



## STUDENT LEARNING OUTCOMES ASSESSMENT

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### PART A – BY JANUARY 15, 2010:

**1. Identify three course outcomes you will assess this academic year:**

For this analysis, I will assess three specific course outcomes from my English 60 syllabus:

- A. Engage in self and peer editing, as well as collaborate with other writers
- B. Brainstorm, free-write, cluster, or outline to generate ideas for a paragraph
- C. Revise organization and content of the paragraph in structure, style, format, mechanics, and other elements while taking into account peer responses, instructor suggestions, and the writer's own reflective analysis

**2. Why are these course outcomes being reviewed?**

These outcomes have been chosen because they form the basis of the overall writing process. In this course, students are being introduced to and are beginning to practice a writing process. Students who are able to successfully generate short writing and then carefully revise that writing will be better able to expand those efforts in subsequent course work.

**3. To which program outcomes, if any, do these course outcomes link?**

All of these course outcomes lead directly to Humanities Program Outcome 2 (“communicate clearly and effectively in appropriate contexts”)—This is also a related instruction outcome for nearly all programs.

**4. What is the basis for the claims made in #3?**

The basis for this claim is that the ability to successfully make use of a writing process will show that a student has the skills necessary to (because those skills are process based) to communicate in a variety of contexts. The course outcomes are essentially more specific ways of stating the programmatic outcome.

**5. What methods will be used to assess each of these outcomes?**

All of these course outcomes will be assessed using the final paragraph portfolio for the course. This portfolio collects the work that students have submitted throughout the term. It requires them to revise a portion of the work in consultation with the instructor and peer editing groups. The final portfolio is then submitted.

**6. What criteria will be used to determine successful achievement for each outcome?**

For the first criterion--engage in self and peer editing—I will track how many students have participated in the peer review process and how many students show an attempt at editing. The first is simply answering yes or no while the second must be determined by looking at earlier and final work. For

course-wide success, I would expect that greater than 80% of the students who turn in portfolios demonstrate achievement of both parts of this outcome.

For the second criterion—brainstorming, freewriting, etc.—success can be determined by looking at the rough work in the portfolio. The portfolio requires one-two examples of pre-writing for each rough writing assignment. Students who have included these will demonstrate their ability to brainstorm and freewrite. I would expect that greater than 90% of the students should be able to demonstrate their ability to pre-write.

The final criterion—showing that a student has revised his or her work—can be measured by the final draft in the portfolio. If the final draft shows improvement (particularly if that improvement leads to clear, well-organized, and grammatically correct writing), the outcome will have been satisfied. I would expect that greater than 80% of the students who submit portfolios would demonstrate this kind of improvement. This can be tracked using the final grade of the portfolio which is determined by the portfolio rubric which is directly tied to the quality and improvement shown in the writing.