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South Texas College

Detailed Assessment Report 2008-2009 Alignment of English Curriculum at STC

Mission/Purpose

The English Curriculum Alignment Taskforce works collaboratively to align curricula vertically and horizontally to improve students' learning experience and promote students' success in their respective Developmental English and Freshman English courses and in their subsequent college-level courses that are writing intensive.

Goals

G 1: Align English curricula vertically

The English Curriculum Alignment Taskforce will align curricula vertically from Engl71 to Engl1302

G 2: Align English curricula horizontally

The English Curriculum Alignment Taskforce will align curriculum horizontally at each level.

G 3: Promote teaching exchange

The English Curriculum Alignment Taskforce will promote teaching exchange between Developmental English Department and English Department.

G 4: Investigate the appropriateness of placement standards

The English Curriculum Alignment Taskforce will continuously investigate the appropriateness of placement assessment tools and their standards.

Outcomes/Objectives, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 1: Align scope and sequence of SLO's

The English Curriculum Taskforce will align student learning outcomes across all levels of English composition courses by clearly delineating the scope and sequence of the curricula.

Documents:

[Comprehensive Engl-Curriculum Alignment](#)
[Newly Aligned SLOs](#)

Related Measures:

M 1: Aligned SLO on syllabi of all courses

The aligned scope and sequence of Student Learning Outcomes will be on all levels of English composition courses by the targeted date.

Source of Evidence: Document Analysis

Achievement Target:

By Fall 2007, the aligned SLO will be on all syllabi for all levels of English composition courses.

Findings (2008-2009) - Achievement Target: Partially Met

The Developmental English Department has put the newly aligned Student Learning Outcomes on the syllabi for all three levels of Dev English courses. The Academic English Department has focused on EEOs and will revise the Student Learning Outcomes to be implemented in Fall 2009.

Related Action Plans:**Implement and assess SLOs**

The Academic English Department will revise and implement course level SLOs and implement them in Fall 2009.

Developmental English Department will continue to implement the SLOs and make adjustment if necessary.

For more information, see the *Action Plan Details* section of this report.

M 2: Pass rate for the subsequent courses

Students who pass one English course will pass the next level of English course at a comparable rate or higher rate.

Source of Evidence: Academic Indirect Indicator

Achievement Target:

Students who pass one English course will pass the next level of English course at a comparable rate or higher rate (Track Engl 81 students who took Engl71 and compare their pass rate with students who had not taken Engl71 for Engl81 course for Fall 2007 FTIC cohort progressing through summer 2009. Do the same tracking and comparison for Engl 91. Also, compare Engl 1302 pass rate with Engl 1301 pass rate for the most recent three Fall semesters and three Spring semesters.

Findings (2008-2009) - Achievement Target: Partially Met

The intervention (curriculum alignment) started from Fall 2007, but the most recent data we have tracked Fall 2006 FTIC cohort progressing through summer 2008. For this Fall 2006 cohort, Engl 71 students passed Engl 81 at a rate comparable to Engl 81 students who didn't take Engl71 (71% vs. 70%).

Engl81 students passed Engl91 at a rate higher than Engl91 students who didn't take Engl81 (90% vs. 74%). Engl 91 students passed Engl1301 at a rate lower than Engl1301 students who didn't take Developmental English (61% vs. 69%). Hopefully, with the implementation of curriculum alignment, Engl91 students' pass rate in Engl1301 will be comparable or higher than Engl1301 students without Developmental history.

Engl1301 and Engl 1302 Fall semester pass rates:

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

Fall 2008	69%	63%
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Engl 1301 and Engl1302 Spring Semester Pass Rates:

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

Engl 1301 course pass rates were higher than Engl 1302 pass rates for Fall semesters but lower than Engl1302 pass rates for Spring semesters.

Related Action Plans:

Investigate why Engl1301 students had a lower pass rate in Spring semesters

The Chair of English Department will form a committee to investigate why Engl1301 students had a lower pass rate in Spring semesters and why Engl 1302 students had a higher pass rate in Spring semesters but a lower pass rate in Fall semesters.

For more information, see the *Action Plan Details* section of this report.

O 2: Align course requirements and assessment standards

The English Curriculum Alignment Taskforce will align course requirements and assessment standards at each level of English composition courses to ensure horizontal alignment.

Related Measures:

M 3: Course requirements & assessment standards aligned

Course requirements and assessment standards will be consistent across all sections of each English composition course and will be on syllabi by target date.

Source of Evidence: Document Analysis

Achievement Target:

Horizontally aligned course requirements and assessment standards will be on syllabi by Fall 2008.

Findings (2008-2009) - Achievement Target: Partially Met

The Developmental English Department has implemented uniform course requirements and assessment rubrics. The Academic English Department has adopted uniform departmental Diagnostic Tests (pre and post tests), but no Uniform Course Requirements are listed on Master Syllabi.

