1. Number and name of the course being assessed:

LSP-101 Learning Skills Program – Writing Fundamentals

2. List all the Course SLOs from the Course Outline of Record:

1. To write grammatically correct sentences
2. To demonstrate the correct use of punctuation in sentence writing
3. To identify grammatical parts of a sentence and proper grammar usage
4. To develop and write coherent, organized paragraphs

3. If you have had any dialogue about the Course SLOs amongst faculty who teach this course, please describe it here (leave blank if there has been no specific dialogue):

4. List the SLO(s) you are assessing in this particular instance:

4. To develop and write coherent, organized paragraphs

5. Describe the assessment strategy or tool that addresses the SLO(s):

I developed a rubric to assess a paragraph from the Final Exam, fall 2012. The student was instructed to plan and write a paragraph on one of two topics: “The Most Exciting Day of My Life” or “One day I will Never Forget”.

6. Describe how the criteria or standards in this assessment tool link to the SLO(s) being assessed:

Because this was the Final Exam, I was confident that each student developed and wrote his or her own paragraph. I targeted four components of the paragraph on which we had focused over the semester. I rated each category with a score from 0-5 (5 highest).

1. The topic sentence contains a topic and a controlling idea.
2. The paragraph consists of 6-8 sentences supporting the topic sentence.
3. The paragraph ends with an effective concluding sentence.
4. The student successfully conveys a coherent message in the paragraph.

7. By looking holistically at the results from all students, describe your findings:

Overall, the students received a rating commensurate with their work throughout the semester. Eight of the eleven students scored an average of 2.75 of higher, which places most of the class in the satisfactory, good, or superior categories. The eight students are well prepared to advance to the LSP-103 (Advanced Writing Fundamentals) or ENGL-151A (Fundamentals of Composition). I have discussed tutoring options with one of the three students who did not do well on the test. This student did not take advantage of his accommodations of extra time on tests and use of the computer which also hindered his work. One of the students is leaving Ohlone, and will take
The third student will not take any more English classes at Ohlone as she reports they are too hard for her.

8. Describe faculty dialogue (if any) involved in the assessment process:

9. Based on an analysis of your findings and dialogue, describe revisions (if any) in curriculum or teaching strategies to be implemented to promote student success:

Overall, I think the curriculum is appropriate for the students with disabilities with the one exception I noted in question #7. I don’t feel any revisions in curriculum are needed at this time.

Two teaching strategies will be implemented:

- I will use an assessment tool this first day of class to determine whether the class is appropriate for the student.
- I will emphasize even more the necessity of students using their accommodations for tests.

10. After the improvements are implemented, describe the results: