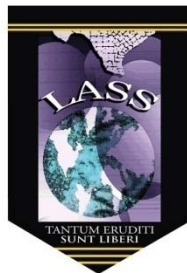
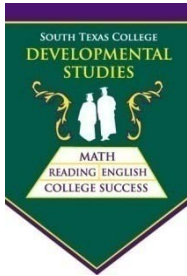


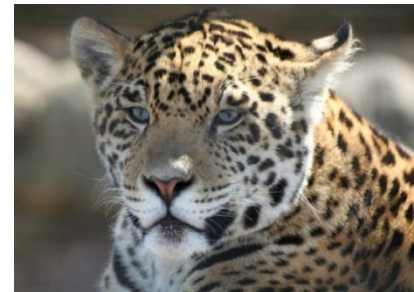
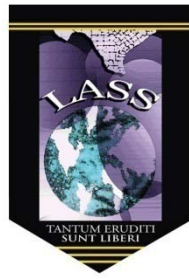
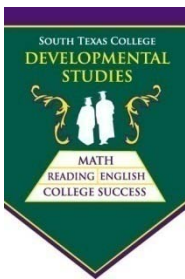
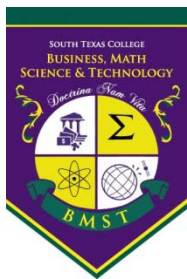
English Curriculum Alignment Taskforce Evaluation Report

July 10, 2009



Topics

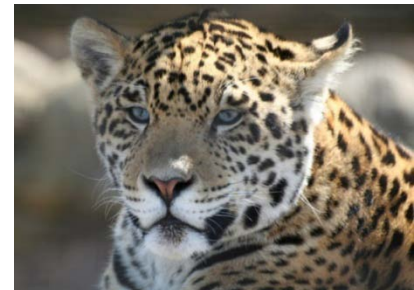
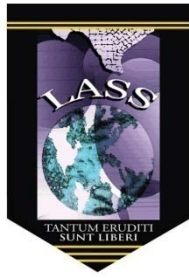
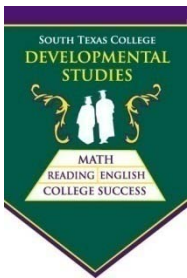
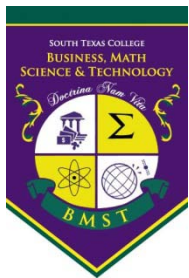
- I. Interventions Implemented
- II. Intended Outcomes
- III. Findings
- IV. Recommendations



I. Interventions Implemented

1. Aligned curricula vertically:

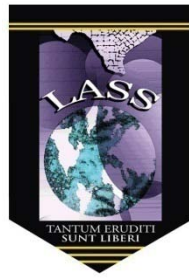
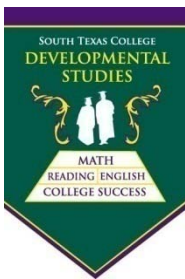
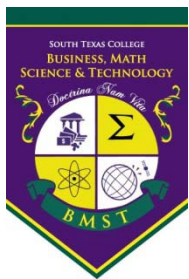
- A. Jointly developed student learning outcomes for Engl71, 81, 91, Engl1301 and Engl1302
- B. Developmental English implemented the newly aligned student learning outcomes since Fall 2007 (all were on course syllabus)
- C. Academic English Department will revisit the student learning outcomes and implement them in Fall 2009



I. Interventions Implemented

2. Aligned curricula horizontally:

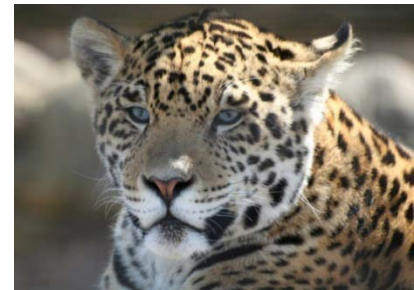
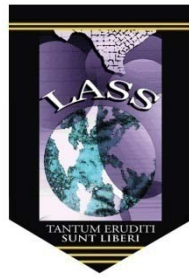
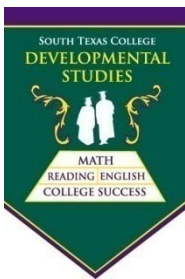
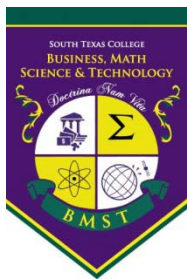
- A. Dev English developed thematic writing projects, common course requirements, and departmental grading rubric
- B. Academic English developed departmental diagnostic tests and uniform course requirements (need to be on Master Syllabi)



I. Interventions Implemented

3. Promoted teaching exchange:

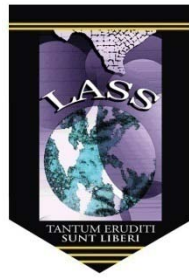
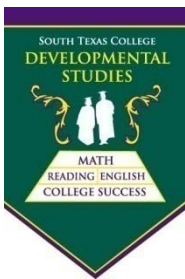
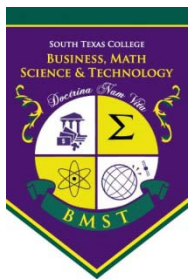
The English Curriculum Alignment Taskforce met on a regular base and exchanged curricular contents and teaching strategies



I. Interventions Implemented

4. Held joint professional development activities:

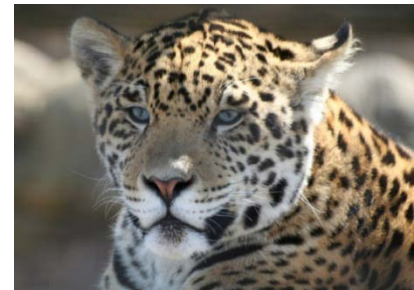
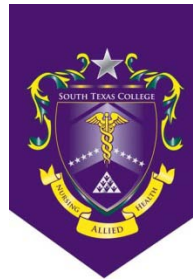
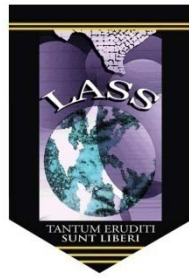
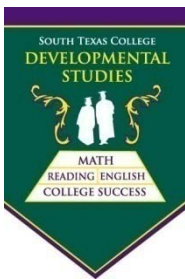
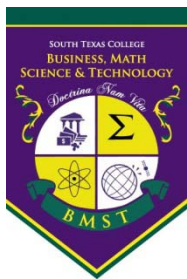
- A. English composition theories and practices
- B. English standardized testing and assessment calibration



II. Intended Outcomes

1. Improve course pass rates

Target: Fall 2008 pass rates will be 2% higher than the average of the previous two fall semesters;
Spring 2009 pass rates will be 2% higher than the previous two spring semesters



II. Intended Outcomes

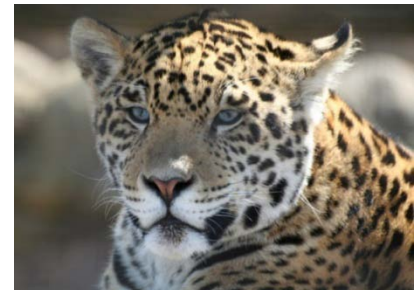
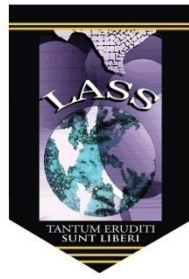
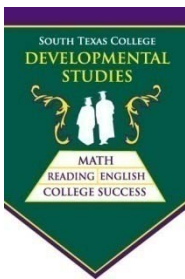
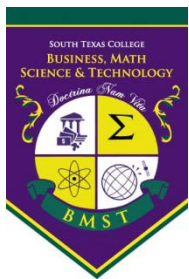
2. Improve pass rates for the subsequent courses

Target: Students who pass one level of Dev English course or academic English course will pass the next level at a rate comparable to or higher than the students who enroll in the course without having taken the previous course.

For example,

--Students who have taken Engl71 will pass Engl 81 at a rate comparable to or higher than Engl 81 students who have not taken Engl71.

