

IMPERIAL VALLEY COLLEGE

Student Learning Outcomes (SLO) Assessment Cycle Form

Date: March 16, 2009

Department Name: English Division

Course Number/Title or Program Title: English 250: Creative Writing

Contact Person/Others Involved in Process: Lead: Brian McNeece, Christina Shaner Others: Judy Cormier, Michael Heumann

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):
English	
University Studies (Arts and Humanities)	
Communication Arts	

Does course satisfy a community college GE requirement(s)? Yes No N/A

If yes, check which requirement(s) below:

<input type="checkbox"/> American Institutions	<input type="checkbox"/> Language and Rationality – English Composition
<input type="checkbox"/> Health Education	<input checked="" type="checkbox"/> Language and Rationality – Communication and Analytical Thinking
<input type="checkbox"/> Physical Education / Activity	<input type="checkbox"/> Natural Science
<input type="checkbox"/> Math Competency	<input type="checkbox"/> Humanities
<input type="checkbox"/> Reading Competency	<input type="checkbox"/> Social and Behavioral Sciences

Student Learning Outcome	Assessment Tool ¹ (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
Compose a short story with adequate development of plot, theme, and character development, with properly formatted dialogue, description, and literary devices.	Self-assessment at end of class. A, B, C, D grade of learning experience	ISLO1, ISLO2
Compose a short poem with demonstrated understanding of line length, alliteration, assonance, rhyme, meter, imagery, symbolism, and metaphor.	Self-assessment at end of class. A, B, C, D grade of learning experience	ISLO1, ISLO2
Proofread, edit, analyze and critique fellow students' stories and poems based on their mastery of the appropriate elements as described above.	Self-assessment at end of class. A, B, C, D grade of learning experience	ISLO1, ISLO2, ISLO3, ISLO5

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed. For assistance contact: Toni Pfister toni.pfister@imperial.edu or X6546

*Institutional Student Learning Outcomes: ISLO1 = communication skills; ISLO2 = critical thinking skills; ISLO3 = personal responsibility; ISLO4 = information literacy; ISLO5 = global awareness.

¹ These assessment tools are new. They are not the same as those submitted on original SLO form..

<p>1. Course Number & Date of Assessment Cycle Completion</p>	<p>Course: English 250 Introduction to Creative Writing Date of Assessment: December 1, 2010</p>
<p>2. People involved in summarizing and evaluating data</p>	<p>Brian McNeece, instructor</p>
<p>3. Data Results</p> <p>Briefly summarize the results of the data you collected.</p>	<p>16 of 21 students rated themselves using Etudes online on their own time. Two students picked both A and B answers, so I included those too.</p> <p>Outcome 1: 44% of students rated their learning outcome for the elements of poetry A, 44% B, 6% C, and 6% D.</p> <p>Outcome 2: 69% of students rated their learning outcome for the elements of story writing a A, 25% B, 6% C, and 0% D.</p> <p>Outcome 3: 33% of students rated their learning outcome for the workshop method A, 61% B, 6% C, and 0% D.</p>
<p>4. Course / Program Improvement</p> <p>Please describe what change(s) you plan to implement based on the above results.</p>	<p>For SLO #1 (Poetry), I will give more structured poetry writing assignments and create better rubrics to establish clearer standards about quality in poetry.</p> <p>For SLO #2, (Story writing), I will use a more structured approach to the models of stories provided.</p> <p>For SLO #3 I will revise my feedback forms for both poetry and story writing and set more time limits for the workshop of each work. I will appoint students to help monitor due dates for works so students have more peer pressure to prevent them from procrastinating.</p> <p>**Will this include a change to the curriculum (i.e. course outline)? <u>No</u></p>
<p>5. Next Year Was the process effective? Will you change the outcome/ assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how?</p>	<p>I think for this type of class, self assessment is an effective tool. A test cannot measure the broad learning of a creative writing class. Also a self assessment equalizes students who come to the course with different levels. I know that the student who rated his learning low for this class actually started at a much higher level because one of his parents is an English teacher and he has taken AP classes in English prior.</p>

<p>6. After-Thoughts Feel free to celebrate, vent, or otherwise discuss the process.</p>	<p>The process was interesting in that students clearly felt they learned more about story writing than poetry, which confirms my own sense of expertise in teaching the class. Also, this year I had more poets than usual, who brought with them more knowledge than in previous years. Some students claim that this class is very enjoyable, but the SLO's sober me up by showing that there is a lot of room for improvement.</p>
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The ASSESSMENT CYCLE: Closing the Assessment Loop

You may elaborate as much as you need to in order to complete this form. Instructions are on the following page.

1. Please list the course number. In case page 1 is separated from page 2, this will help with organization. Please include the date that assessment cycle was fully completed.
2. To encourage collaboration and the sharing of ideas, each form must be completed by at least two people. If you are the only one teaching the course, you are encourage to share your data results and improvement methods with at least one other staff or faculty member. Please list the names of all faculty, staff, and students who were involved in summarizing or evaluating the data. These names may be the same or different than those on the original SLO ID form.
3. Your original data results, or your raw data, should be kept within your department for three years. At this time you do not need to submit the raw data, but please keep it for future quality control measures. Please summarize the data that you collected. You should include how well students scored on the assessment. You might also include: how many instructors submitted data(full-time, part-time); the type of data that was submitted (rubric scores, practical test results, etc); and, if appropriate, if a cross-section of classes (day, evening, online) were assessed. If a rubric was used, you might discuss the number of students who scored 1, 2, 3, or 4, for example, on the rubric.
4. This is an opportunity to have a rich discussion with others involved in education. Please describe any changes that can be made based on the data. Changes might be made to class activities, assignment instructions, topics taught in class, or the course outline of record, etc. You might include when the changes will be implemented and, if a comparison is to be made, when the next round of data will be collected (e.g. Fall 2009).

Then, answer “Yes” or “No” to the curriculum question – no explanations required but please answer the question.

5. This may provide an opportunity to discuss what went well and what could be improved. If the SLO needs to be tweaked or more outcomes/assessments need to be included you might want to do that now while the information is fresh. This may allow faculty to modify SLO(s) for next year and be prepared to include them on next year’s syllabus.
6. Please share your thoughts, feelings, and ideas on IVC’s SLO process thus far.

When completed, please email this form to your division secretary or chair (whoever is managing it locally) **AND** send a hard paper copy to the SLO coordinator. Thanks.