Assessment: Assessment Unit Four Column

Fall 2017

El Camino: PLOs (HUM) - English

PLOs	Assessment Method Description	Results	Actions
PLO #1 Pre-Transfer Composition - Students will demonstrate readiness for transfer-level composition courses by composing an appropriately developed expository essay that integrates and documents sources. The essay should include an introduction with a thesis, body paragraphs with topic sentences, a conclusion and a Works Cited page, and be relatively free of errors in grammar and mechanics. **PLO Status:** Active **PLO Assessment Cycle:** 2014-15 (Fall 2014), 2017-18 (Fall 2017), 2020-21 (Fall 2020) **Input Date:** 07/01/2013 **Inactive Date:** **Comments:**	**Multiple Assessments -** Review SLO assessment data for aligned courses. **Standard and Rubric:** A success rate of 70% of students in all aligned courses to meet the SLOs. **Additional Comments:**	**Semester of Current Assessment:** 2017-18 (Fall 2017) **Standard Met:** Standard Met Assessment data for all pre-transfer level composition courses show that all standards have been met in all courses for all SLOs with at least 70%. All standards for SLOs improved from the previous year except for two SLOs in RWA (SLOs 2 and 3). However, the dips were slight and still well above the 70% requirement (89% and 87% respectively). As a whole, faculty of pre-transfer level composition courses recognize the benefits of teaching concepts early and often in their courses. For instance, in all courses, faculty noted the importance of introducing expository writing early in the semester to allow students repeated practice and engagement with the writing process for thesis-driven essays. Similar sentiments were also noted for other SLOs, such as integrating sources, writing well-developed body paragraphs, teaching grammar, and using MLA formatting. The division's continued commitment to creating consistency across all sections has allowed faculty to develop best practices that prepare students to write college-level essays. (03/13/2018) **Faculty Assessment Leader:** Stephanie Merz and Erica Brenes **Faculty Contributing to Assessment:** All pre-transfer level composition instructors **Courses Associated with PLO Assessment:** English A, English B, RWA, and RWE	**Action:** Continued collaboration among faculty will allow faculty to continue to develop and share best practices. The return of Learning Teams will be one venue for faculty to do this important work, as well as continued norming sessions and Brown Bags. (03/13/2018) **Action Category:** Teaching Strategies

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PLO #5 Pre-Transfer Level Reading - Students will give evidence of preparedness for transfer-level composition courses by successfully comprehending and analyzing essay-length non-fiction texts written for college-bound readers at both literal and critical levels of meaning. **PLO Status:** Active **PLO Assessment Cycle:** 2014-15 (Fall 2014), 2017-18 (Fall 2017), 2020-21 (Fall 2020) **Input Date:** 07/01/2013 **Inactive Date:** **Comments:**	**Multiple Assessments -** Review SLO assessment data for aligned courses. **Standard and Rubric:** A success rate of 70% of students in all aligned courses to meet the SLOs. **Additional Comments:**	**Semester of Current Assessment:** 2017-18 (Fall 2017) **Standard Met:** Standard Met Since the last PLO report (Fall 2014), significant changes have been made to the SLO assessment process. First, we have revised the language of the SLOs, particularly SLO1 in 80, 82, and 84, which currently assesses the student's ability to actively engage in the reading process rather than focus on vocabulary and context clues. To assess SLO1, we use an annotation exercise, a short reading that the students must read and then answer a series of questions (identify the main idea, supporting points, vocabulary, and author's purpose) that are not multiple choice. The second revision to our process is the test itself; we have returned to using the original Townsend Press forms A-D, which can be found online. To compile the success rates for SLOs 2 and 3, we disaggregate the students' scores from the Townsend Press exams into two categories, those for SLO2 and those for SLO3. It was also recommended in the last report that the benchmark be moved and maintained at 75%. The benchmark has remained at 70% because the success rate is not determined by the overall score on the TP; rather, the skills are now distributed into two categories, and a 75% as a benchmark proved to be too high of a standard for the students to meet when the test was split up into more refined categories. Finally, we have removed all Lexile-level language and grade levels from the SLOs and assessments, using only grade groups (middle school rather than 6th-8th grade, for instance). In sum, we have revised the SLO assessment process and made significant changes to the program, as recommended in the last PLO report. Faculty are increasingly seeing the value of this process and are becoming more engaged, particularly in answering the question, "Why do you think students scored higher or lower on certain skills?" During the past 3 assessment cycles, English 80 students have failed (less than 70%) all three SLOs except SLO #1 in Spring 2017. These failed SLOs reflect a deeper, ongoing problem that faculty have been struggling to address in both the day-to-day management of their classes and in the Reading program's English 80 curriculum. In a class where	**Action:** We are continuing to improve and revise our assessment method of students' ability to annotate. Objectively assessing their ability to engage with the reading process has proven to be a challenge. Likewise, developing meaningful opportunities for students to demonstrate their ability to make inferences is challenging. This problem is compounded by faculty realizing that they need more explicit training on teaching inferences. Therefore, we have begun to incorporate best practice workshops during department meetings. Additionally, to promote consistency among the department, we have been offering multiple orientations for adjunct faculty each semester. The feedback from adjunct faculty has been positive; they appreciate the opportunity to meet and discuss policies and pedagogy. Finally, the reading coordinator should consistently work to make this information easily available to reading faculty through meetings and peer-sharing. (12/11/2020) **Action Category:** Teaching Strategies

