SLO Loop-Closing
April 20, 2012: 1:30-3:30

English 094

Analysis:

For SLO #1 (writing), the assessment is method is clearly authentic because it uses several samples of student writing across the course. For SLO#2 (reading), there were some concerns about the criteria for passing (does completion alone meet the SLO?).

Action Plan:
1. Revise assessment method for SLO #2 to include more reference to quality as opposed to completion.
2. Rather than counting students who did not complete the assessment as NPs, only count those who completed the assessment in the totals.
3. Revise SLO#2, perhaps adding a compare/contrast element.

English 204

Analysis:

Assessment data shows strong student performance.

Action Plan:
1. Do not count FWs in the total for the next assessment; only count students who completed the assessment.
2. Attach the rubrics for grading the reports and for assessing reading to the next assessment plan.

English 101 (reading)

Analysis

There was concern that the numbers in some areas were lower than in previous years. There was a thought that student performance may have been affected by the greater number of students taking 101 now that it is the AA-level class. It also seems that students may have trouble with questions that have "NOT" components – this may be a good topic for a SL workshop. There were also questions about how this assessment factored into grading – it should be consistent across sections but most likely was not.

Action Plan:
1. Consider using a non-multiple choice method to assess reading next cycle, using sampling to keep the workload manageable.
2. Focus more on inference during instruction.
3. Remove questions relating to figures of speech because that is not listed in the 101 course outline.

<u>Language and Rationalities I</u>

Analysis:

> Overall, student performance was strong across all courses. Data showed stronger student achievement in 102/103 and 204, which makes sense since skills are being developed in 101 that are refined in 102/103 and 204.

Action Plan:

1. Continue to work on strengthening instruction in MLA style, which was the weakest skill across all courses.

<u>English 071L (writing process improvement)</u>

Analysis:

> The data was encouraging, but there was no target set for how much improvement was the goal, so it is hard to tell if the goal was achieved. There were also questions about how relevant the SLO is and whether student who did not pass needed additional support from ESL or DSPS.

Action Plan:

1. Consider revising or eliminating this SLO.
2. If it is kept, set target for improvement for the next assessment round.
3. Work more closely with ESL and DSPS to make sure students are properly placed and their support needs are being met.