Related Action Plans:

Add Addendum to Master Syllabi

The Academic English Department will add an Addendum to Master Syllabi, including Engl 1301, 1302, and 2300 Uniform Course Requirements.

For more information, see the *Action Plan Details* section of this report.

M 4: pass rate for each course

Pass rate for each English composition course will be higher than the average pass rate of previous two semesters (Compare Fall 2008 semester with the average of the previous two Fall semesters/Compare Spring 2009 with the average of the previous two Spring semesters).

Source of Evidence: Academic Indirect Indicator

Achievement Target:

The pass rate will be at least 2% higher (Compare Fall 2008 semester with the average of the previous two Fall semesters/Compare Spring 2009 with the average of the previous two Spring semesters).

Findings (2008-2009) - Achievement Target: Partially Met

Dev English Fall Semester Pass Rates:	Dev English Spring Semester Pass Rates:
Fall 2006--68%	Spring 2007--71%
Fall 2007--74%	Spring 2008--70%
Fall 2008--75%	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.

Academic English Fall Semester Pass Rates:	Academic English Spring Semester Pass Rates:
Fall 2006--71%	Spring 2007--57%
Fall 2007--67%	Spring 2008--51%
Fall 2008--69%	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. Target was not met for either Fall semesters or Spring semesters.

*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).

**Distance Education students consistently had a lower pass rate than traditional Engl1301 students (See Table 2--Engl1301 Pass Rate Comparison with Special Groups).

Related Action Plans:**Conduct qualitative research on Spring semester performance**

Developmental English Department will partner with Research and Analytic Services to conduct a qualitative study on factors that impact Spring semester pass rate and make recommendations on how to improve Spring semester pass rates.

For more information, see the *Action Plan Details* section of this report.

Advising and tutoring for young male students

The English Department will partner with Student Services Department (retention specialists) and Center for Learning Excellence to advise and tutor male students in 18-29 age group (pilot 10 sections) to improve their pass rate and retention.

For more information, see the *Action Plan Details* section of this report.

Improve Engl1301 Online course pass rate

The English Department will form a committee to design an intervention plan to improve online students' pass rate.
For more information, see the *Action Plan Details* section of this report.

O 3: Provide joint professional development activities

Provide joint professional development activities

Related Measures:**M 5: Record of joint professional development activity**

The Taskforce will meet the targeted number of joint professional development activities

Source of Evidence: Activity volume

Achievement Target:

Organize joint professional development at least once a year, and shooting for once each semester.

Findings (2008-2009) - Achievement Target: Met

Academic and Developmental English Departments have conducted joint professional development activities (Dr. Noe, Dr. Barcus).

Related Action Plans:**Continue to provide joint professional development activities**

Departments will continue to coordinate future professional development and will seek assistance from Office of Professional Development.

For more information, see the *Action Plan Details* section of this report.

O 4: Share curricular contents and teaching strategies

The Taskforce will organize events to share curricular contents for all levels of English composition and to exchange teaching strategies.

Related Measures:**M 6: Number of events for sharing**

The Taskforce will meet the targeted number of events organized to share curricular contents and teaching strategies.

Source of Evidence: Activity volume

Achievement Target:

The Taskforce will organize two events each semester to share curricular contents and updates, as well as teaching strategies.

Findings (2008-2009) - Achievement Target: Met

The Alignment Committee has met regularly throughout the semester to share curriculum content and instructional strategies.

Related Action Plans:**Expand the sharing of curriculum and instruction to the entire departments**

Previously, the sharing of course curricular content and instructional strategies remained within the English Curriculum Alignment Taskforce. Starting from Fall 2009, the sharing will occur at joint departmental meetings.

For more information, see the *Action Plan Details* section of this report.

O 5: Collect and analyze data on students' performance

Collect and analyze data on students' performance in Engl 1301 based on their placement scores.

Related Measures:

M 7: Desaggregate Engl1301 pass rates by Accuplacer Sentence Skills Score Ranges

Exam Engl1301 students' pass rates within various ranges of Accuplacer Sentence Skills scores (10 points for each range--from 30 to 39, 40 to 49, etc.) for Fall 2006, Fall 2007, Fall 2008 and Spring 2007, Spring 2008 so as to identify what range of Accuplacer SS scores correlates with Engl1301 students' acceptable pass rate and therefore should be the cut-off scores for placement into Engl1301.

Source of Evidence: Administrative Measure

Achievement Target:

Identify the range of Accuplacer Sentence Skills Scores with the highest or higher Engl1301 pass rates and recommend the appropriate range as the cut off score for placement standard (placing into Engl1301).

