1R2b-1: English (AA) Assessment Plan

Continual Assessment of Student Work

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Template:

Assessment: Student Learning Competency
Number: 1.

Student Learning Competency:

Related program level competencies: Conducting college-level research to apply in written texts that adhere to standard ethical practices.
Title:

Continual Assessment of Student Work

Program Processes: Strategies to Develop Students' Learning:

Faculty use a variety of methods to help students to integrate outside research into their own work. Students also receive specific and detailed instruction, especially in ENGL 2020: Introduction to Literature about how to attribute sources, paraphrase, and summarize in an ethical manner (see attached powerpoint presentation). Additionally, across English program courses, students will conference individually with faculty to provide one on one feedback and guidance about how to better use outside sources in their writing; participate in peer review sessions where they see how other students are using outside research; use rubrics to help assess their own writing, and participate in library works sessions where peers, librarians, and instructors can help facilitate learning.

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Methods of Evaluating Student Performance:

Last semester (FA 17), the department collected artifacts from students who were declared English majors and in English program classes. We randomly selected five samples from the work submitted as the common course assessment. During a department day-long retreat, each member of the department present assessed the student artifacts using the program competency rubric for "conducting college-level research to apply in written texts that adhere to standard ethical practices" (attached). In total, 7 faculty members completed the assessment.

Artifact	Finding Research	Attribution and Credibility	Citation
1	2.64	2.86	3.07
2	1.5	1.43	1.71
3	1.71	1.71	1.57
4	2.93	2.93	3.36
5	2.86	2	2.43
Average	2.33	2.19	2.43

Based on this assessment, we decided to focus on attribution and credibility, since this was the lowest scoring area. This includes how students are incorporating sources into their writing using author tags and attributions that clearly lead the reader to acknowledge the credibility of the source.

Expected Level of Learning Performance:

Based on the program competency rubric, proficiency in this area would include "the student **often** incorporates paraphrases, quotations, and summaries into their writing with some fluidity **and** sometimes lets the reader know why a source is credible." Developing students "**either** incorporate paraphrases, quotations, and summaries into their writing with fluidity **or** lets the reader know why the source is credible."

Uploaded Documents for Plan Design:
There are no attachments.

Data Display with Analysis & Summary of What Program Learned:

Artifact	Finding Research	Attribution and Credibility	Citation
1	2.64	2.86	3.07
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The area of "attribution and credibility" was the lowest scoring area for our students, so we decided to focus on this particular area for improvement. Students typically either dropped quoted material into their work with no attribution or referenced the source without addressing the sources credibility to the audience. Students tended to use quotation more frequently than paraphrase or summary which, in some cases, interfered with the fluidity of the overall writing.

Process Changes, Program Improvements, or Adjustments to this Plan:

The department presented this finding at our annual advisory committee meeting in October 2017 and during a regular department meeting where we solicited suggestions for how to improve student writing in these areas.

The first strategy we're implementing to improve learning in this area is to provide more specific and direct instruction about how to effectively incorporate outside work into students' writing in ENGL 2020: Introduction to Literature, which is the pre-requisite course for the rest of the literature courses. Some strategies that instructors may use when teaching ENGL 2020 would be

- Source integration worksheets (see attached) and practice activities
- Modeling writing as a process and show student work at different stages in the process with specific examples of how source integration evolves as the draft evolves
- Close reading of example student essays with opportunities for students to work together to practice integrating source material
- More general discussion about why attribution is important and what different purposes attribution, quotation, paraphrase, and summary serve and when to use them.

Uploaded Documents for Plan Results and Improvements:

There are no attachments.

Reviewer Feedback:

Student Learning Competency

Please adjust the competency statement to include the learning characteristics displaying in the Data Reporting Table: Finding Research, Attribution and Credibility, and Citation. *Conducting college-level research to apply in written texts that adhere to standard ethical practices, including the following performance characteristics: Finding Research, Attribution and Credibility, and Citation.*

Methods of Evaluating Student Performance

The program references a program competency rubric for "conducting college-level research to apply in written texts that adhere to standard ethical practices" (attached). Please upload this rubric. It appears in Competency #2 but not in this competency.

Data Display with Analysis & Summary of What Program Learned

Please include what percent of majors the sample size of 5 represents or include the total number of majors or the number who completed the assignment.

Process Changes, Program Improvements, or Adjustments to this Plan

SLA identified this section as a best practice.

SLA found all other sections not mentioned here as satisfying the planning standards.

Program Response:

Source: LCCC Assessment Management System, Campus Labs, 2018