--Students who pass Engl1301 will pass Engl1302



III. Findings

(Course Pass Rate at Each Level)

Developmental English Course Pass Rates:

Fall Semester Pass Rates:

Fall 2006--68%

Fall 2007--74%

Fall 2008--75%

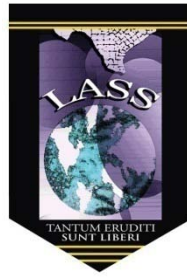
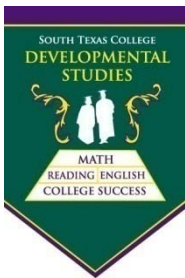
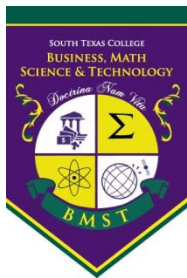
Spring Semester Pass Rates:

Spring 2007--71%

Spring 2008--70%

Spring 2009--70%

Conclusion: Fall 2008 pass rate was 4% higher than the average of the previous two Fall semesters' pass rates. Spring 2009 pass rate was .5% lower than the average of the previous two Spring semesters. Target was met for Fall semesters, but not for Spring semesters.



III. Findings

(Course Pass Rate at Each Level)

English 1301 Course Pass Rates, Including Dual Enrollment Students:

Fall Semester Pass Rates:

Fall 2006--71%

Fall 2007--67%

Fall 2008--69%

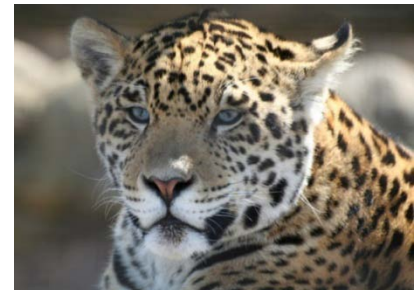
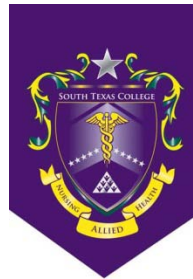
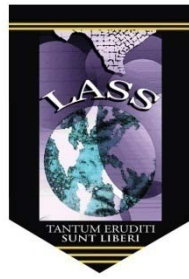
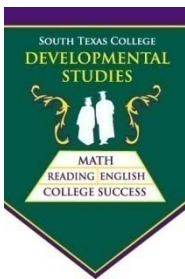
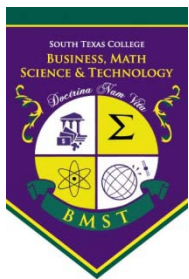
Spring Semester Pass Rates:

Spring 2007--57%

Spring 2008--51%

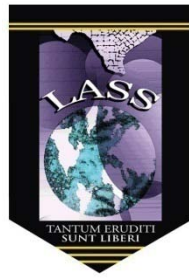
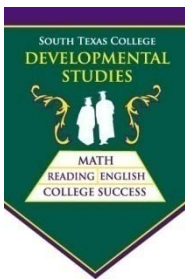
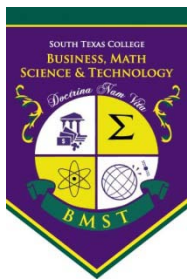
Spring 2009--54%

Conclusion: Fall 2008 pass rate was the same as the average of the previous two Fall semesters, and Spring 2009 pass rate was the same as the previous two Spring semesters. There was no increase in course pass rates. Target was not met for either Fall semesters or Spring semesters.



Engl1301 Pass Rates-- Disaggregated Data

1. Data Disaggregated by Age and Gender
2. Data Disaggregated by Special Groups
 - (1). Pass rate with and without **dual-enrollment group**
 - (2). Pass rate with and without **distance education group**
 - (3). Pass rate of students **with and without development English history**
 - (4). Pass rate of students with Accuplacer Sentence Skills score of **80 and above** versus students with Accuplacer Sentence Skills score of **60 and above**



Engl1301 Pass Rate by Age and Gender (Fall 2006)

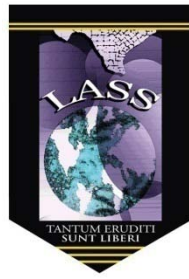
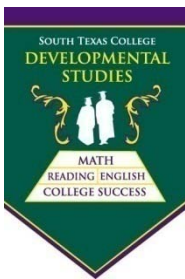
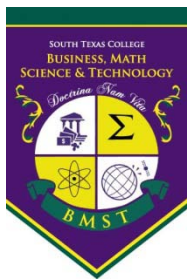
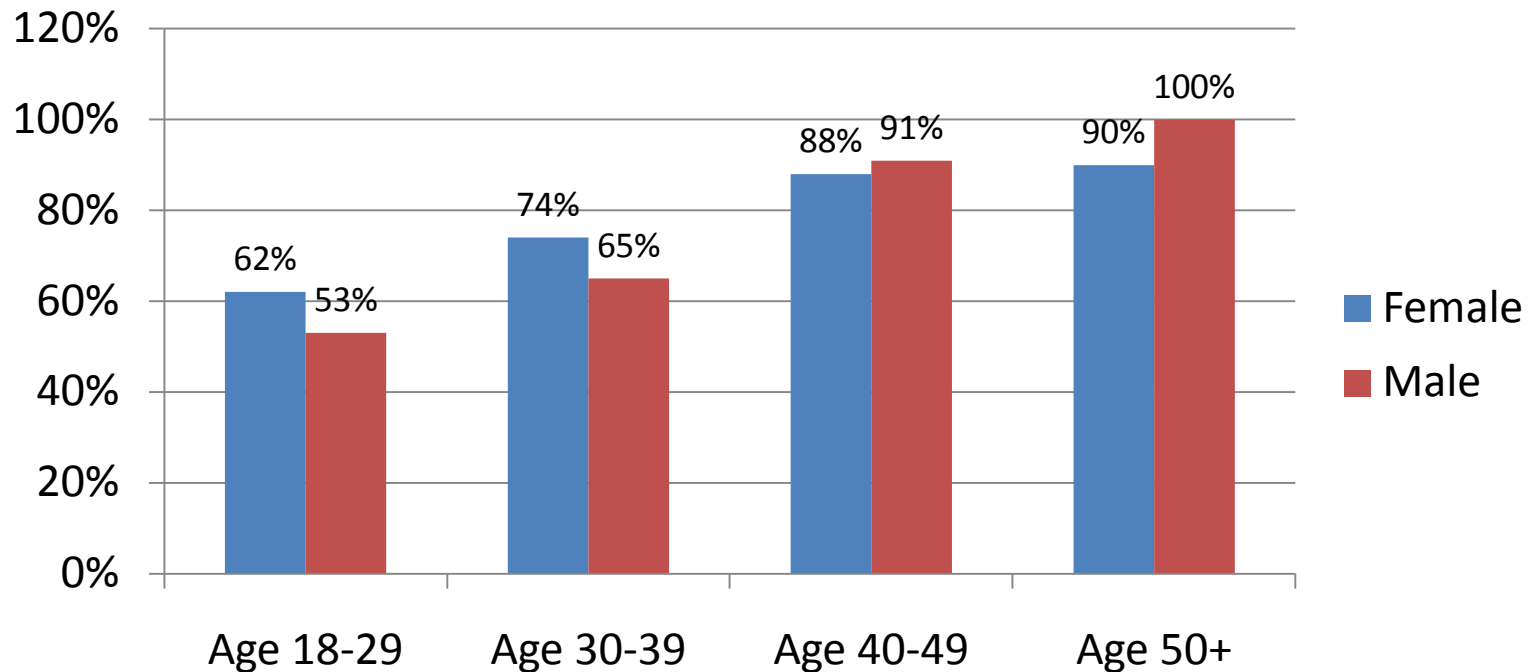


