ENG 100 Course Assessment Sub-Committee
Meeting Notes
March 20, 2012
12-1:15 pm

Participants: Colleen Soares, Gail Levy, Kathryn Fujioka-Imai, Lance Morita, Susan Sanger, and Susan Wood

Notes prepared by: Susan Wood

SLO 1: Use a multi-step writing process that includes drafting, editing, and proofreading while making use of written and oral feedback.

SLO 2: Write compositions, including an in-class essay on an assigned topic, that are appropriate to a particular audience and purpose. Texts will have a main point and supporting ideas developed with specific and logically organized details.

SLO 3: Compose complex and well-reasoned texts that incorporate source material appropriately.
   - Skill 1: Locate, assess, and use academically appropriate source material.
   - Skill 2: Use and combine sources without plagiarizing.
   - Skill 3: Give credit to others when using their words and ideas in writing.

SLO 4: Apply to writing the rules and conventions of grammar, word choice, punctuation, and spelling.

SLO 5: Demonstrate effective use of study skills and college success strategies.

ENG 100 Assessment plan

Spring 2012

- Continue phase 2 of current assessment of SLOs 2 and 3
- Susan Wood to solicit “Best Practices” for how to 1) teach main point and supporting ideas and 2) how to teach Works Cited format.

Fall 2012

- At writing discipline meeting
  - Inform faculty that we will continually assess ENG 100 and we will use the evaluation essay again in the next couple of years. It would be great if everyone could build it into their classes.
  - Announce we will be assessing SLO 5 through the use of Information Literacy Exam data. This will be done in Fall 2012 and Spring 2013.
  - Inform faculty we will be planning the assessment of SLOs 1 and 4 for Spring 2013 or Fall 2013. This will possibly entail each ENG 100 instructor submitting 3-5 sets of essays from each section that will demonstrate the writing process. Planning begins this semester. Let Susan Wood know if you want to be involved. Also, please let Susan know if you have any ideas for the assessment tool (nothing is set in stone yet).
Distribute the “Best Practices” that were collected. Should we collect data on how they are implemented?

- After writing discipline meeting—read /score evaluation essays from Spring 2012
- End of semester—collect info lit exam data to assess SLO 5. Follow up on any places we fall short (i.e. instructors not requiring it; questionable fail rate, etc...)

**Spring 2013**

- Use Info Lit exam data to assess SLO 5
- Begin pilot to test the next assessment tool for 1 and 4? Or continue planning? Or start assessment.