

2014-2015 Assessment Cycle

## Assessment Findings

### Result per Method

#### NUTR 012 NUTRITION AND DISEASE Outcome Set

##### Outcome

###### 1-Calculate nutritional needs of patients

Accurately calculate nutritional needs of patients including individualized energy, protein and fluid needs

###### ▼ Method: Assignment #1- Nutrition Calculations


**Description of Assessment Method (Task) :** Nutrition Assessment and Care Planning. Ability to calculate nutritional needs for patients is a critical and fundamental step in learning Medical Nutrition Therapy.

**Criteria for Success:** Students are able to accurately apply formulas in MNT as evidenced by score of at least 80% on Assignment #1

**Timeline for Implementation:** Early in the semester. Lecture #2 covers calculations, assignment #1 given right after.

**Key Faculty/Staff:** Heather Casale

###### Supporting Attachments:

 Assignment #1 (Adobe Acrobat Document)

###### Results for Assignment #1- Nutrition Calculations

**Summary of Results:** Students continue to score, on average, above an 80%. Average score this semester was 44.7 out of 50 (89%). While the average is acceptable, there are still students struggling with the calculations and scoring mid 30's on the assignment.

**Results:** Acceptable Criteria for Success Achievement: Met

**Reflection/Analysis of Results:** Students report improved understanding and ability from after lecture to after practice. Continued repetition of practicing calculations and interpreting data.

###### These Results are associated with the following Actions:

###### Review and practice calculations

(Actions to Improve Learning; 2014-2015 Assessment Cycle)

###### 3-Major dietary restrictions and nutritional interventions

Describe and rationalize the major dietary restrictions and nutritional interventions associated with common and uncommon medical disorders and diseases such as diabetes, cardiovascular disease, cancer, liver and renal (kidney) disease.

###### ▼ Method: Assignment #3- Modified Diets for Disease states

###### Description of Assessment Method (Task) : OBJECTIVES

To explore the medical nutrition therapy for a specific disease state, the associated modified diet and the ability to incorporate cultural/religious dietary restrictions into the plan.

To share this information effectively in an oral presentation to the class.

To work collaboratively in a group using, or practice using, a computerized diet analysis.

To evaluate dietary compliance of a menu and assess its adequacy.

###### PROCEDURE

Select a disease state and then a cultural/religious practice and sign up with the instructor so each group will have 3-4 students. Work collaboratively on this assignment. Only one group per disease/culture.

Presentation will be done orally.



**Criteria for Success:** Students will score 80% or better based on attached rubric

**Timeline for Implementation:** every semester. Given toward the end, after introduction and review of

each disease state.

**Key Faculty/Staff:** Heather Casale

**Supporting Attachments:**

-  Assign 3 grading sheet (Adobe Acrobat Document)
-  Assignment #3 (Adobe Acrobat Document)

### Results for Assignment #3- Modified Diets for Disease states

**Summary of Results:** Average score for the class was 72.5%. This did not meet criteria. Students struggled in two areas 1) teamwork- often 1 or 2 members did the majority of the work leaving the other assigned portions of the presentation to lack, thus causing point loss and 2) Quality of content was not comprehensive, thus causing low scores.

**Results:** Acceptable Criteria for Success Achievement: Not Met

**Reflection/Analysis of Results:** Adjustment to assignment and scoring may allow for improved understanding of assignment and expectations.

**These Results are associated with the following Actions:**

**Assignment adjustment**

(Actions to Improve Learning; 2014-2015 Assessment Cycle)

#### 4-Identify, articulate and categorize Nutrition Care Process

Identify and articulate the steps in the Nutrition Care Process, justify the importance of each, in the standardization of nutrition assessment and accurately categorize given components.

#### ▼ Method: Assignment #1

**Description of Assessment Method (Task) :** Students are required to

- 1- List the 4 steps of the NCP
- 2- Detail what information is included in each section of the NCP

**Criteria for Success:** Question is worth 2.5 points.

100% of students will list all 4 steps properly

100% of students will properly identify data recorded in each step

**Timeline for Implementation:** Assignment is given the 3rd week of class, due the 5th week.

**Key Faculty/Staff:** Heather Casale

**Supporting Attachments:**

-  F15Assign\_1-Screening.pdf (Adobe Acrobat Document)