Table 1



Engl1301 Pass Rate for Students in 18-29 Age Group

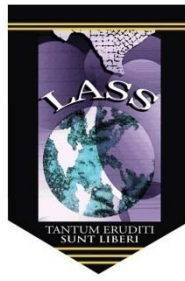
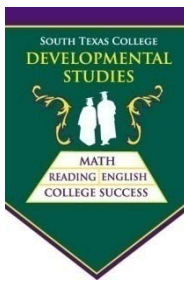
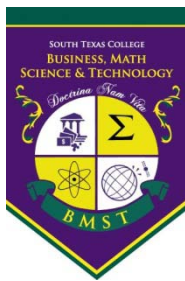
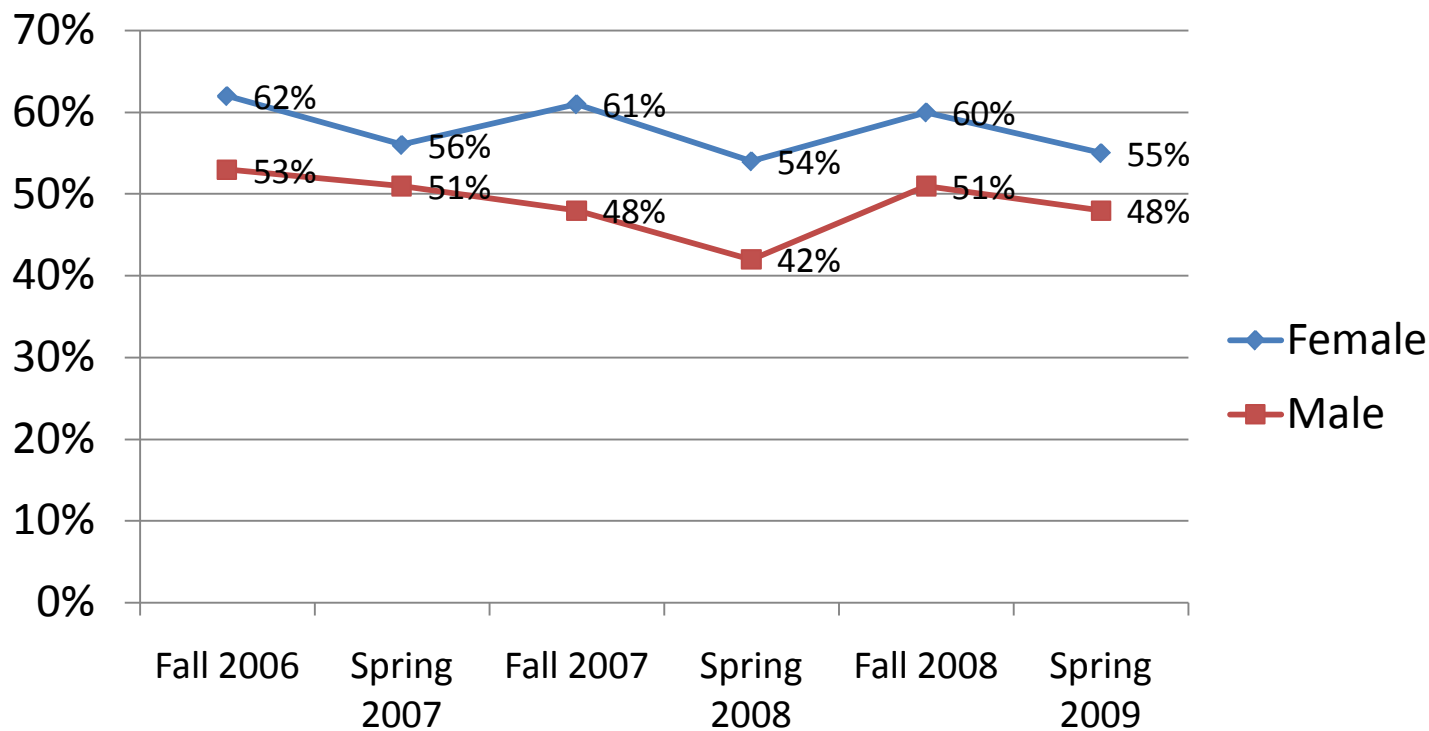
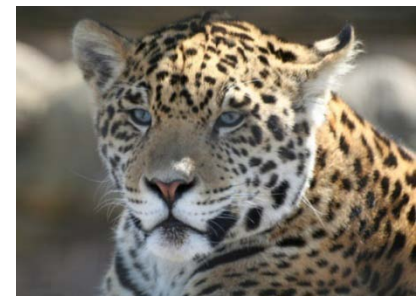


Table 1



Engl1301 Pass Rate for Students in 30-39 Age Group

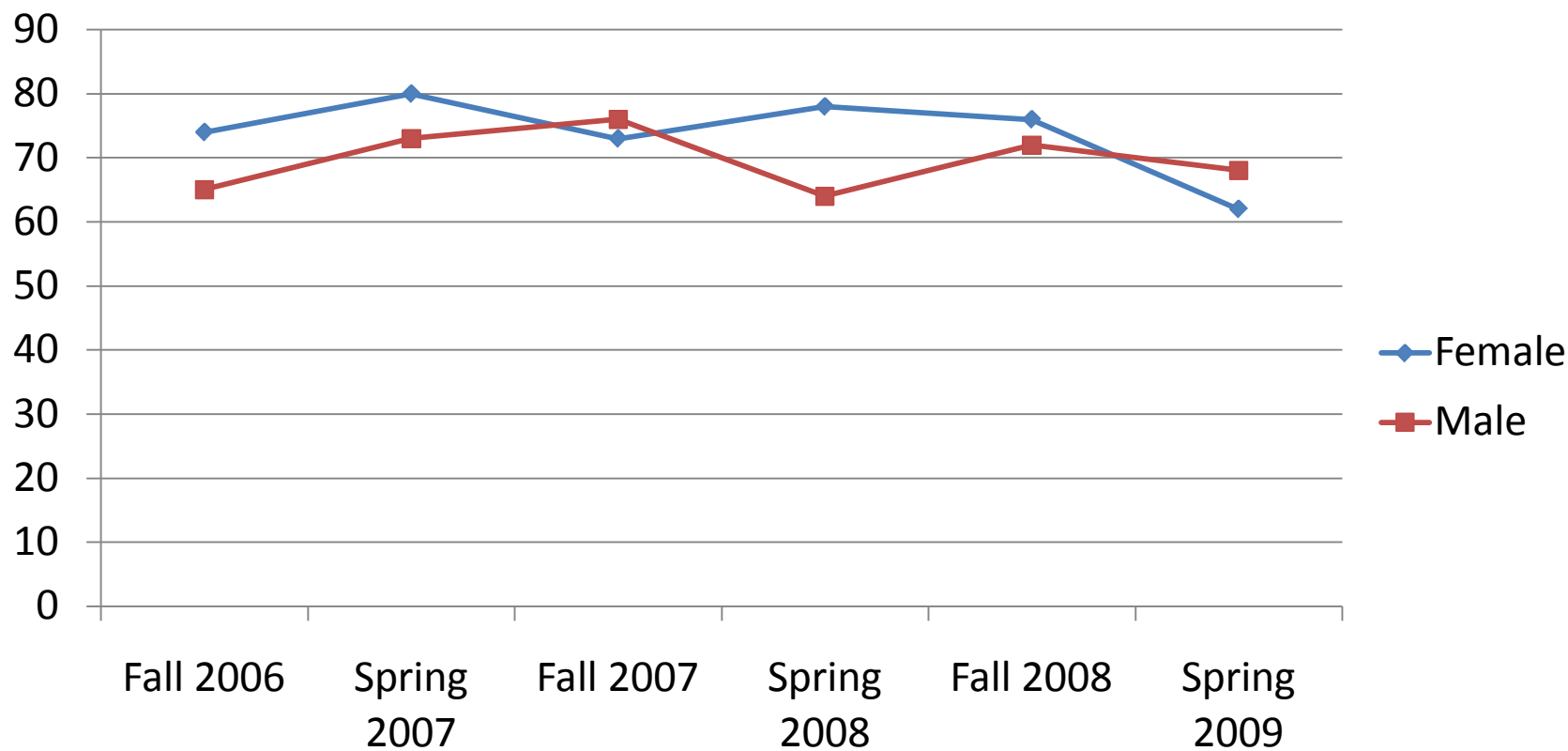
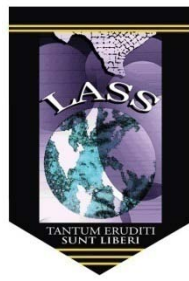
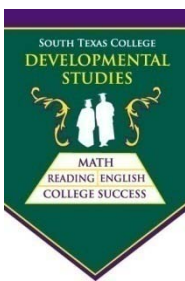
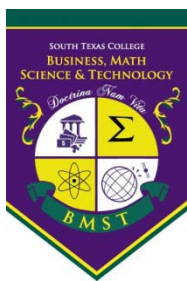
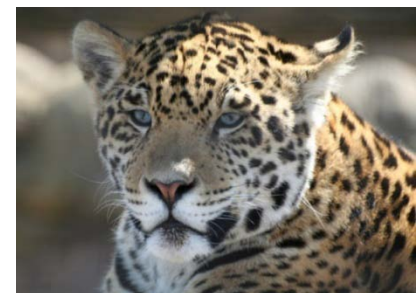