Findings (2008-2009) - Achievement Target: Met

(1). Starting from Accuplacer Sentence Skills score range of 70-79, the Engl1301 pass rates over the past three Fall semesters stabilized between the higher end of 50% and 60-71%. (2). Accuplacer Sentence Skills score range of 110 and up had the highest Engl1301 pass rates (65%-71% over the past three Fall semesters). The next highest range was between 100 and 109 with the pass rates ranging from 64% to 71%. conclusion: The higher the Accuplacer Sentence Skills scores are, the higher the pass rates.

Related Action Plans:

Keep the current placement standards

Keep the current placement standards (Essay score of 5, 6, 7, 8 plus Sentence Skills score of 80 and Essay score of 6, 7, 8 plus SS score of 60) due to the findings from another data source (Engl1301 pass rates by grade distribution--See details in Measure 8).

For more information, see the *Action Plan Details* section of this report.

M 8: Engl1301 Pass Rates and Grade Distributions by Accuplacer/WritePlacer score ranges

Exam Engl1301 students' pass rates and grade distribution disaggregated by four groups: (1) Engl1301 students who had an Essay score of 6, 7, 8 plus Sentence Skills score of 80 and above; (2). Engl1301 students who had an Essay score of 6, 7, 8 plus Sentence Skills score of 70 and above; (3). Engl1301 students who had an Essay score of 6, 7, 8 plus Sentence Skills score of 60 and above; (4). Engl1301 students who had an Essay score of 6, 7, 8 plus Sentence Skills score of 0-59.

Source of Evidence: Administrative Measure

Achievement Target:

Data will be collected and analyzed. Recommendation for placement into Engl1301 will be made with consideration of Measure 7 data.

Findings (2008-2009) - Achievement Target: Met

- 1). Higher percent of students in Group 1 (Essay score of 6, 7, 8 plus Sentence Skills score of 80 and above) got "A";
- 2). Higher percent of students in Group 1 passed Engl1301 (except for

Spring 2008);
3). Higher percent of students in Group 4 (Essay score of 6, 7, 8 plus Sentence Skills score of 0-59) got "C", "D" and "W";
Conclusion: The above data support the conclusion that Essay score of 6, 7, 8 plus Sentence Skills score of 80 ensure higher pass rate and higher grade in Engl1301, whereas Essay score of 6, 7, 8 plus Sentence Skills score of 0-59 correlate with lower grades and higher withdrawal rates.

Related Action Plans:

Keep the current placement standards

The findings support the appropriateness of the current placement standards (students performed well with the Essay score of 6, 7, 8 plus Sentence Skills score of 80 and above, which is one of our current placement standards, although essay score of 5 was not included in the calculation). Students who didn't perform well were below our placement standard (They were the ones with the Essay score of 6, 7, 8 plus Sentence Skills score of 0-59). Therefore, we will not change the current placement standards.

For more information, see the *Action Plan Details* section of this report.

Details for Action Plans Established This Cycle

Add Addendum to Master Syllabi

The Academic English Department will add an Addendum to Master Syllabi, including Engl 1301, 1302, and 2300 Uniform Course Requirements.

Priority: High

Target Date: 09/2009
Implement in Fall 2009

Responsible Person/Group: Chair and Assistant Chairs of English Department

Budget Amount Requested: \$0

Advising and tutoring for young male students

The English Department will partner with Student Services Department (retention specialists) and Center for Learning Excellence to advise and tutor male students in 18-29 age group (pilot 10 sections) to improve their pass rate and retention.

Priority: High

Target Date: 09/2009
Pilot 10 Engl1301 sections in Fall 2009 and implement in full in Spring 2010 and subsequent semesters.

Responsible Person/Group: English Department Chair will work with English faculty, retention specialists and CLE director to design a working plan (work flow) to make advising and tutoring happen for pilot groups in Fall 2009 and then expand the services to more sections in subsequent semesters.

Collect and analyze data and communicate results

The Taskforce will collect, analyze data, and communicate results in order to make recommendations on placement instrument.

Priority: High

Target Date: 12/2008
At the end of Fall 2008 and Spring 2009

Responsible Person/Group: Co-chairs of the Taskforce

Additional Resources Needed: existing

Budget Amount Requested: \$0

Conduct qualitative research on Spring semester performance

Developmental English Department will partner with Research and Analytic Services to conduct a qualitative study on factors that impact Spring semester pass rate and make recommendations on how to improve Spring semester pass rates.

Priority: High

Target Date: 09/2009

Conduct research in Fall 2009 Implement recommendations in Spring 2010

Responsible Person/Group: Developmental English Chair and faculty RAS qualitative researcher

Budget Amount Requested: \$0

Continue to provide joint professional development activities

Departments will continue to coordinate future professional development and will seek assistance from Office of Professional Development.