### Results for Assignment #1

**Summary of Results:** of the 24 students in class, 24 students correctly listed the 4 steps of the NCP

23 students correctly identified the data recorded in each step

**Results:** Acceptable Criteria for Success Achievement: Not Met

**Reflection/Analysis of Results:** The one student that missed only listed steps, did not include data

**These Results are associated with the following Actions:**

**Powerpoint lecture**

(Actions to Improve Learning; 2014-2015 Assessment Cycle)

#### Comments

*No text specified*

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2014-2015 Assessment Cycle

## Actions to Improve Learning (Continuous Improvement Plan)

### Actions

#### NUTR 012 NUTRITION AND DISEASE Outcome Set

##### Outcome

###### 1-Calculate nutritional needs of patients

Accurately calculate nutritional needs of patients including individualized energy, protein and fluid needs

###### ▼ Action: Review and practice calculations

###### This Action is associated with the following Results

###### Results for Assignment #1- Nutrition Calculations

(Assessment Plan and Assessment Findings; 2014-2015 Assessment Cycle)

**Summary of Results:** Students continue to score, on average, above an 80%. Average score this semester was 44.7 out of 50 (89%). While the average is acceptable, there are still students struggling with the calculations and scoring mid 30's on the assignment.

**Action details and description (including justification for budget request):** Continue to give Assignment #1 to reinforce content, however, I have developed a worksheet for practice during lecture. After instruction, students stop and practice the calculation. Additional practice worksheet is sent home for students to practice at their own pace.

**Implementation Plan (timeline):** every semester

**Key/Responsible Personnel:** Heather Casale

**Expected outcome of this action:** While I suspect average will continue to meet goal, I would like to see the number of low scoring assignments improve.

**Budget request amount:** \$0.00

**Priority:**

###### 3-Major dietary restrictions and nutritional interventions

Describe and rationalize the major dietary restrictions and nutritional interventions associated with common and uncommon medical disorders and diseases such as diabetes, cardiovascular disease, cancer, liver and renal (kidney) disease.

###### ▼ Action: Assignment adjustment

###### This Action is associated with the following Results

###### Results for Assignment #3- Modified Diets for Disease states

(Assessment Plan and Assessment Findings; 2014-2015 Assessment Cycle)

**Summary of Results:** Average score for the class was 72.5%. This did not meet criteria. Students struggled in two areas 1) teamwork- often 1 or 2 members did the majority of the work leaving the other assigned portions of the presentation to lack, thus causing point loss and 2) Quality of content was not comprehensive, thus causing low scores.

**Action details and description (including justification for budget request):** Assignment was changed to now include a scored "self assessment" where students must self eval their level of contribution, availability and teamwork toward the project. They must also solicate feedback from partners on same topics.

Also, description in assignment directions enhanced to provide more detail and examples of expectations.

**Implementation Plan (timeline):** next semester

**Key/Responsible Personnel:** Instructor

**Expected outcome of this action:** Improved collaboration resulting in higher scores on the assignment and student appreciation for the assignment

**Budget request amount:** \$0.00

**Priority:**

#### 4-Identify, articulate and categorize Nutrition Care Process

Identify and articulate the steps in the Nutrition Care Process, justify the importance of each, in the standardization of nutrition assessment and accurately categorize given components.

##### ▼ Action: Powerpoint lecture

#### This Action is associated with the following Results

##### Results for Assignment #1

(Assessment Plan and Assessment Findings; 2014-2015 Assessment Cycle)

**Summary of Results:** of the 24 students in class, 24 students correctly listed the 4 steps of the NCP  
23 students correctly identified the data recorded in each step

**Action details and description (including justification for budget request):** The second week of class the NCP is reviewed. At the end of class students are given a worksheet to take home that requires them to list all 4 steps and the data included. As assignment #1 is an "open book" assignment, students can reference both the powerpoint on Moodle and the worksheet to find the answer

**Implementation Plan (timeline):** Will continue reinforcement as this knowledge is key to success in the profession

**Key/Responsible Personnel:** Instructor- heather Casale

**Expected outcome of this action:** Excellent performance on assignment #1

**Budget request amount:** \$0.00

**Priority:**

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**Assignment #3**

**MODIFIED DIETS for SPECIFIC DISEASES**  
**Oral Collaborative Reports/Presentations**

**OBJECTIVES**

1. To explore the medical nutrition therapy for a specific disease state, the associated modified diet and the ability to incorporate cultural/religious dietary restrictions into the plan.
2. To share this information effectively in an oral presentation to the class.
3. To work collaboratively in a group using, or practice using, a computerized diet analysis.
4. To evaluate dietary compliance of a menu and assess its adequacy.