Table 1



Engl1301 Pass Rate for Students in 40-49 Age Group

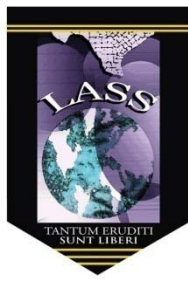
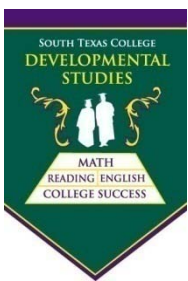
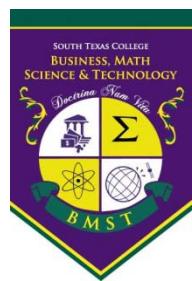
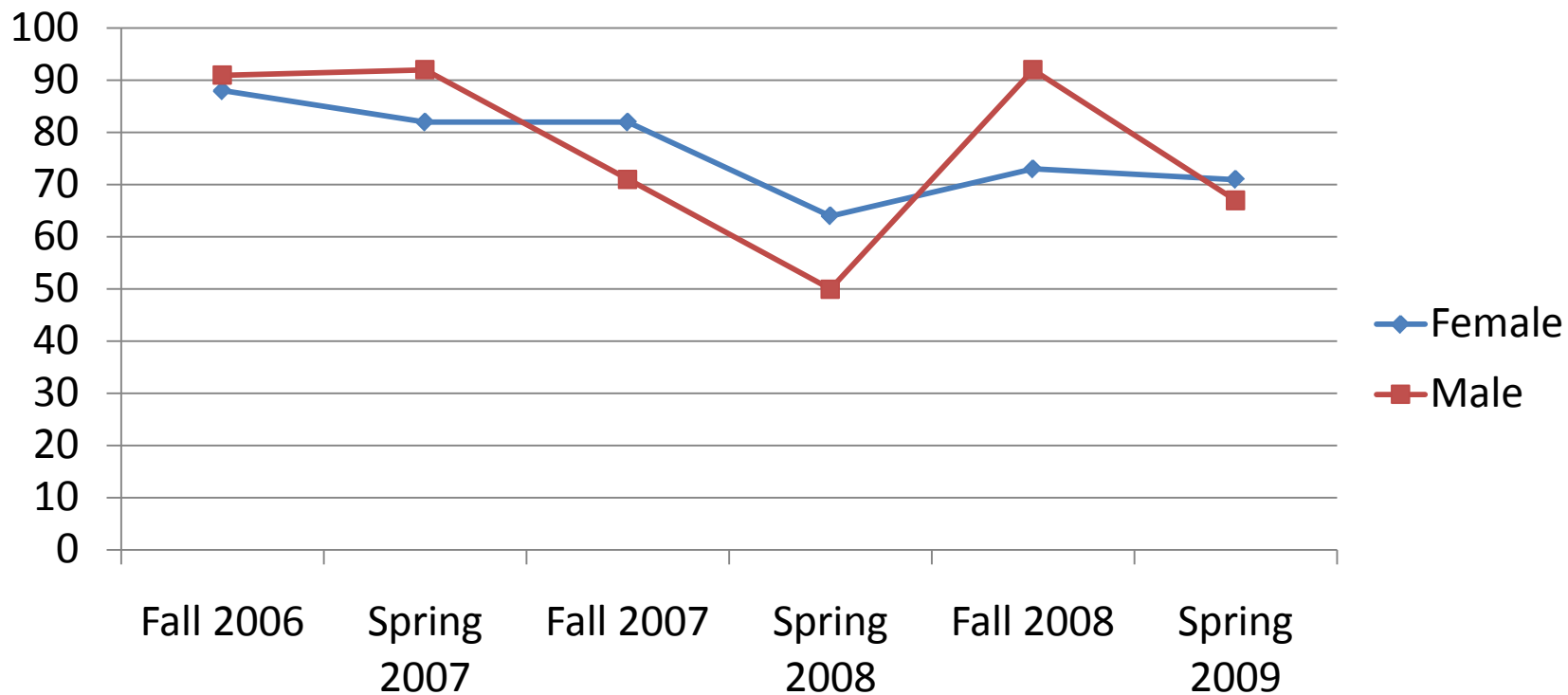
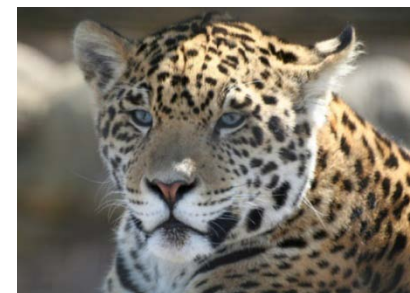


Table 1



Engl1301 Pass Rate for Students in 50-59 Age Group

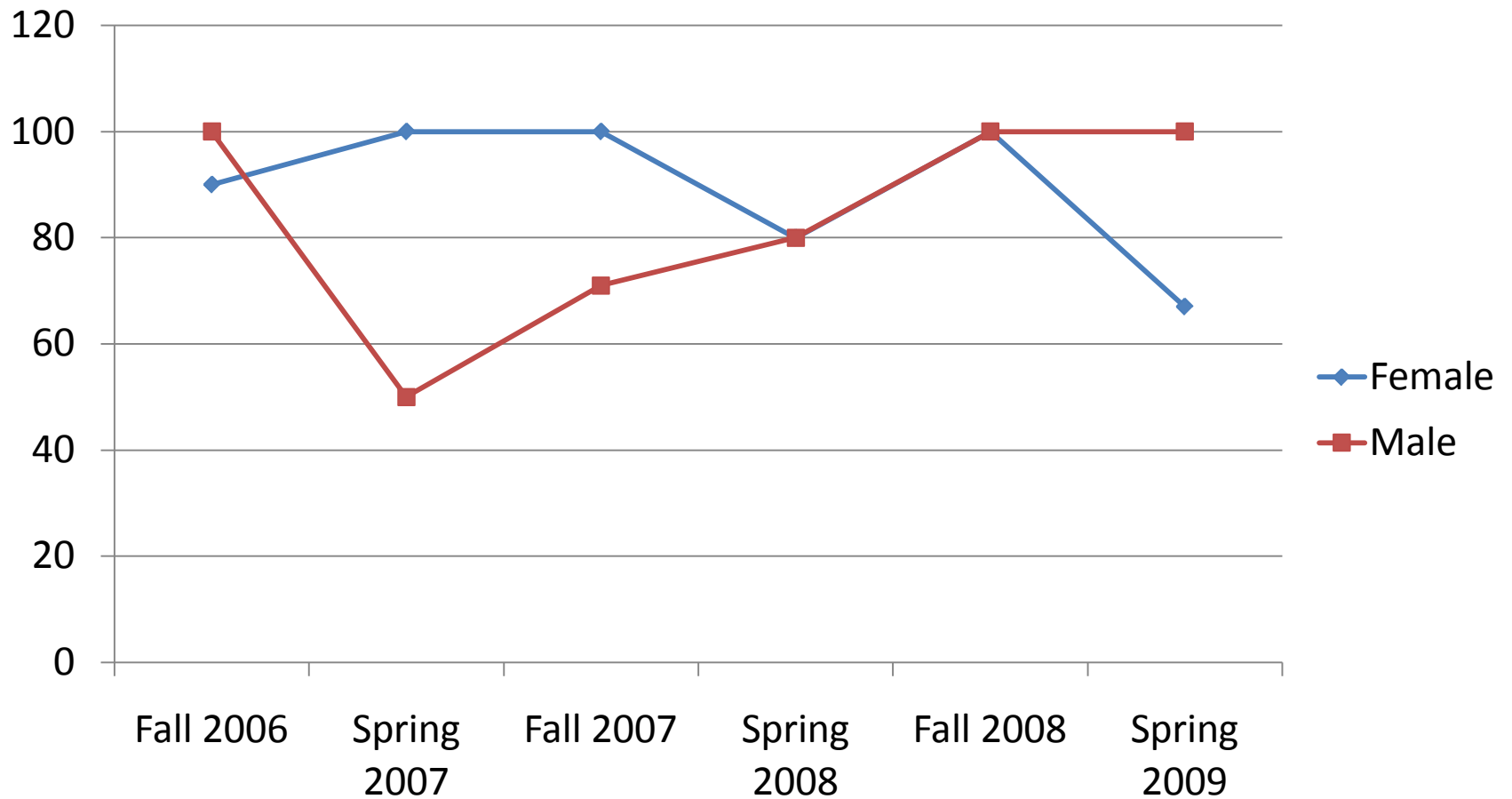
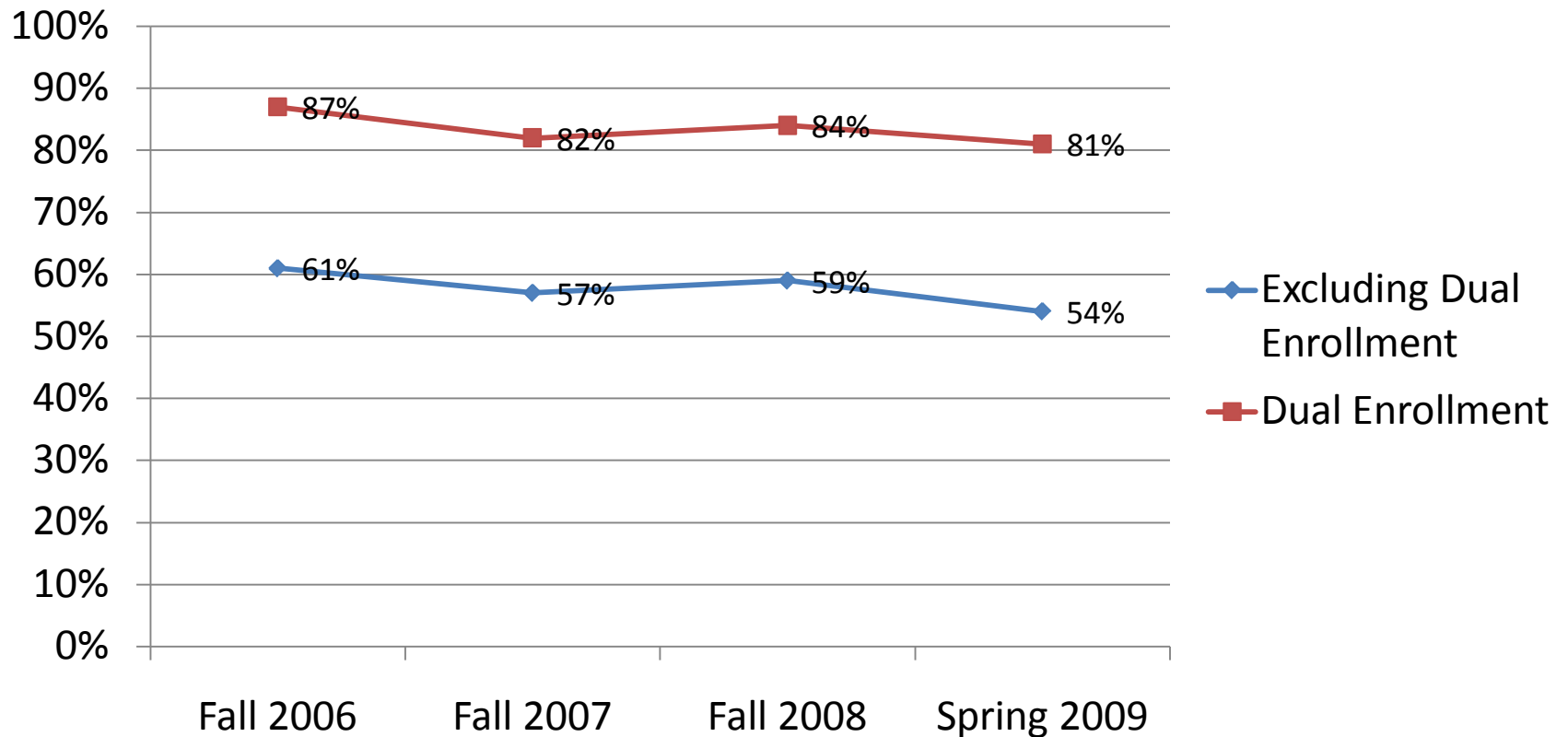


