (2)
- Smaller Class Sizes (2)

Other Information/Anecdotes (ECC Only)

- Students Unprepared for College Level Work (7)
- Students Passed A, but are Unprepared for 1A (5)
- Students Drop During Research Paper Writing Time (2)
- Librarians are a Helpful Resource for Students (2)
- Students Submitted No Research Paper at All (2)

Observations/Patterns & Trends (CEC Only)

- Problems with citing sources and Works Cited page (5)
- Students struggled with basic college writing skills (4)
- Lack of reading/reading comprehension experience (1)
- Students who took advantage of research did better (1)

Implications and Future Direction: Teaching Strategies (CEC Only)

- More practice with in-text citations (4)
- More preparation in English A or before 1A (3)
- SI Tutor to help students with basic skills (2)
- More practice with databases/other media (2)

Implications and Future Direction: Curriculum (CEC Only)

- MLA workshop/Research Class (3)
- More pre-writing activities (2)
- Tutoring (2)
- More Preparation Before 1A (2)

Implications and Future Direction: Support from Program/College (CEC Only)

- Gather pre-writing and research templates to use in the curriculum (3)
- More resources for students including tutoring, library, workshops, etc. (2)
- Mandatory office hours that students attend (2)
- Greater collaboration among instructors (1)
- Research Papers as requirement in all disciplines (1)
- Ensure that unprepared students in lower sections do not pass (1)

Other Information/Anecdotes (CEC Only)

- Students who had 1A skills emphasized in their previous classes did better (1)

Hard at Work!

