

APPENDIX C: Department Assessment Analysis Form

Transfer and Basic Skills Career Technical Education Department Assessment Analysis Form

This is the required form that Program/Department Chairs must use to record the department assessment results and plans to improve teaching and learning. It is included in the *Department Planning Portfolio* and attached to the *Portfolio Assessment/Program Review* when the department is in a PA/PR quadrennial cycle year.

Department	English as a Second Language School of Continuing Education
Meeting Date	Thursday, March 18, 2010
Number of faculty/staff in attendance (indicate full-time and adjunct)	10 total 5 full time and 5 part time
Course SLOs measured	Conversational Speaking: (See SLOs) Write in
What core competency do the SLOs relate to?	COMMUNICATION: Speaking
Assessment Tools (Give examples of major assignments used to measure SLO/core competency)	Rubrics Beg 1: Personal Information from question prompts Beg 2: Rental Application Interview between agent and applicant Beg 3: Using their own personal calendar prompt reporting on future plans Int 1: Group Presentation on Machine of the Future Int 2: A conversation about housing on a familiar topic Int 3: A conversation about housing on an unprepared topic
Assessment Results (Summarize overall results of the department) What student needs and issues were revealed?	Comprehensibility throughout the levels

<p>Were there any areas where student performance was outstanding?</p> <p>Any areas where it can be improved?</p> <p>Next Steps <u>in Classroom</u> to Improve Student Learning (check all the items faculty/staff felt would help them address the needs and issues revealed by the assessment)</p> <p>How might student performance be improved</p>	<p>Provide more frequent or fuller feedback on student progress</p> <p>c) Revise activities leading up to and/or supporting assignments/activities</p> <p>F) Provide more frequent or fuller feedback on student progress</p> <p>H) Increase guidance for students as they work on assignments</p> <p>I) Use methods and questions that encourage competency</p>
<p>Next Steps <u>in the Department</u> to Improve Student learning</p> <p>(check all that the department felt would help them improve student learning)</p>	<ul style="list-style-type: none"> ○ A) Offer/encourage attendance at seminars, workshops or discussion groups about teaching methods X B) Consult teaching and learning experts about teaching methods X C) Encourage faculty to share activities that foster competency X D) Write collaborative grants to fund departmental projects to improve teaching ○ E) Procure articles/books on teaching about competency ○ F) Visit classrooms to provide feedback (mentoring) X G) Create bibliography of resource material X H) Have binder available for rubrics and results (Put in Department Planning Portfolio) X I) Analyze course curriculum to determine that competency skills are taught so that the department can build a progression of skills as students advance through courses

	<ul style="list-style-type: none"> ○ J) Nothing: Assessments indicate no improvements necessary X K) Other (please describe)--Develop a binder of authentic forms for teachers to use.
Priorities to Improve Student Learning (List the top three-six things faculty/staff felt would <u>most</u> improve student learning)	1) Pre teach needed vocabulary, pronunciation and structures 2) Do a speaking assessment at the end of each unit 3) Have interactive speaking activities within each unit 4) Identify student needs based on prior assessments and develop expansion activities 5) Provide students with feedback
Implementation (List the department plans to implement these three-six priorities)	Flex Workshops Model rubrics
Timeline for Implementation (Make a timeline for implementation of the top priorities)	<u>Flex workshops at each level on how to implement speaking strategies</u> Ongoing Develop a Position paper

Route to Division Curriculum Committee

Department Chair or designee _____

Date: _____