Table 1

Engl1301 Pass Rate with and without Dual Enrollment Group



Note: Spring 2007 and Spring 2008 had no dual enrollment students (Table 2)

Engl1301 Pass Rate with and without Distance Education Group

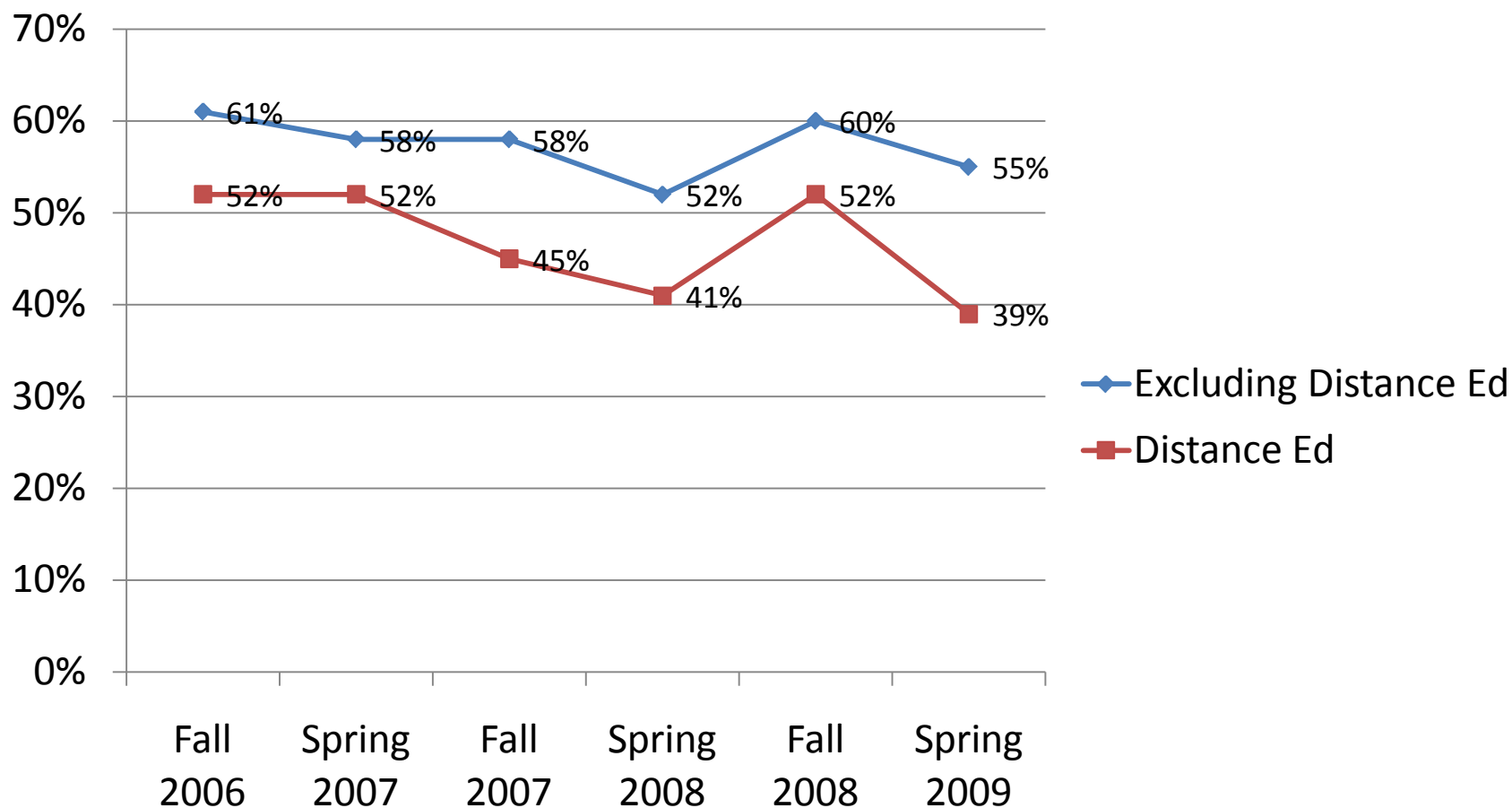


Table 2

Engl1301 Pass Rate of Students with and without Developmental English History

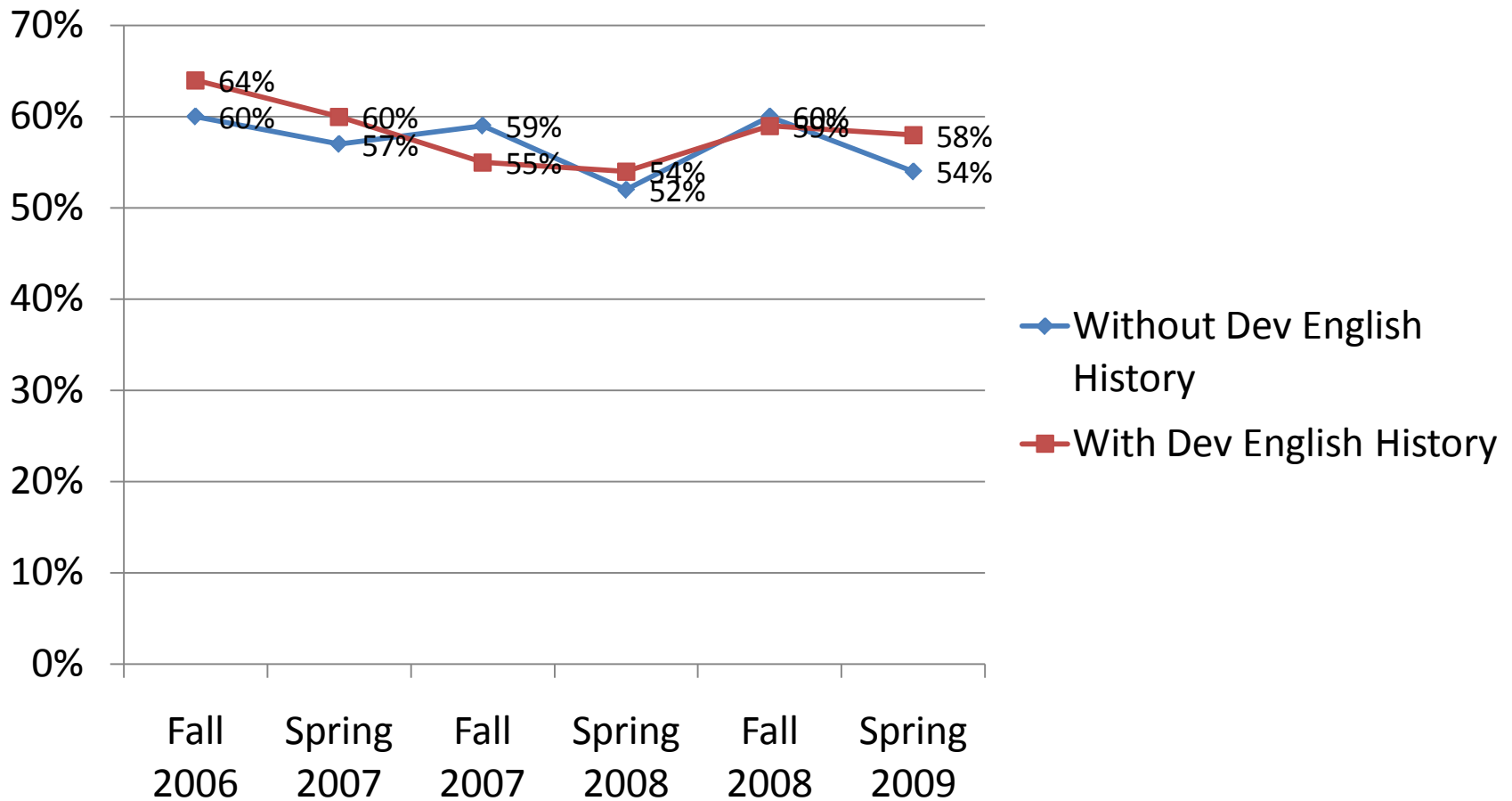


Table 2

Engl1301 Pass Rate of Students with Accuplacer SS score of **80 and above** Versus SS score of **60 and above**

