

Assessment Guide

Program/Discipline: Writing Division: LLC

Faculty preparing plan: sjc's DRAFT

Part I: Determine Expectations (CONTENT to be assessed)

Process	Program or discipline response
List expected learning outcomes	As a result of taking courses in the writing sequence for the AAOT, students will be able to: read purposefully analyze texts critically summarize and paraphrase information from texts accurately create a thesis and organize discourse around it use appropriate reasoning and logic comprehend and employ multiple perspectives on complex issues write coherent discourse with appropriate rhetorical conventions write in factual/informational genres use evidence to support generalizations and assertions integrate and cite information sources into original texts understand that writing is influenced by social factors (writer, reader, text, world) [appreciate that grammar is a resource for making meaning in written registers/genres]
Identify where expected outcomes are addressed in the curriculum	Outcomes are addressed in a progressive fashion throughout the curriculum, from Writing 115, 121, 122, 123 and through 227. All courses address the outcomes in various degrees
Determine methods and criteria to assess outcomes	Development of assessment rubrics by faculty Sample student essays from WR 121 using rubrics A portfolio evaluation system is being considered
Describe level of expected performance	Performance level will be based on rubric score; since essays will be from different classes, the rubric scores will be compared with the essay grades given by individual instructors

Identify and collect baseline information	<p>Baseline information is available from the college (but is not completely in accessible form):</p> <p>All students entering the college from HS take the ACCUPLACER test; transfer students must demonstrate that they have taken equivalent prerequisites; and institutional information is available for students who have completed equivalent courses in HS (College Now) or have high ACT/SAT scores</p>
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Part II: Determine Timing, Cohort(s), Assign Responsibility (PEOPLE assignments)

Process	Program or discipline response
Determine whom you will assess	Writing 121 students—beginning with a pilot project to assess a small sample of the 2,000 or so students who take this course annually.
Establish a schedule for assessment (Guideline: assess a maximum of 3 outcomes per year)	Beyond a pilot, this level of assessment requires funding. It is not realistic at this time to count on funding.
Determine who will interpret results	The English Department will interpret results.

Part III: Interpreting and Sharing Results to Enhance Institutional Effectiveness (COMMUNICATION)

Process	Program or discipline response
Interpret how results will inform teaching/ learning and decision making	Based on results, faculty will review outcomes, course content, materials, and assignments in terms of their efficacy in achieving outcomes and supporting student learning.
Determine how and with whom you will share interpretations	Interpretations will be shared within the department, with the part-time faculty, with the assessment team. Results may be discussed at the state level, as the Composition Coordinator has a leadership role in OWEAC.
Decide how your program or discipline will follow-up on implemented changes	A pilot assessment project will bring us limited information; done well, the department can use the data to review its goals and outcomes and set a larger assessment agenda, refining some elements of the plan based on initial feedback.