

Imperial Valley College
Program Outcomes Assessment Report: English
Assessment of Program-level Learning Outcomes

In this section, please re-state each outcome and indicate the method(s) of assessment, provide a summary of the results, and tell how your program will use this information to improve student learning. Each Goal should have at least one Method of Assessment. To encourage collaboration and the sharing of ideas, you are encouraged to share your outcomes, assessment data, and findings with all available members of your department or program. Please list the names of all faculty, staff, and students who were involved in summarizing or evaluating the data. The names may differ from those on Phase I.

Date:

English Department Meeting: 25 April 2013

Contact
Person/Others
Involved in Process:

Lead: James Patterson Others: English Department Faculty

PLO #1: The student will demonstrate command of rules regarding plagiarism and academic ethics.

This outcome was assessed in the ENGL 201, Advanced Composition course. Six sections were offered in the Fall 2012 semester. Assessment data was reported for all six sections.

Total students: 112

Exemplary: 36

Satisfactory: 57

Unsatisfactory: 19

83% of students demonstrated exemplary or satisfactory command on rules regarding plagiarism and academic ethics.

- a. How will your program use this information to improve student learning? If curriculum changes will be made (i.e. course outline, course description, course activities), please explain.

The Department will launch a broader discussion of instruction pertaining to plagiarism and academic ethics in the 2013-14 school year. The instructors will develop a map for addressing plagiarism and academic ethics in each of the English Composition classes. That

map will lead to changes to the Course Outlines of Record for ENGL 008, 009, 010, 110, and 201.

PLO #2: The student will explicate and evaluate textual material in literature and rhetoric.

The outcome was assessed in ENGL 224, Survey of English Literature. One section of the course was offered in the Fall 2012 semester.

of students: 19

Success rate: 15.5

Sample #1: 17/19

Sample #2: 16/19

Sample #3: 14/16

Sample #4: 15/18

- a. How will your program use this information to improve student learning? If curriculum changes will be made (i.e. course outline, course description, course activities), please explain.

The English Department found the assessment data confusing. The instructors felt it appropriate to re-visit all three Program Learning Outcomes in the Fall 2013 semester with greater attention and care given to the instructions sent to instructors for data collection. In the fall semester, instructors will meet to dialogue about the specific data sought related to this outcome statement before data collection begins.

PLO #3: The student will produce an effective research paper using logical reasoning and analysis.

The outcome was assessed in the ENGL 101, Composition and Rhetoric course. 28 sections of the course were offered in the Fall 2012 semester. Assessment data was collected for 16 sections.

Exemplary 26%

Satisfactory 50%

Unsatisfactory 24%

Data is based on students who finished the semester and submitted research papers.

- a. How will your program use this information to improve student learning? If curriculum changes will be made (i.e. course outline, course description, course activities), please explain.

Several instructors described confusion related to the difference between exemplary and satisfactory completion of an effective research paper. The English Department decided to re-visit the Program Learning Outcomes for the AA-T in English program in the Fall 2013 with special attention given to the instructions sent to the instructors.

Instructors will meet early in the fall semester to develop “questions for consideration” related to “an effective research paper,” “using logical reasoning,” and the term “analysis.” The intent is begin moving toward an agreed upon rubric for research papers.