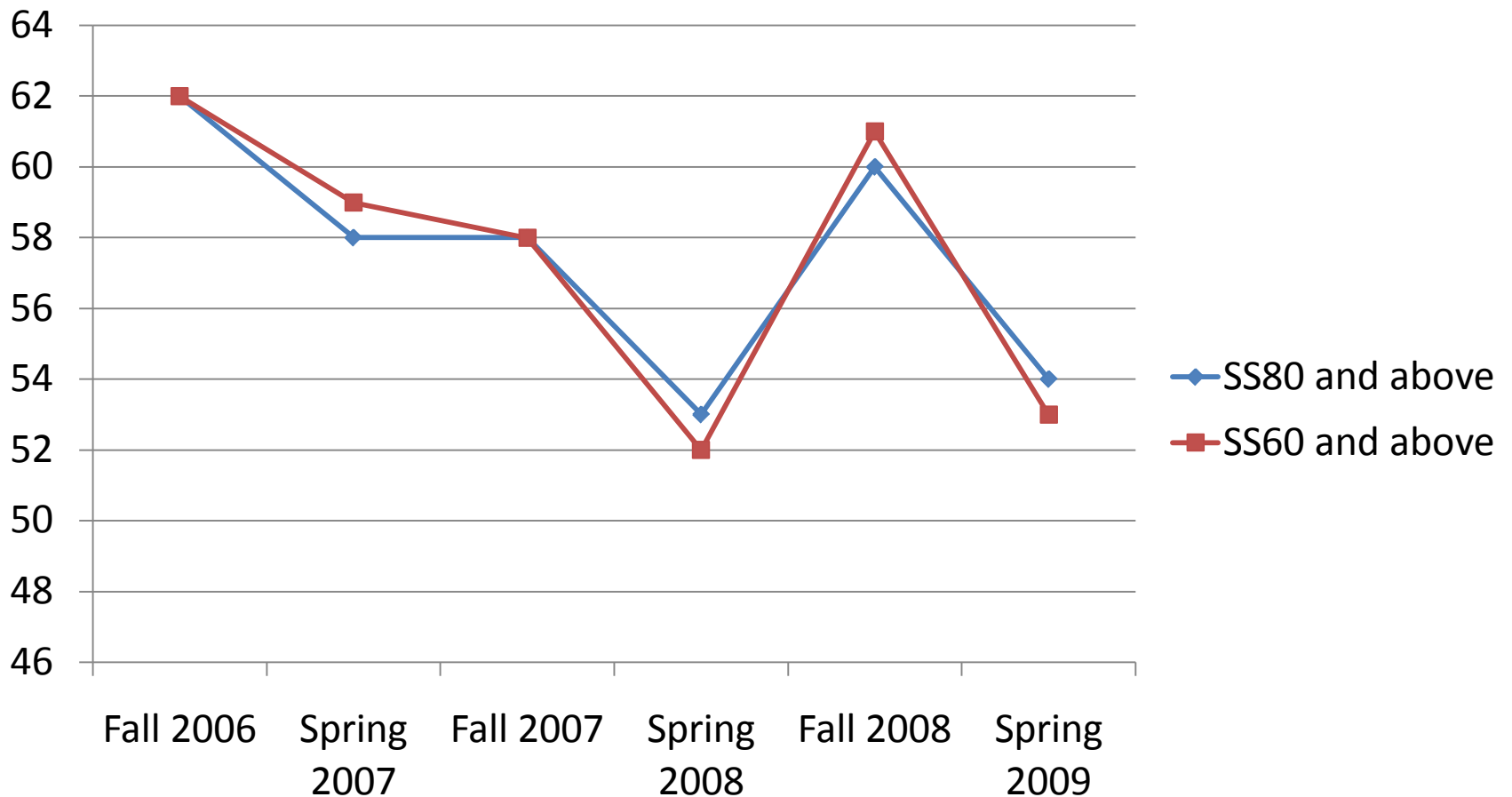


Table 2

Engl1301 Pass Rate by SS Score Ranges

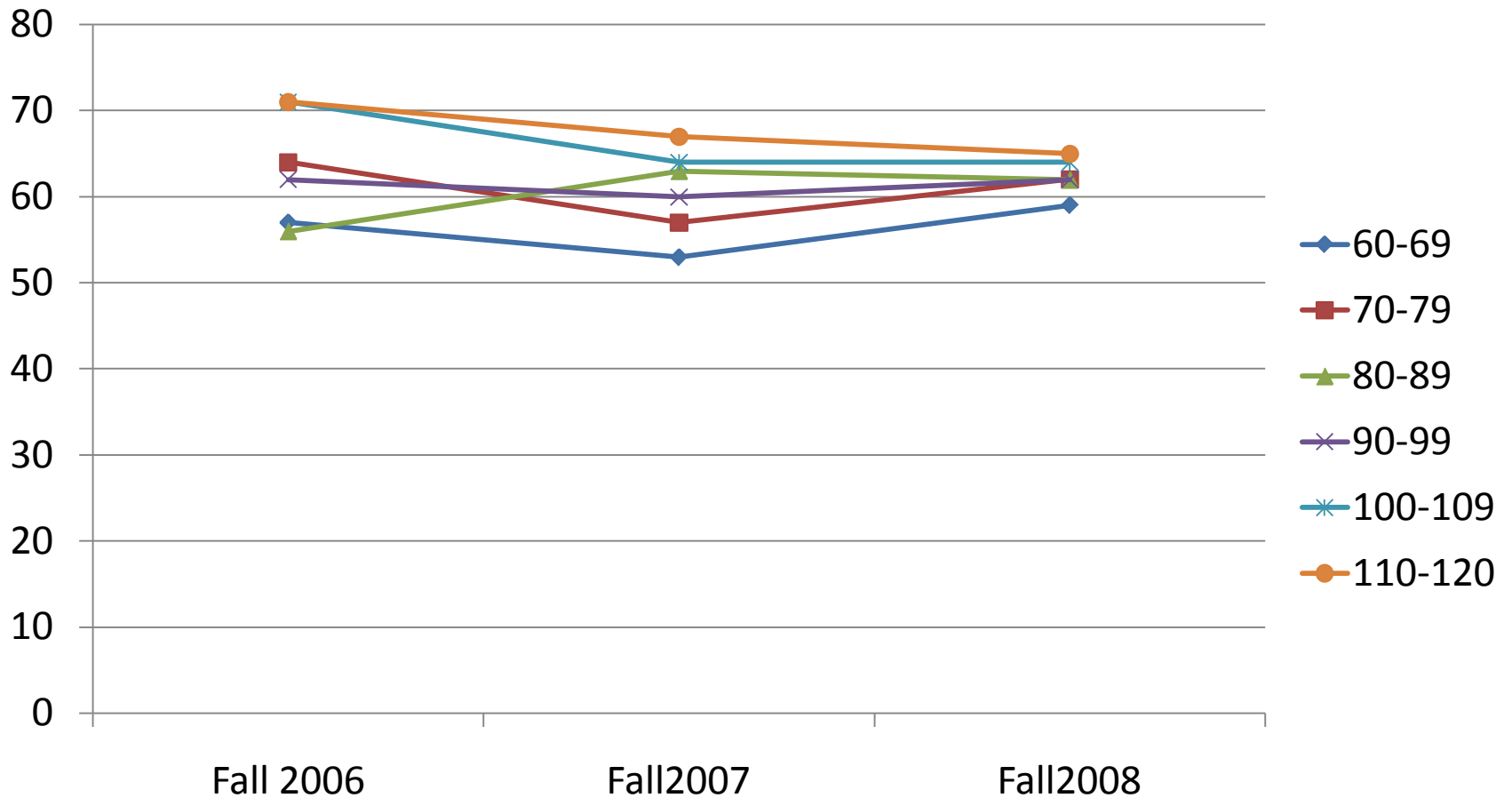


Table 3

% of “A” Students in Different Accuplacer/WriterPlacer Score Ranges

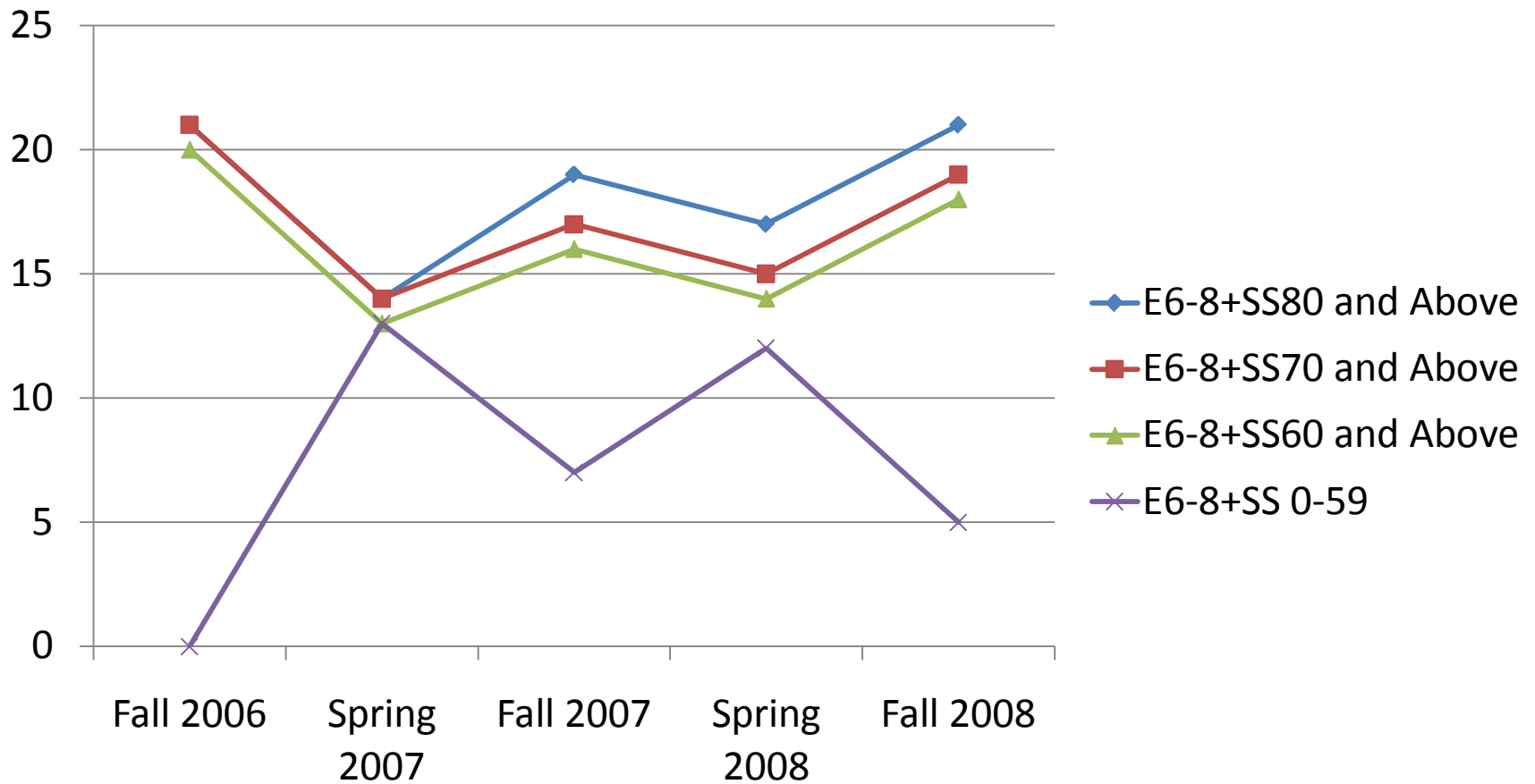


Table 4

% of “W” Students in Different Accuplacer/WriterPlacer Score Ranges

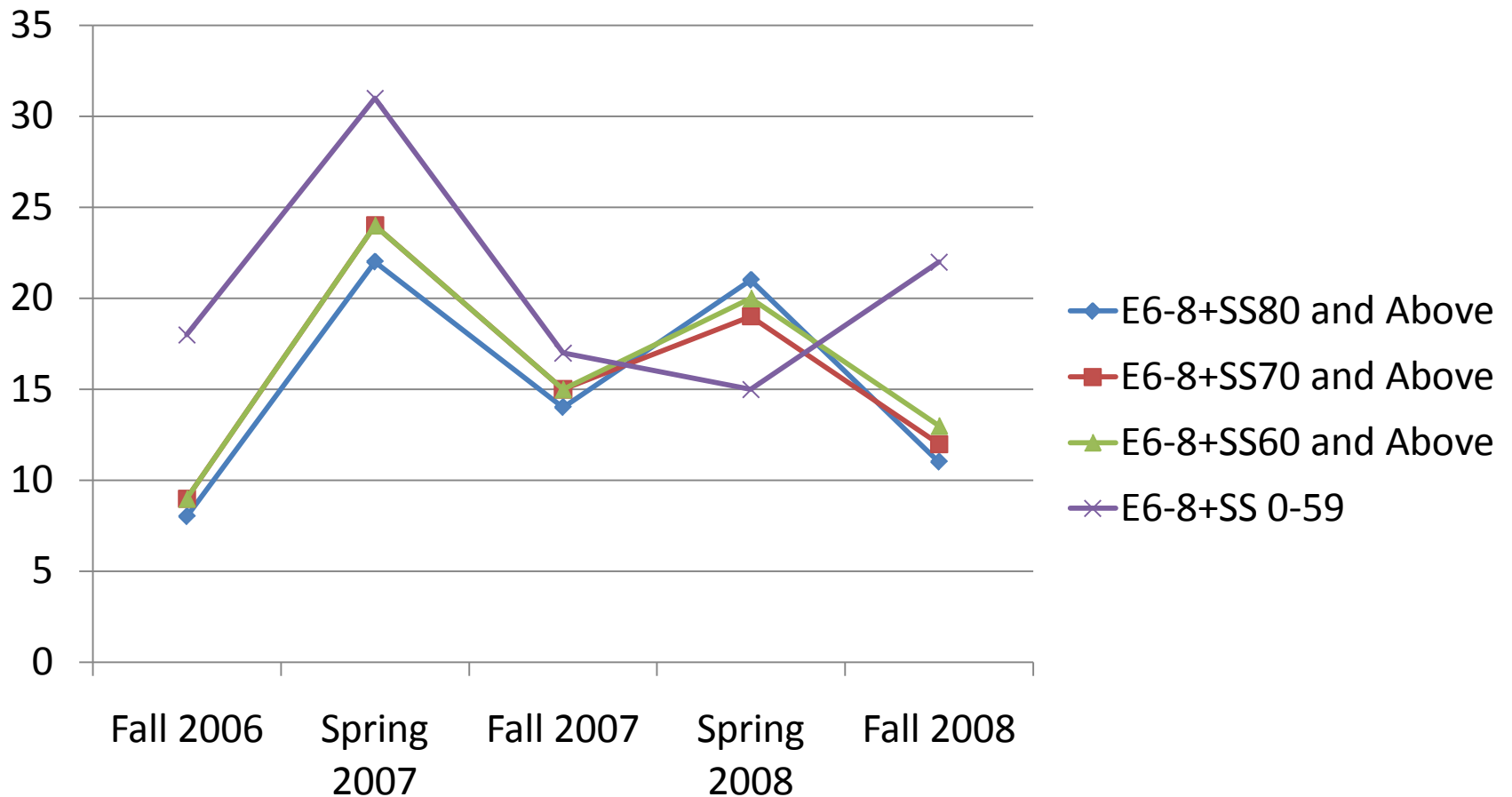
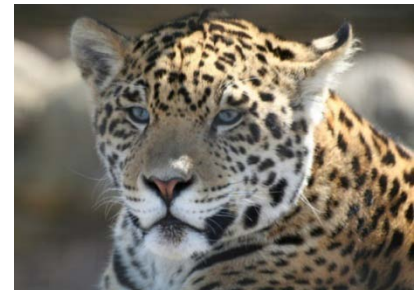
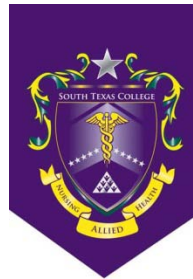
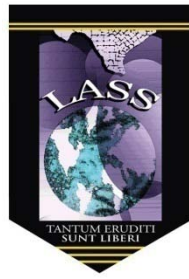
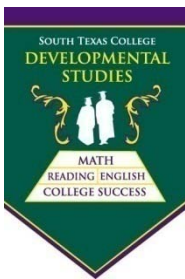
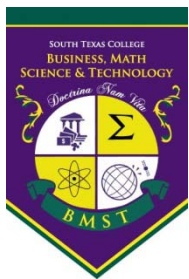


Table 4

Conclusions Based on the Disaggregated Data

1. Disaggregated data showed that young male students within the 18-29 age group consistently had a lower pass rate in Engl1301 than female students within the same age group and also lower than other age groups, male or female (See Table 1-- Engl1301 Pass Rates by Age and Gender).
2. Distance Education students consistently had a lower pass rate than traditional Engl1301 students (See Table 2--Engl1301 Pass Rate Comparison with Special Groups).