**PROCEDURE**

1. **Select a disease** state and then a **cultural/religious** practice and sign up with the instructor so each group will have 3-4 students. Work collaboratively on this assignment. Only one group per disease/culture.
2. **Presentation will be done orally** by concisely **describing/summarizing** the following:
  - Disease Characteristics/ Causes (etiology & prevalence)/Symptoms
  - Treatment
    - Medical
    - Nutritional-medical nutrition therapy
  - Cultural/Religious/Ethnic Dietary Practices/Beliefs
  - Sample Meal Plan including the disease state MNT and cultural/religious guidelines
  - **Evaluation of menu** analyzing computerized data
    - discuss how it met or did not meet guidelines
    - adequacy: if it was deficient in any nutrients. (Example: if the diet was low fat did it make the menus low in Vitamin E & D – what could be done to fix it?)
  - Class comprehension- 4 usable multiple choice test questions (questions must have 4 possible answers –NO true/false)
3. Research the disease/condition's characteristics/symptoms/cause/treatment & nutritional recommendations. Then, investigate the cultural/religious practices of your selected group. Use your textbook, textbooks on reserve in the library/Nutr office – the American Dietetic Association/Academy of Nutrition & Dietetics Nutrition Care online Manual (student assistants can assist you) or the AND Evidence Based Library, &/or websites (review URL for credibility). You must **cite your sources** (where you obtained the data/information) in a reference list. See instructor for resources as needed.
4. **Prepare a one-day menu** following the dietary modifications or medical nutrition therapy for your assigned disease/condition & include the cultural/ethnic food practices. Remember to consider nutritional adequacy on the whole. For example,

state the amount of fiber that should be included on a low fiber diet, however, plan how you will meet vitamin and mineral needs with restricted fresh fruit/vegetables. Point these facts out in the presentation, yet avoid reading each food on the sample menu.

5. **Analyze your one-day menu using the computer.** You may use the electronic classroom (Diet Plus), disk from Nutr office or an online site if it is comprehensive listing kcals, macro and micronutrients (vitamins & minerals). *Include menu in your presentation – however you must include all the print outs in your presentation. Use this typical patient – 70 year old female for your profile unless your prevalence pinpoints another type of patient as "typical". If so, mention in evaluation*
6. **Evaluate Your Modified Diet.** Evaluate your meal plan by discussing how successful you were in achieving the medical nutrition meal plan and any modified dietary goals for your specific disease & culture. Were problem nutrients such as total fat, saturated fat, cholesterol, & sodium *within guidelines*? Were vitamins & minerals supplied at least 90% of RDAs? **If not, how could you fix it?** (Briefly discuss this).
7. **Educational Tool:** Use PowerPoint to present information to the class. Consider a background that is not too distracting. Make sure font size is visible to class. Use visuals/images/pictures to augment presentation as appropriate. Make statements as bullets NOT full sentences. Other educational tools are welcomed but solely optional. Avoid overly wordy slides.
8. **Develop 4 multiple choice test questions** that you will present to the class to measure comprehension of what they learned from your presentation. Administer questions with 4 possible answers. Some of these questions will be used on the final. Give the instructor a copy of these questions *with the answers*. Quality of the questions will be scored. Select questions that address the major concepts you want your classmates to grasp about your topics. Think through how your audience will be able to respond and always validate the correct answer (remember do not give out answers on initial test question PowerPoint slide).
9. **Send Powerpoint to instructor** at least one day before the presentation. Instructor can verify that Powerpoint is compatible with college equipment. Title it Assignment 2 Presentation.

### **ORGANIZATION:**

1. Only accepted written material is as listed below. Hand in documents in this order:
  - Title page (class, title of disease/condition and diet, names of everyone in your group (first & last), date, course, instructor, college)
  - Copy of power point presentation (6 slides per page only)
  - One day menu plan –typed
  - Computer printout (profile and spreadsheet)
  - Reference list (use format on handout in library) & include websites –(at least 3)
  - Test questions (include answers for instructor)
2. Requirements:
  - Report must concisely address all areas to receive full credit

- Make a photocopy of everything as instructor needs copy at presentation time
- Staple the upper left corner (no folders please)



## **ORAL PRESENTATION**

- **Length: 25 minutes** everyone in your group must participate. (Don't read it --talk from an outline, slides, blackboard or power point-practice it first at home). Expectation is a professional presentation including appearance (dress for success-no jeans or T-shirts), organized & quick set up time & includes introduction of team, speak fluidly and clearly (audible).
- **Must use a teaching aid** like PowerPoint slides, overhead transparencies, flip chart (professional looking), Poster board, food products, handouts (esp. post-test).
- Emphasize the nutritional aspect of your condition and the importance of foods to include/avoid & any dietary guidelines

