

Departmental Reporting Form: Core Competency “Contextual Analysis”  
Completed Fall Quarter 2006

Department	English
Meeting Dates	Retreat: 9/25; Voting on Assessment Competency, 10/4; Faculty Meeting to share and evaluate results of course-embedded competency assessment, 11/15. Blackboard posting period: 9/25-10/12.
Number of Faculty/Staff in Attendance	9/25: 31 faculty/staff. 10/4: 23 faculty/staff. 11/15: 25 faculty/staff.
Number of Faculty/Staff sharing assessment results	Blackboard posting of competency assessment assignments and student learning outcomes: 41. Blackboard posting Competency evaluations: 37.
Core Competency or Course SLOs Measured	<p>Contextual analysis</p> <p>Context refers to the elements which surround an object or process under study, such as a text, image, event, act, utterance, word or idea. Within the English major, contextual analysis may include, but is not limited to, consideration of purpose, perspective, audience, genre, mode, style, bias and historical, cultural, social, theoretical, ideological and inter-textual influences. Students employ contextual analysis in composing and performing, and in comprehending, interpreting and critiquing. E.g. of SLOs for contextual analysis:</p> <p>English 202</p> <p>Students analyze context and purpose to vary style (tone, diction, use of conventions and genre) in writing a paper for an academic audience.</p> <hr/> <p>*More examples provided in “Fall Syllabi/ Assessment File,” appended to this document.</p>
Assessment Tools	Take home essay-exam on Frankenstein; a “Citation Sandwich” essay (The full text of these assignments immediately follows this table).
Assessment Results (Summarize the overall results of your department)	<p>Assessment Results</p> <ul style="list-style-type: none"> <li>▪ We determined that English students have many opportunities to develop, practice, and assess their ability to demonstrate contextual analysis.</li> <li>▪ We determined that English faculty teach skills and content students need to learn, practice and demonstrate contextual analysis.</li> <li>▪ We determined that contextual analysis is taught across the curriculum in English.</li> <li>▪ We determined that our teaching of contextual analysis fulfills University Mission and the goals of the GUR</li> </ul>

	<p>program.</p> <ul style="list-style-type: none"> <li>▪ We determined that our teaching of contextual analysis teaches the higher order thinking skills required of academic work and citizenship.</li> <li>▪ We determined that our teaching of contextual analysis provides academic rigor and encourages risk-taking among students.</li> <li>▪ We determined that our teaching of contextual analysis helps link course work to real world concerns and events.</li> <li>▪ We determined that our teaching of contextual analysis fosters the transfer of knowledge and skill across genre and tasks.</li> <li>▪ We determined that our teaching of contextual analysis fosters metacognitive reflection upon reading and writing processes.</li> </ul>
<p>What student needs and issues were revealed as a result of your assessments?</p>	<p>Needs and Issues.</p> <p>We determined that anxiety, and a lack of motivation on the part of students, can impede their demonstrations of contextual analysis.</p> <p>We determined that students could benefit from more models.</p> <p>We determined that faculty could benefit from more opportunities to discuss student learning and compare assignments.</p> <p>We determined that it is easy to value risk-taking but hard to grade it.</p> <p>We determined that some students resist contextual analysis.</p> <p>We determined that faculty would benefit from teaching models and</p>
<p>Next Step in the Classroom to Improve Student Learning</p> <p>(check all the items faculty/staff felt would help them improve student learning)</p>	<ul style="list-style-type: none"> <li>✓ State goals or objectives of assignment more explicitly <ul style="list-style-type: none"> <li>○ Revise content of assignment/ Activities</li> <li>○ Revise the amount of writing/oral/visual/clinical or similar work</li> </ul> </li> <li>✓ Revise activities leading up to and/or supporting assignment/activities</li> <li>✓ Increase in-class discussions and activities</li> <li>✓ Increase student collaboration and/or peer review <ul style="list-style-type: none"> <li>○ Provide more frequent or more comprehensive feedback on student progress.</li> </ul> </li> <li>✓ Increase guidance for students as they work on assignments <ul style="list-style-type: none"> <li>○ Use methods of questioning that encourage the competency you measured.</li> </ul> </li> <li>✓ State criteria for grading more explicitly. <ul style="list-style-type: none"> <li>○ As an instructor, increase your interaction with students outside of class.</li> <li>○ Ask a colleague to critique assignments/activities.</li> <li>○ Collect more data.</li> <li>○ Nothing; assessment indicates no improvement necessary.</li> </ul> </li> <li>✓ Other (Please describe). Provide more models.</li> </ul>

<p>Next Step in the Department 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"> <li>✓ Offer/encourage attendance at seminars, workshops or discussion groups about teaching methods.</li> <li>○ Consult teaching and learning experts about teaching methods.</li> <li>✓ Encourage faculty to share activities that foster competency.</li> <li>○ Write collaborative grants to fund departmental projects to improve teaching.</li> <li>○ Purchase articles/books on teaching about competency.</li> <li>○ Visit classrooms to provide feedback (mentoring).</li> <li>○ Create bibliography of resource material.</li> <li>○ Have binder available for rubrics and results.</li> <li>○ Analyze course curriculum to determine that competency skills are taught, so that the department can build a progression of skills as students advance through course.</li> <li>○ Nothing; assessments indicate no improvements necessary.</li> <li>✓ Other (Please describe) Consider sequencing curricula more effectively and provide more explicit models of what we want students to do and accomplish.</li> </ul>
<p>Priorities to Improve Student Learning</p> <p>(List the top 3-6 things faculty/staff felt would most improve student learning)</p>	<ol style="list-style-type: none"> <li>1. Provide explicit models of what we want students to do and accomplish.</li> <li>2. Clarify instructions and assignment requirements.</li> <li>3. Provide more opportunity for faculty to discuss/share assignments.</li> <li>4. Continue course-embedded assessment and expand it to include more competencies.</li> </ol>
<p>Implementation</p> <p>(List the departmental plans to implement these priorities)</p>	<ol style="list-style-type: none"> <li>1. Continue course-embedded assessment in following quarters and expand competencies to include "revision" and "research"</li> <li>2. Schedule second "SLO Assessment Sharing" meeting.</li> <li>3. Provide models of assessment standards, student work, and clear instructions on English Faculty Resources Blackboard.</li> </ol>
<p>Timeline for Implementation</p>	<p>The faculty is committed to implementing all the priorities to improve student learning before Fall Quarter 2009, at which time the Department will reassess contextual analysis to determine our progress toward improving student learning in this core competency.</p>