3. Students with WritePlacer Essay score of 6, 7,8 plus Sentence Skill scores of 80 and above had the highest % of “A” grade (Tabel 4), but students meeting the current two placement standards performed almost the same in Engl1301 (Table 2).

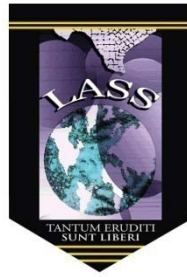
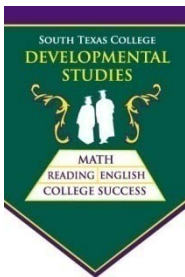
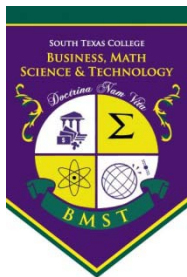


III. Findings-Continued

(Pass Rates for the Subsequent Courses)

The most recent data available--Fall 2006 FTIC Developmental English cohort progressing through summer 2008:

	Engl 81	Engl91	Engl1301
Students with previous course history	71%	90%	61%
Students without previous course history	70%	74%	69%
Conclusions	1% higher	16% higher	8% lower



III. Findings-Continued

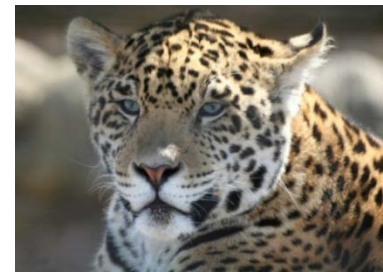
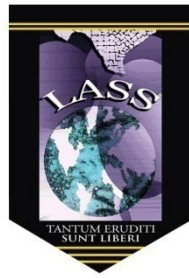
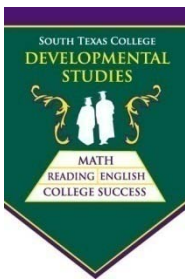
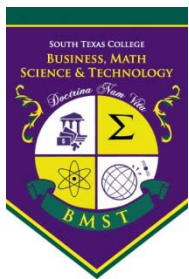
(Pass Rates for the Subsequent Courses)

Engl1301 and Engl1302 Pass Rate Comparison:

	Engl1301	Engl 1302
Fall 2006	70%	58%
Fall 2007	66%	63%
Fall 2008	69%	63%

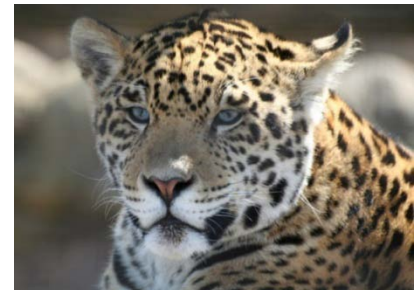
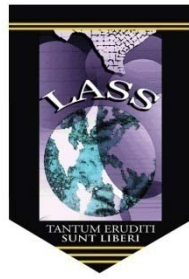
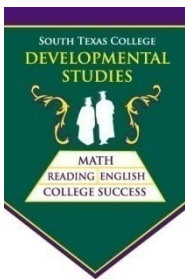
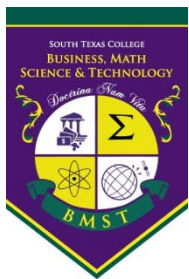
	Engl1301	Engl 1302
Spring 2007	57%	70%
Spring 2008	51%	71%
Spring 2009	54%	74%