## **GRADING**

### *Effective Communication*

- Members participation/professionalism/timeliness & smooth/  
quick transition up/down .....3

### *Quality of Content:*

- Discussion of Characteristics (etiology, prevalence, signs & symptoms) ..5
- Treatment (focus includes nutrition therapy) .....5
- Dietary Guidelines for disease .....5
- Religious/Ethnic Practices or guidelines.....5

### *Assignment Basics*

- Accuracy of Analysis .....3
- Menu &Evaluation of Meal plan using Computer Analysis .....4**
- Test questions (quality) .....4

### *Educational Tools:*

- Use of instructional aides/Powerpoint / appropriate images.....3

### *Organization Effectiveness:*

**Time and References management (citations noted/met time allowance)..3**

**Total**

40 points

## **Assignment: # 3**

## **DISEASES/CONDITIONS & MNT**

1. Seizures & Ketogenic Diet
2. Congestive Heart Failure
3. AIDS/HIV
4. Inflammatory Bowel Disease "Crohn's/Ulcerative Colitis"
5. Stroke & Dysphagia
6. Post Gastrectomy - dumping syndrome
7. Celiac Disease
8. Inborn errors of metabolism (PKU)
9. COPD - Chronic Obstructive Pulmonary Disease
10. Cystic Fibrosis
11. Milk allergy
12. End Stage Renal Disease
12. Other: - see approval from instructor

**Cultural/Religious Beliefs:**

- A. Jewish Religion Dietary Restrictions
- B. Buddhist
- C. Muslim/Islam religion
- D. Hindu religion
- E. Seventh Day Adventist
- F. Mormon Religion
- G. Filipino Ethnic Practices
- H. Caribbean cultural practices
- I. Other: see instructor

### ***Clinical- Cultural Grading Sheet for Assignment #3***

	Points Possible	Points Earned
<u><i>Effective Communication:</i></u>		
- <i>Voice and pace/- Professionalism-</i> Uses effective communication skills in presenting topic to class speaks loudly, good eye contact, knowledgeable of topic, appears prepared, members participation/ professionalism/timeliness & smooth/ quick transition up/down/ dresses in businesslike professional attire....	5	
- <i>Organization Effectiveness:</i> Time and Reference (information cited, time allotment adherence)....	4	
<u><i>Educational tools:</i></u> Quality-use of instructional aides / PowerPoint/ appropriate images/ slides - not overloaded with small print –watch for too busy of backgrounds.....	3	
<u><i>Quality Of Content:</i></u> major concepts covered in a concise, thorough & clear manner – reflects thorough preparation. Quality and type of examples chosen. Citation of resources (bottom of slide preferred):		
-Discussion of characteristics (etiology, prevalence, signs & Symptoms completeness, accuracy, clarity in presentation). ....	5	
-Treatment (focus includes nutrition therapy, comprehensive, accurate, clearly presented).....	5	
-Dietary Guidelines for Disease (nutritional goals described, foods include/limit discussed).....	5	
-Religious/Ethnic Practices or Guidelines (major concepts presented).	5	
<u><i>Assignment Basics:</i></u>		
-Accuracy of Analysis (did amounts & foods on listed menu match entered into computer).....	3	
-Menu & Evaluation of Meal Plan using Computer Analysis (was menu demonstrative of clinical/cultural boundaries, were deficiencies addressed).....	5	
-Post-Test Questions (quality of, major vs minor issues addressed, appropriate answer selection provided, well administered/ complied with instructions).....	5	
Total	45	

Comments:

August 1, 16

## **ACTIONS TO IMPROVE LEARNING IN THE ENGLISH DEPARTMENT: CHANGES TO THE CURRICULUM**

Changes made to the English Curriculum to improve completion and retention in pre-transfer level English courses.

### 13- 14

Through assessment of English 252, faculty identify the need for a computer-based writing \_workshop to provide time or students to work on their writing skills with the support of an instructor and tutors.

(Attached: Actions to Improve Learning 13-14 Assessment Cycle)

### 14-15

The English Department adopts and begins offering English 208, Writing Workshop, a computer-based writing support course. Despite teaching faculty and counselor recommendations, enrollment continues to be low, demonstrating once again that many students do not choose to enroll in optional classes.

