



SLO Assessment Cycle for EWRT 40

Fiction Writing SLO Modified: [11/09/2010]

Suzanne Helfman's Team Members:

Outcomes:

Outcome 1: Statement Modified: []

Demonstrate a personal creative process in fiction writing.

Assessment Cycle Records:

Outcome 1: Assessment Planning Modified: [06/15/2011]

Assessment Strategy Used:

Quarter: Winter 2011

Assessors:

Assessment Tools: Portfolios

Sections being assessed: 01

Outcome 1: Reflect & Enhance Modified: [06/15/2011]

Number of people involved in Phase III: 1

Changes:

The SLO had not been assessed before but the department chose to assess it now because we wanted to make sure the course objectives were being accurately fulfilled.

Methods:

We chose the portfolio assessment method because it has proven to be an effective measure in other writing courses to demonstrate students' growth over the a quarter.

Summary:

The class as whole demonstrating awareness and growth in their process as fiction writing. They demonstrated this by writing a reflective essay as part of their final portfolios and in selecting appropriate materials to include in their portfolios, which supported their own claims of how they had each grown as writers over the quarter. All students who finished the course succeeded in completing the portfolio process. Some students did not complete the course due to family or mental health issues.

Enhancement (Part I):

1. Staff development training on how best serve students with mental health issues.

2. Staff training on referring students to counselors.

3. Department discussions of how to retain students in pass/no-pass electives.

Enhancement (Part II):

The college should provide funding for staff development training on meeting the needs of students with mental health issues. The college should work with counseling to provide workshops for students on work, life, family balance issues.

Outcome 2: Statement Modified: []

Identify and apply major technical and stylistic elements of fiction.

Outcome 2: Assessment Planning Modified: [06/15/2011]

Assessment Strategy Used:

Quarter: Winter 2011

Assessors:

Assessment Tools: Portfolios

Sections being assessed: 01

Outcome 2: Reflect & Enhance Modified: [06/15/2011]

Number of people involved in Phase III: 1

Changes:

The SLO had not been assessed before but the department chose to assess it now because we wanted to make sure the course objectives were being accurately fulfilled.

Methods:

We chose the portfolio assessment method because it has proven to be an effective measure in other writing courses to demonstrate students' growth over the a quarter.

Summary:

The class as whole demonstrated growth in their ability to use a variety of stylistic elements of fiction. They demonstrated this by including a variety of pieces in their final portfolios and in discussing their mastery of elements of fiction in the their final reflective essay. All students who finished the course succeeded in meeting this objective. Some students did not complete the course due to family or mental health issues.

Enhancement (Part I):

As a department we would like to bring in visiting writers to present to classes and hold workshops on fiction writing.

Enhancement (Part II):

College funding to bring visiting writers to campus.

Outcome 3: Statement Modified: [09/08/2010]

Evaluate one's peers' and one's own stories.

Outcome 3: Assessment Planning Modified: [06/15/2011]

Assessment Strategy Used:

Quarter: Winter 2011

Assessors:

Assessment Tools: Portfolios

Sections being assessed: 01

Outcome 3: Reflect & Enhance Modified: [06/15/2011]

Number of people involved in Phase III: 1

Changes:

The SLO had not been assessed before but the department chose to assess it now because we wanted to make sure the course objectives were being accurately fulfilled.

Methods:

We chose the portfolio assessment method because it has proven to be an effective measure in other writing courses to demonstrate students' growth over the a quarter.

Summary:

The class as whole learned to respond to peers' drafts and review and revise their own work. They demonstrated this by including multiple drafts in their final portfolios and in writing a reflective essay as part of their final portfolios in which they assessed the what they learned from participating in peer review. All students who finished the course succeeded in meeting this objective. Some students did not complete the course due to family or mental health issues.

Enhancement (Part I):

As a department we should hold staff development workshops on different approaches to conducting peer review sessions more effectively.

We should conduct tutor training workshops on how to help students revise their work.

Enhancement (Part II):

The college should provide funding for staff development and tutor training workshops.

[Number of Outcomes for EWRT 40: 3]