Conclusion: Engl1301 course pass rates were higher than Engl 1302 pass rates for Fall semesters but lower than Engl1302 pass rates for Spring semesters.



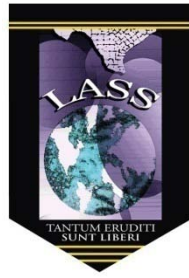
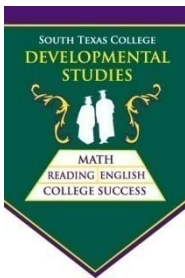
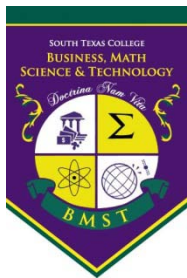
IV. Recommendations

1. Provide advising and tutoring for young male students in Engl1301
2. Conduct qualitative research to identify factors that impact Developmental English students and Engl 1301 students' spring semester performance and design interventions
3. Improve Engl1301 online course pass rate by forming a committee to design intervention plan
4. Keep the current Accuplacer/WritePlacer placement standards and continue to monitor their appropriateness



IV. Recommendations

5. Expand sharing of curricular contents and teaching strategies to the entire departments
6. Continue to provide joint professional development activities
7. Academic English Department will revisit and implement aligned student learning outcomes (revised SLOs will be on section outline syllabi)
8. Academic English will add an Addendum to Master Syllabi, including Uniform Course Requirements for all English courses



Thank you!

Questions?