### 15-16

Students in the pre-transfer courses do not choose to enroll in this optional class, English 208, despite the recommendation of counselors and faculty teaching the pre-transfer level English classes. Through assessment of English 208, faculty recommend the adoption of English 264, Preparation for Reading, Composition and Research, a four-hour lecture, three-hour lab course. In Spring 2017 the Department will have received state approval for this course and will begin offering two sections.

(Attached: Actions to improve Learning 15-16 Assessment Cycle)

### Additional Curriculum Development Activities:

- Spring 16, Faculty teaching the two pre-transfer level English classes, English 252, Integrated Reading and Writing and English 201, Preparation for Reading and Composition, completed an assessment of student reading and writing through a shared assignment and a holistic scoring process.
- Development of a Community of Practice in Acceleration:  
In June 16, four faculty attended the California Acceleration Project training to develop engaging and challenging curriculum for pre-transfer level English courses.
- English faculty play an instrumental role in the College being awarded a Basic Skills transformation Grant.

2013-2014 Assessment Cycle

## Assessment Findings

### Result per Method

#### ENGL 252A INTEGRATED READING AND WRITING Outcome Set

##### Outcomes

###### Engl 252 Outcome 1

Using a process that includes revision and proofreading, write college essays that have a controlling thesis, that are developed using readings and the ideas of others, and that are clearly organized.

###### ▼ Method: Argument Essay



**Description of Assessment Method (Task) :** Writing an argument to take a position In this essay, you will learn to compose an arguing essay on the subject of individual responsibility. Pick any serious and interesting situation from The Pact and argue on who is most responsible for its outcome. In other words, to you, one individual demonstrates responsibility for the way a situation turns out, whether it is positive or negative. Using evidence from the situation in The Pact, develop a position you can support.

**Criteria for Success:** Success is measured by the extent student writers can complete the requirements of the assignment and meet criteria on rubric, including paraphrased support and analysis of examples, thesis and topic sentences claiming reasons; paragraphs are backed up by facts and examples; writers use complete, readable sentences and compose essays at least 3/4 of required length.

**Timeline for Implementation:** Between the thirteenth and seventeenth week of the semester

**Key Faculty/Staff:** Thomas Hart

###### Supporting Attachments:

-  Essay 4 New Rubric.doc (Microsoft Word)
-  Essay 4 Task (Microsoft Word)





##### Results for Argument Essay

**Summary of Results:** All students who completed the course also completed and passed the final argument essay. Two students were able to improve work over the semester so that they could challenge the prerequisite and advance to the ENG 201 level.

**Results:** Acceptable Criteria for Success Achievement: Met

**Reflection/Analysis of Results:** The graded results of essays showed a standard range of success, from low to mid to high range scores and showed some improvement of revising, editing, and proofreading skills.

###### Substantiating Evidence:

-  Argument Steps (Microsoft Word)  
Helps students follow a step by step procedure for an argument essay
-  Argument Steps (Microsoft Word)
-  Peer Review (Microsoft Word)  
Shows how students review and respond to each other's drafts
-  position paper (Microsoft Word)  
Shows how students would plan their arguments

###### ▼ Method: Instructor review of argument and other essays.

**Description of Assessment Method (Task) :** For at least two of the essay assignments during a

semester, students will be able to submit review drafts as an ungraded assessment and ancillary way to provide feedback for revision and rewriting before turning in the final version.

**Criteria for Success:** Turning in the draft for review by the instructor after students complete their independent peer review activities.

**Timeline for Implementation:** One week before the final assignment is due.

**Key Faculty/Staff:** Thomas Hart  
Instructor

## Results for Instructor review of argument and other essays.

*No Results Added*

### ▼ Method: Keys to Success Essay

**Description of Assessment Method (Task) :** A two to three page multi-paragraph essay giving advice to new students regarding the keys to success as the writer had learned them through his/her own experience and reading. The assignment required students to quote in at least two of the body/support paragraphs from the course book: on Course: Strategies for Success in College and in Life.



**Criteria for Success:** There were 5 criteria used for the assessment: see attached Rubric for details

1. Introduction
2. Thesis/controlling Idea
3. Organization Structure
4. Development and Illustration of thesis
5. Planning and revision
6. Proofreading and Sentence level craft

**Timeline for Implementation:** Fall 2013

**Key Faculty/Staff:** Ann Elliott

**Supporting Attachments:**

-  Keys to success Essay Assignment (Word Document (Open XML))
-  Rubrics for the Keys to Success Essay (Word Document (Open XML))

## Results for Keys to Success Essay

**Summary of Results:** Please see attachment for rubric with results

**Results:** Acceptable Criteria for Success Achievement: Not Met

**Reflection/Analysis of Results:** REFLECTIONS: English 252AB allows students to accelerate to English 201A or to continue strengthening their skills by completing English 252B. The students who need more work on improving writing, reading and student skills are for the most part those who will continue to English 252B.

