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ENG 099 - Accelerated Preparation for College Reading, Reasoning, and Writing

1 Apply pre-reading techniques and reading strategies to infer, through discussion, written responses and summaries, basic and critical comprehension of college-level texts.

SLO Last Updated: 05/17/2016

Pre-Post Assessment Students were given a text and 5 follow up questions that required them to summarize and reflect on their own thinking as they read. This was given in weeks 1-2 and weeks 15-16.

Target/Benchmark (req)* Baseline assessment.

Notes

Proposal prepared by: Michelle Crooks

* Course SLO Assessment Result/Analysis Date

02/07/2018

* Course SLO Assessment Result/Analysis

In the Spring 2017 semester, we met with several other English 99 instructors and shared a reading assessment and rubric we developed based on reading apprenticeship materials to assess SLO #1. The group approved it with little to no tweaks. It required students to read a short one-page text by Doris Lessing (with a note to mark it up) and then write a summary and answer several metacognitive questions. We asked everyone to deliver it as a pre- and post-assessment in Fall 2017 (Weeks 1-2 and Weeks 15-16). We met in November 2017 to norm the pre-assessments.

The data from the post-assessment is below. Quantitative and qualitative data were collected using a Google form. A benchmark was not set because this was our first time assessing this SLO—English 99 is a new course.

196 students were assessed across 7 sections

32 students scored a "1" Novice (16.3%)

67 students scored a "2" Developing Competence (34.2%)

97 students scored a "3" Competent (49.5%)

* Semester SLO Was Assessed

2017-2018 (Fall 2017) ▼

* Target/Benchmark Met

No ▼

* Course SLO Action (CLICK "?" FOR SPECIFICS)

Conduct regularly-scheduled assessment with changes made to the assessment [Please select the semester to be assessed from the list below] ▼

?

Notes:

Five of us met during Spring 2018 flex week to review the SLO #1 assessment results. We decided to pick a new text and give the assessment out again this semester (in class only for consistency). Some of us used a text about stereotypes that is more relatable to students and has a more explicit thesis than the Lessing text. We also agreed on an update to the last question on the worksheet. We then brainstormed ideas on activities we can do around "problem passages" in class. Moving forward, our benchmark will be for 75% of students to achieve competency (a score of 3). We also want to keep sharing ways we can help students strategically read and improve their reading comprehension.

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* Unit/Program Improvement

n/a

?

* Next Semester SLO/ASO/SSO/ISO Will Be Assessed

2020-2021 (Fall 2020) ▼

?

* Report prepared by

Michelle Crooks

* Required field

Actions 

Related Documents 

