

Departmental Reporting Form: Core Competency "Research"
 Completed Spring/Fall Quarters 2007

Department	English
Meeting Dates	Retreat: 9/25/07; Voting on Assessment Competency, 10/4/07; Faculty Meeting to share and evaluate results of course-embedded competency assessment, 9/24/08 (Retreat). Blackboard posting period: 5/11-5/25/08.
Number of Faculty/Staff in Attendance	9/25/07: 31 faculty/staff. 10/4/07: 23 faculty/staff. 9/24/08: 33 faculty/staff.
Number of Faculty/Staff sharing assessment results	Blackboard posting of competency assessment assignments and student learning outcomes: 21. Blackboard posting Competency evaluations: 19.
Core Competency or Course SLOs Measured	Research, "to search again," describes several overlapping activities wherein students gather new information or reach a new understanding. These activities include investigating, experimenting, exploring and seeking. Within English studies "research" typically refers to searching beyond the text under study. Students "research" when they considers other texts, gather biographical, historical, cultural or comparative information, or study the processes of reading, speaking, composing, comprehending, viewing and interpreting.
Assessment Tools	Major assignments such as essays, annotated bibliographies, library research assignments, database and academic web site assignments, dictionary/grammar handbook assignments, theoretical source assignments, etc.
Assessment Results (Summarize the overall results of your department)	<p>Assessment Results</p> <ul style="list-style-type: none"> ▪ We determined that English students have many opportunities to develop, practice, and assess their ability to demonstrate a variety of research skills. ▪ We determined that English faculty teach skills and content students need to assess and discriminate among sources. ▪ We determined that research skills are taught across the curriculum in English. ▪ We determined that our teaching of research skills fulfills University Mission and the goals of the GUR program. ▪ We determined that our teaching of research skills teaches the higher order thinking skills required of academic work and citizenship. ▪ We determined that the students were generally very successful at assessing and discriminating among library, web, and database resources. ▪ We determined that the students successfully accessed a

	<p>wide array of quality resources.</p> <ul style="list-style-type: none"> ▪ We determined that the students were able to join and participate in discussions among intellectual communities. ▪ We determined that the students generally mastered research content and methodology, awareness of writing for an academic audience, and were able to post and share their research results.
<p>What student needs and issues were revealed as a result of your assessments?</p>	<p>Needs and Issues.</p> <p>We determined that some students could be motivated to do a better job of discriminating among sources.</p> <p>We determined that some students could do a better job of integrating their research into their own original thinking.</p> <p>We determined that students could benefit from more models showing how to choose quality resources and integrate research into original thinking.</p> <p>We determined that faculty could benefit from more opportunities to discuss student learning and compare assignments.</p> <p>We determined that faculty could benefit from a library presentation on resources available for students.</p> <p>We determined that some students resist doing research.</p> <p>We determined that class sizes of 35 students in the 300-level core courses were too large to accomplish all of the desired research goals with the students.</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"> ○ State goals or objectives of assignment more explicitly ○ Revise content of assignment/ Activities ○ Revise the amount of writing/oral/visual/clinical or similar work ○ Revise activities leading up to and/or supporting assignment/ activities ✓ Increase in-class discussions and activities ✓ Increase student collaboration and/or peer review ○ Provide more frequent or more comprehensive feedback on student progress. ✓ Increase guidance for students as they work on assignments ○ Use methods of questioning that encourage the competency you measured. ○ State criteria for grading more explicitly. ○ As an instructor, increase your interaction with students outside of class. ✓ Ask a librarian to critique assignments/activities. ○ Collect more data. ○ Nothing; assessment indicates no improvement necessary. ✓ Other (Please describe). Provide more models and create small writing groups.

<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"> ✓ Offer/encourage attendance at seminars, workshops or discussion groups about teaching methods. ○ Consult teaching and learning experts about teaching methods. ✓ Encourage faculty to share activities that foster competency. ○ Write collaborative grants to fund departmental projects to improve teaching. ○ Purchase articles/books on teaching about competency. ○ Visit classrooms to provide feedback (mentoring). ✓ Create bibliography of resource material. ✓ Have online Blackboard available for rubrics and results. ✓ 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. ○ Nothing; assessments indicate no improvements necessary. ✓ Other (Please describe) Schedule a teaching colloquium on teaching research with best practice models and discussion.
<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"> 1. Provide explicit models of what we want students to do and accomplish; provide more venues for student publication. 2. Have the library make a presentation to faculty about resources. 3. Schedule a teaching colloquium on best practice assignments for expanding student research skills. 4. Continue course-embedded assessment and expand it to include more competencies. 5. Reduce of the size of core 300-level classes. 6. Incorporate more faculty research into classes and encourage more collaborative faculty/student research.
<p>Implementation</p> <p>(List the departmental plans to implement these priorities)</p>	<ol style="list-style-type: none"> 1. Continue course-embedded assessment in following quarters. 2. The Department scheduled and held a teaching colloquium on best practices for research assignments on 11/14/07. 3. Provide models of assessment standards, student work, and clear instructions on English Faculty Resources Blackboard. 4. Schedule a librarian to make a presentation to the department about research resources available to students. 5. Develop a plan for reducing 300-level core courses. 6. Develop a departmental multimedia instructional lab where student/faculty research would take place. 7. Develop an online research journal for the department with best student research as examples and expand Scholars Week activities. 8. Examine curriculum in English 202/203 to assess what research skills students need as a base for more advanced courses.
<p>Timeline for Implementation</p>	<p>The faculty is committed to implementing all the priorities to improve student learning before Fall Quarter 2010, at which time</p>

	the Department will reassess research to determine our progress toward improving student learning in this core competency.
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