Development and Illustration, which is about using the reading material to support and elaborate a point, is the strongest element overall for the class although 8 students only did an adequate job on this. Likewise organization is relatively strong. The number of students who need to work on Planning and revision says that students aren't writing first drafts or that they are making minimal changes between drafts. Students who work with tutors spend more time revising and tend to make more significant improvements in their work.


Proofreading continues to be a problem for a significant number of students at this level.

**ACTIONS:**

- Require students meet with me or a tutor on the first essay.
- Dedicate more class time for students to make proofreading corrections on their own work supported by an embedded tutor.
- Develop more activities involving critical thinking about the readings and essay topics.
- Add a lab section to the course to support more time-on-task.

COST: embedded tutor 20hrs/wk x \$10 x 34 wks= 6,800 (for two sections)

**Substantiating Evidence:**

 Results Engl252AB.docx (Word Document (Open XML))

**These Results are associated with the following Actions:**

**strengthen supplemental support**

(Actions to Improve Learning; 2013-2014 Assessment Cycle)

## Comments

Instructor uses rubric and reviews student progress.

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2013-2014 Assessment Cycle

## Status Report

### Action Statuses

#### ENGL 252A INTEGRATED READING AND WRITING Outcome Set

##### Outcomes

###### Engl 252 Outcome 1

Using a process that includes revision and proofreading, write college essays that have a controlling thesis, that are developed using readings and the ideas of others, and that are clearly organized.

###### ▼ Action: Pre-writing and revising activities

**Action details and description (including justification for budget request):** Develop additional pre-writing activities to strengthen students' readiness for synthesizing a response to a topic.

Require students to meet with a tutor to attend a writing workshop .

**Implementation Plan (timeline):** During the four weeks students used to write Essay 4, they engaged in reader response discussions, review and application of argument steps, and planning by using a position paper outline; four students came to the learning center for direct tutoring with the instructor.



**Key/Responsible Personnel:** Instructor and Department Chair conferred on progress of tutoring

**Expected outcome of this action:** More students scoring excellent or good on development and elaboration of a thesis.

**Budget request amount:** \$0.00

**Priority:** High

###### Supporting Attachments:

-  Argument Steps (Microsoft Word)  
Outlines steps for reading and composing tactics for the writers.
-  Discussion (Microsoft Word)  
Reader response questions list

###### Status for Pre-writing and revising activities

**Current Status:** Completed

**Budget Status:**

**Additional Information / Next Steps:**

###### ▼ Action: strengthen supplemental support

**Action details and description (including justification for budget request):** Proofreading continues to be a problem for a significant number of students at this level.  
ACTIONS:

- Require students meet with me or a tutor on the first essay.
- Dedicate more class time for students to make proofreading corrections on their own work supported by an embedded tutor.
- Develop more activities involving critical thinking about the readings and essay topics.
- Add a lab section to the course to support more time-on-task.

COST: embedded tutor 20hrs/wk x \$10 x 34 wks= 6,800 (for two sections)

**Implementation Plan (timeline):** in Fall 14

**Key/Responsible Personnel:** Ann Elliott

**Expected outcome of this action:** More students will revise substantially and proofread better

**Budget request amount:** \$6,800.00

**Priority:** High

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### **Status** for strengthen supplemental support

**Current Status:** In Progress

**Budget Status:** Approved

**Additional Information / Next Steps:** The English Department was given \$7000 for tutoring for 15-15.

## **Outcome 2 Critical Reading**

Apply strategies that improve reading efficiency and effectiveness particularly when reading college-level expository writing; develop an appreciation for how reading can enrich one's life.

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### ▼ **Action:** Reading Apprenticeship Strategies

**Action details and description (including justification for budget request):** Students will form reading groups for discussion and development of comprehension, inferences, and interpretation of prose readings.

Encourage students to come to the learning center.

**Implementation Plan (timeline):** Students meet at least once a week for the discussions on the assignments

**Key/Responsible Personnel:** Instructor and students who perform in group roles, such as recorders, reporters engagers and other collaborative learning roles.