Priority: High

Target Date: 09/2009

In Fall 2009 and in the subsequent semesters, at least one event per semester

Responsible Person/Group: chair of English Department, Chair of Dev English Department, Professional Development Office

Budget Amount Requested: \$2000

Develop teaching exchange plan

The Taskforce will develop a teaching exchange plan

Priority: High

Target Date: 11/2008

Fall 2008 and onward

Responsible Person/Group: The Taskforce

Additional Resources Needed: existing

Budget Amount Requested: \$0

Expand the sharing of curriculum and instruction to the entire departments

Previously, the sharing of course curricular content and instructional strategies remained within the English Curriculum Alignment Taskforce. Starting from Fall 2009, the sharing will occur at joint departmental meetings.

Priority: High

Target Date: 09/2009

Starting from Fall 2009 and continue the sharing for the subsequent semesters.

Responsible Person/Group: Chair of English Department, Chair of Dev English Department, English Curriculum Alignment Taskforce members, and faculty.

Additional Resources Needed: refreshments, drinks

Budget Amount Requested: \$500

Identify and invite speakers

The Taskforce will identify and invite speakers to provide joint Professional Development.

Priority: High

Target Date: 11/2008
Fall 2008 and onward

Responsible Person/Group: Taskforce members

Additional Resources Needed: existing

Budget Amount Requested: \$0

Implement and assess SLOs

The Academic English Department will revise and implement course level SLOs and implement them in Fall 2009.

Developmental English Department will continue to implement the SLOs and make adjustment if necessary.

Priority: High

Target Date: 09/2009

Fall 2009 implementation and assessing the appropriateness in the subsequent semesters.

Responsible Person/Group: Chair of Academic English Chair of Dev English Faculty in both depts.

Budget Amount Requested: \$0

Implement Taskforce recommendations

Both Departments will implement recommendations on curriculum alignment

Priority: High

Target Date: 08/2007

For Fall 2007 and onward

Responsible Person/Group: Chairs and faculty of both departments

Additional Resources Needed: existing budget

Budget Amount Requested: \$0

Improve Engl1301 Online course pass rate

The English Department will form a committee to design an intervention plan to improve online students' pass rate.

Priority: High

Target Date: 01/2010

Form a committee to design the intervention strategies in Spring 2010 and implement the strategies in Fall 2010 and subsequent semesters.

Responsible Person/Group: The chair will form the committee/Committee members will identify best practices and factors that impact online learning and make recommendations.

Budget Amount Requested: \$0

Investigate why Engl1301 students had a lower pass rate in Spring semesters

The Chair of English Department will form a committee to investigate why Engl1301 students had a lower pass rate in Spring semesters and why Engl 1302 students had a higher pass rate in Spring semesters but a lower pass rate in Fall semesters.

Priority: High

Target Date: 09/2010

Will identify factors that impact Engl 1301 and Engl 1302 students' pass rates in

Spring semesters and factors that impact Engl1302 students' pass rate in Fall semesters in Fall 2010 and design intervention strategies. Will implement intervention strategies in Spring 2011.

Responsible Person/Group: Chair of English Department, RAS researchers.

Budget Amount Requested: \$0

Keep the current placement standards

The findings support the appropriateness of the current placement standards (students performed well with the Essay score of 6, 7, 8 plus Sentence Skills score of 80 and above, which is one of our current placement standards, although essay score of 5 was not included in the calculation). Students who didn't perform well were below our placement standard (They were the ones with the Essay score of 6, 7, 8 plus Sentence Skills score of 0-59). Therefore, we will not change the current placement standards.

Priority: High

Target Date: 09/2009

Continue the current placement standards for Fall 2009 and the subsequent semesters until more findings were revealed.

Responsible Person/Group: Testing Office and Student Services.

Budget Amount Requested: \$0

Keep the current placement standards

Keep the current placement standards (Essay score of 5, 6, 7, 8 plus Sentence Skills score of 80 and Essay score of 6, 7, 8 plus SS score of 60) due to the findings from another data source (Engl1301 pass rates by grade distribution--See details in Measure 8).

Priority: High

Target Date: 09/2009

Keep the current placement standards for Fall 2009 and for the subsequent semesters until more findings are revealed.

Responsible Person/Group: Testing Office and Student Services

Budget Amount Requested: \$0

Meet regularly

The Taskforce will meet regularly.

Priority: High

Target Date: 09/2007

Fall 2007 and onward

Responsible Person/Group: The Taskforce members

Additional Resources Needed: existing

Budget Amount Requested: \$0

The Taskforce will fulfill charges assigned

The Taskforce will fulfill charges assigned by Dr. Reed.

Priority: High

Target Date: 04/2007

by April 2007

Responsible Person/Group: English Curriculum Alignment Taskforce

Additional Resources Needed: exiting

Budget Amount Requested: \$0