Notes from English 1B SLO Assessment and Consistency Project Meeting

In attendance: Rachel Williams, Mary Ann Leiby, Laura Welsh, Adrienne Sharp, Laura Knox, Stephanie Merz, Kevin Degan

1. The SLOs themselves. . .
   - Revise SLOS 2 and 3 to start with a verb—"demonstrate ability to. . ."
   - Make sure that SLO 1 doesn't include the word "identify" for consistency's sake—should just say "analyze"—needs to be changed in Tracdat
2. Looked at results from assessment, numbers and percentages that were deemed "acceptable" v. "unacceptable" for each SLO
- acceptable rates are high—think we might need a larger sample—look at 100% of papers next time and see if results differ
- would also like to compare pass rates for English 1B overall with the assessment results
- group feels that results make sense—highest on SLO 2, lowest on SLO 3—students do the best on the skill that they've had most practice in from Engl 1A, which is incorporate quotations
- SLO 3 is the lowest, but this makes sense because it's a new type of secondary source that students are dealing with: literary criticism/scholarship
- Also, we are assessing is the last assignment that comes in and lots of people who are struggling have dropped at this point in the semester, so this might also explain the high rates of "acceptable" papers

3. Talked about how we can improve students' incorporation of scholarly source
- Laura W suggested maybe have a librarian come in, use an embedded librarian in the class, starting research as early as the second week of class (Laura W currently piloting this approach along with some other faculty; discussed having a brownbag at the end of the semester for instructors to share their experience using the embedded librarian)
- Laura K and Laura W suggested defining research more broadly in the class by using other types of secondary sources that aren't literary criticim/scholarship (e.g. Britannica online, research on historical period in which a piece is written, author's biography, etc.; this would allow us to scaffold more effectively up to scholarly sources of literary criticism
- Dsicussed the possibility of having a 1-unit library research course as a co-req for 1B, but there was some concern about whether this would be transferrable, create an unnecessary "hoop" for students to jump through, etc.

4. 1B rubric revision—Mary Ann Leiby doing this, got our input on a variety of issues

elcamino.tracdat.com

ECC English
Course Level Planl—English 1B

send to Adrienne Sharp, Mary Ann, Leiby, Laura Knox, Laura Welsh, Dana Crotwell