**Expected outcome of this action:** Stronger analysis of the issues leading to synthesizing of reading in original essays; e.g. by identifying an author's purpose in a text facilitates developing purpose in a composition, which helps writers solve the problem of organization in an essay.

**Budget request amount:** \$0.00

**Priority:**

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### **Status** for Reading Apprenticeship Strategies

**Current Status:** In Progress

**Budget Status:** Other

**Additional Information / Next Steps:**

## **Student Skills**

Develop skills, attitudes

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### ▼ **Action:** Self-reflection assignments and reading summaries

and abilities that enable self-directed learning; that is the ability to diagnose learning needs and to design learning plans.

**Action details and description (including justification for budget request):** Early in the semester have students write self reflection essays to develop awareness of what has worked and not worked for them as learners.

Continue to work on summarizing .

More time with a tutor to discuss their learning experiences and the readings

**Implementation Plan (timeline):**

**Key/Responsible Personnel:**

**Expected outcome of this action:** Deeper analysis of their own learning needs and strategies. More accurate summaries of the articles.

**Budget request amount:** \$3,000.00

**Priority:** High

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**Status** for Self-reflection assignments and reading summaries

**Current Status:** Not started

**Budget Status:** Other

**Additional Information / Next Steps:**

**Comments**

*No text specified*

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2015-2016 Assessment Cycle

## Assessment Findings

### Result per Method

#### ENGL 208 WRITING WORKSHOP Outcome Set

##### Outcome

###### Recognize needs

Recognize problems in your writing and work effectively with a tutor.

###### ▼ Method: Survey of Learning

**Description of Assessment Method (Task) :** A Survey that asks students to rate themselves on a scale of 1 (totally false) to 10 (totally true) on the three learning outcomes for this course. then students were asked three additional questions about the course itself.

**Criteria for Success:** Students rate themselves at 7 or above on all questions

**Timeline for Implementation:** End of the semester

**Key Faculty/Staff:** Ann Elliott and Isela Santana

###### Supporting Attachments:



English 208 Survey (Adobe Acrobat Document)

Survey of the learning outcomes for the course and three additional questions

##### Results for Survey of Learning

**Summary of Results:** Seven students out of 223 enrolled completed this assessment.

The averaged score for each of the questions on a scale of 1 to 10 are:

1) I have become more aware of problems in my writing: 8.3

2) I used a tutor to help solve problems in my writing: 8.2

3) The assistance I received on assignments helped me earn a higher grade in the class for which these assignments were due: 7.5

The three supplemental questions:

1) All seven students felt the course met their expectations.

2) All seven students would recommend this course to a friend, stating how they felt the course helped them address their individual weaknesses and gave them supported time to work on their writing.

3) The most useful things they learned: feel more confident about writing, understand more clearly the work you're doing, write a story properly, learn grammar rules, problem solving using the internet

**Results:** Acceptable Criteria for Success Achievement: Met

**Reflection/Analysis of Results:** The course is doing what we hoped it would do-- give students, especially students in English 252 and 201, supported practice in improving their writing.

However, only seven of 23 students completed the course. No English 201 students enrolled Of my 33 English 252 students only 5 enrolled. All five are passing English 252. But we had hoped that English 208 would have a bigger impact on on success in

our pre-transfer courses. In short the course is valuable but students just aren't choosing to enroll in this class.

**These Results are associated with the following Actions:**

**Market English 208 better & adopt a pre transfer course with computer lab**  
(Action Plan; 2015-2016 Assessment Cycle)

**Integrate feedback**

Integrate at least one suggestion from a tutor into your writing.

▼ **Method:** Survey of Learning

**Description of Assessment Method (Task) :** A Survey that asks students to rate themselves on a scale of 1(totally false) to 10 (totally true) on the three learning outcomes for this course. then students were asked three additional questions about the course itself.

**Criteria for Success:** Students rate themselves at 7 or above on all questions

**Timeline for Implementation:** End of the semester

**Key Faculty/Staff:** Ann Elliott and Isela Santana

**Supporting Attachments:**



English 208 Survey (Adobe Acrobat Document)

Survey of the learning outcomes for the course and three additional questions

**Results for Survey of Learning**

**Summary of Results:** See results for outcome one.

**Reflection/Analysis of Results:**

**Complete an Essay Assignemnt**

Demonstrate the ability to complete an assignment that meets the requirements stated by the instructor.

▼ **Method:** Survey of Learning

**Description of Assessment Method (Task) :** A Survey that asks students to rate themselves on a scale of 1(totally false) to 10 (totally true) on the three learning outcomes for this course. then students were asked three additional questions about the course itself.

