

Name Course Methodology Information Gained Conclusion Recommendation

Summative Evaluation Spring 2005

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Lillian Barker	ENG 061/071	I used the English Department Assessment for ENG 071 for my Pathways students when they entered my ENG 061 course in the Fall of 2004. (We do not have an ENG 061 standard assessment.) I assessed the students using the same form at the end of Fall Semester and finally, at the end of the Spring 2005 semester. The assessment consists of 10 sentences that need to be corrected for common spelling, grammar and punctuation mistakes.	The median average for the pretest was 56%. The average posttest score was 70%.	I was pleased to see the progress in these students on the assessment. I give greater credibility to the writing logs that I keep on each student which show their progress in terms of actual writing rather than a grammar worksheet, and includes composition and critical thinking. However, it's helpful to have a numerical score to report. It was also helpful to have this data over two semesters rather than one. Developmental students need more time, especially since they are all starting at different levels.	I recommend that we continue with a true developmental learning community—not just linked classes, but blended courses with team teaching. Teachers must invest a great deal of energy to assist developmental students, but it's worth it. Developmental students must first overcome their fears, build confidence and develop a support system before they are ready to learn—otherwise they would have learned all of this in high school. Teachers must also address different learning styles and cultural diversity.
Joshua Barlett	ENG101	In this course, each student was required to complete six 500-word essays. The first five essays, while requiring the use of various writing skills, were focused on developing a particular technique—illustration, description, comparing and contrasting, etc. The sixth essay, then, while technically an essay of definition, provided the opportunity to combine these practiced skills in a focused and complete essay addressing the question “What is a college education?” In addition to these essays, students were also	Students seemed to benefit a great deal from in-class feedback on their rough drafts, which was given both by me and by their peers. By the conclusion of the semester, many seemed adept at giving insightful, helpful comments on both content and form, and I was able to observe their progression not only in their in-class demeanor during peer review, but in reading their final drafts as well. While some students still remained most comfortable relying on the strengths they had developed	Overall, I was very pleased with this class. I felt requiring shorter essays in greater quantity, rather than a few longer efforts, was beneficial in that it allowed students to get the same amount of writing practice without creating the unnecessary fear or apprehension that a four or five page minimum can often bring about in a composition course. The in-class assignments were useful in getting students to think critically about texts without the isolating feeling	One of the major changes I think I would make in teaching this course again would be to incorporate, at least once a semester for every student, a full-class, large group peer review opportunity. This would accomplish several things: --Students would be able to receive even more feedback than they already were. --It would give them additional motivation and recognition for the work they do.