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		students' academic preparation varies more than any other English class at ECC (the Placement Score for English 80 is 0-34), it is challenging for instructors to choose which students to focus on and decide which skills most need to be taught. Faculty hope students' success passing SLO #1 in Spring 2017 marks a turning point for the course. Borrowing on the lessons learned during the more successful assessment processes for English 82 and 84, faculty are developing a similar methodology for English 80 which will be used for the first time in Spring 2018. As is reflected in each year's data, faculty are slowly learning to more accurately identify and articulate the learning objectives they wish to measure and study. The wording of SLO #1, 2, and 3 have been changed to mirror the revised SLOs in English 82 and 84. Likewise, English 80 will use a similar methodology: SLO #1 will be measured by using a non-fiction passage written at the middle-school level. Instead of answering multiple choice questions, students must identify the stated main ideas, supporting details, and define vocabulary words using context clues. SLO #2 and SLO #3 will be measured by students taking the 38-item Townsend Press multiple-choice Final Exam. With these clearer goals and methods, faculty hope instructors will find it somewhat easier to prepare students to succeed on these important SLOs. More effort will continue to be needed to showcase best practices and support instructors. Students in English 82 met the standard for all three SLOs at 70% or above. Overall, English 82 students are becoming proficient at most of their required reading skills, but a few areas stand out that require attention. First, students need continued instruction and practice throughout the semester with vocabulary in context and finding synonyms or antonyms in the text. Also, students need more practice finding main ideas particularly when they appear in the middle of a paragraph. The most challenging skill for our students is making inferences as evidenced by their lowest passing rate of 66%. This has been an ongoing challenge, as	

the previous year's passing rate was 54%. Analysis and SLO3 are an ongoing point of discussion in the department.

For English 84, success rates for all three SLOs exceeded the minimum (70%), which is certainly good news. In the case of SLO 1, the overall success rate actually decreased from that of the previous assessment (82% to 77%); however, this likely results from a more rigorous and objective assessment tool, one that leaves no room for assessor bias. The department has been moving toward more accurate and objective measurements of student annotation skills. It is highly recommended that this tool (or a modified version of it) be used for future assessments as well. The data for SLOs 2 and 3, while they meet the minimum, nonetheless have implications for instruction: first, student proficiency with decoding contextualized vocabulary is higher than might be intuited, especially in light of their struggle to learn the decontextualized vocabulary words we are teaching them; and second, making inferences from a text continues to be one of the most challenging exercises for students even though instructors spend a significant time on this topic in class.
 (03/16/2018)
Faculty Assessment Leader: Rhea Lewitzki
Faculty Contributing to Assessment: Susan Corbin; Stephanie Schwartz; Christopher Glover
Courses Associated with PLO Assessment: ENGL 80; ENGL 82; ENGL 84

Assessment: Assessment Unit Four Column

Fall 2017

El Camino: PLOs (HUM) - ESL

PLOs	Assessment Method Description	Results	Actions
PLO #3 Writing Skills - Upon completion of the CREDIT ESL program, students will have the writing skills to successfully complete English 1A. **PLO Status:** Active **PLO Assessment Cycle:** 2014-15 (Fall 2014), 2017-18 (Fall 2017), 2020-21 (Fall 2020) **Input Date:** 10/04/2013 **Inactive Date:** **Comments:**	**Multiple Assessments -** Data from previous SLO assessments of ESL 53A, 53B, 53C. **Standard and Rubric:** 70% of students will be successful. **Additional Comments:**	**Semester of Current Assessment:** 2017-18 (Fall 2017) **Standard Met:** Standard Met 1. Except for two SLOs the standard for success in all three of ESL 53A's SLOs was exceeded every year. Both SLO 1 and SLO 3 were not met in 2013-2014. In the spring of 2014, it was suggested that students be given more practice writing summaries and that the program work with counselors to ensure that students who score very low on the placement test be directed to noncredit programs at adult schools and at the Compton Center. Both of these suggestions seemed to have worked because in in subsequent years, the standard for success were met for SLO 1 and SLO 2. 2. The standard was exceeded every year in all the SLOs for ESL 53B except for SLO 3 in 2015-2016. That particular outcome deals with students documenting sources in their writing. It was noticed that for that year students from two instructors did well on the assessment for this outcome, so these two instructors gave a workshop on how to teach students how to incorporate documentation in their essays. Further, in the spring of 2016, the concept of documenting sources started to be taught to students in 53A. As a result, the following year the standard was met. 3. For all four years, students met the standard for all four SLOs in ESL 53C. In fact, most of the time 80 to 90% of the students met the standards. Interestingly, SLO 4, which assesses students' mastery of grammar and sentence structure is the only outcome that never got above a	**Action:** The results indicate that for the most part the ESL program is very successful. However, one area that should be addressed is instruction in grammar and sentence structure. Although students in ESL 53C consistently met the goal of 70% success in SLO 4, it is the one SLO that never reached 90% success or higher during the assessment cycle. Consequently, the ESL program's faculty should come together and brainstorm ways to improve instruction in this key area. (03/15/2018) **Action Category:** Teaching Strategies

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		success rate of 85%. In summary, the outcomes for the writing courses were met or exceeded the vast majority of the time. ESL 53A did have some issues in the first year of this assessment cycle; however, they were addressed quickly and student success improved. The results were consistently the strongest for 53C, and there was a jump in improvement for SLOs 2 and 3 for that course from spring 2015 to 2016. This jump corresponded with all instructors of 53C requiring three outside sources in the capstone essay for course. In addition, around that time instructors in 53A and 53B started introducing the concept of documenting sources their students. (03/15/2018) **Faculty Assessment Leader:** Matt Kline **Faculty Contributing to Assessment:** **Courses Associated with PLO Assessment:**	