**Criteria for Success:** Students rate themselves at 7 or above on all questions

**Timeline for Implementation:** End of the semester

**Key Faculty/Staff:** Ann Elliott and Isela Santana

**Supporting Attachments:**



English 208 Survey (Adobe Acrobat Document)

Survey of the learning outcomes for the course and three additional questions

**Results for Survey of Learning**

**Summary of Results:** See results for outcome one.

**Reflection/Analysis of Results:**

**Comments**

*No text specified*

**Last Modified:** 05/24/2016 09:37:16 PM PDT

2015-2016 Assessment Cycle

## Action Plan

### Actions

#### ENGL 208 WRITING WORKSHOP Outcome Set

##### Outcome

###### Recognize needs

Recognize problems in your writing and work effectively with a tutor.

▼ **Action:** Market English 208 better & adopt a pre transfer course with computer lab

###### This Action is associated with the following Results

###### Results for Survey of Learning

(Assessment Plan and Assessment Findings; 2015-2016 Assessment Cycle)

**Summary of Results:** Seven students out of 223 enrolled completed this assessment.

The averaged score for each of the questions on a scale of 1 to 10 are:

- 1) I have become more aware of problems in my writing: 8.3
- 2) I used a tutor to help solve problems in my writing: 8.2
- 3) The assistance I received on assignments helped me earn a higher grade in the class for which these assignments were due: 7.5

The three supplemental questions:

- 1) All seven students felt the course met their expectations.
- 2) All seven students would recommend this course to a friend, stating how they felt the course helped them address their individual weaknesses and gave them supported time to work on their writing.
- 3) The most useful things they learned: feel more confident about writing, understand more clearly the work you're doing, write a story properly, learn grammar rules, problem solving using the internet

**Action details and description (including justification for budget request):** There are two actions I recommend the Department take:

- 1) Promote English 208 even more with counselors and faculty across the curriculum. But more importantly to address successful course completion in basic skills English
- 2) Add a required computer lab section to the course. We can do this through the adoption of English 264, Reading Writing and Research, the Berkeley City College Course that is four hours of lecture and three hours of required computer lab work

**Implementation Plan (timeline):** We have begun the process of adopting English 264 and should be able to offer sections of this course in Spring 17.

**Key/Responsible Personnel:** Department Chairs and English faculty.

**Expected outcome of this action:** New course in the curriculum; higher completion rate in pre-transfer level courses leading to increased through- put to the transfer level.

**Budget request amount:** \$0.00

**Priority:** High

###### Integrate feedback

Integrate at least one

▼ **Action:** Market English 208 better & adopt a pre transfer course with computer lab

suggestion from a tutor into your writing.

**This Action is associated with the following Results**

No supporting Results have been linked to this Action.

**Action details and description (including justification for budget request):** There are two actions I recommend we the Department take:

- 1) Promote English 208 more vigorously with counselors and other faculty But more importantly to address the successful course completion in English 252
- 2) Add a required computer lab section to the pre-transfer level courses. we can do this through the adoption of English 264, the Berkeley City College Course that is four hours of lecture and three hours of computer lab work

**Implementation Plan (timeline):** We have begun the process of adopting English 264 and should be able to offer this course in Spring 17.

**Key/Responsible Personnel:** Department Chairs and English faculty.

**Expected outcome of this action:** new course in the curriculum that will lead to higher completion in pre-transfer level courses.

**Budget request amount:** \$0.00

**Priority:** High

**Complete an Essay Assignment**

Demonstrate the ability to complete an assignment that meets the requirements stated by the instructor.

▼ **Action: Market English 208 better & adopt a pre transfer course with computer lab**

**This Action is associated with the following Results**

No supporting Results have been linked to this Action.

**Action details and description (including justification for budget request):** There are two actions I recommend we the Department take:

- 1) Promote English 208 more vigorously with counselors and other faculty But more importantly to address the successful course completion in English 252
- 2) Add a required computer lab section to the pre-transfer level courses. we can do this through the adoption of English 264, the Berkeley City College Course that is four hours of lecture and three hours of computer lab work

**Implementation Plan (timeline):** We have begun the process of adopting English 264 and should be able to offer this course in Spring 17.

**Key/Responsible Personnel:** Department Chairs and English faculty.

**Expected outcome of this action:** new course in the curriculum that will lead to higher completion in pre-transfer level courses.

**Budget request amount:** \$0.00

**Priority:** High