

The background of the entire page is a solid gold color. On the left side, there are several black ink splatters of varying sizes, some with long, thin trails, giving it a textured, artistic feel.

## **Lane Community College**

### **Transforming Lives Through Learning**

Siskanna Naynaha, Writing/Composition Coordinator  
Language, Literature & Communication  
4000 E 30<sup>th</sup> Avenue, Eugene, OR, 97405  
Phone: 541-463-3388  
E-Mail: [naynahas@lanecc.edu](mailto:naynahas@lanecc.edu)

# ENGLISH

**Writing/Composition Program**

## **ASSESSMENT PLAN**

Lane is the community's college: We provide comprehensive, accessible, quality, learning-centered educational opportunities that promote student success.

## **BACKGROUND (KATE SULLIVAN)**

### **Writing Assessment 2008-2009**

- IRAP randomly selected two students from each section of WR 121
- The English dept. sent letters to these students, asking them to participate in an end-of-term writing assessment project.
- Approximately 60 students contacted me, asking to participate in the project
- 40 Students attempted to submit papers via the Moodle page established for the project; of these 40, 35 successfully submitted their papers.
- I divided the 35 papers up into groupings of 11 or 12; each paper was (theoretically) read by 6 or 7 raters.
- English faculty (15 FT and 4 PT) divided themselves into groups of 3 or 4, read their assigned essays and discussed the papers
- The English faculty met (two FT faculty missed this meeting) once in early April to discuss our results. This meeting was dedicated mainly to discussing what we looked for in papers and how we evaluated the 35 student essays. We had a lot of disagreement about what constituted acceptable end-of-term writing, but some of this discussion was due to what I saw as confusion over the goal of the project (several of us rated the papers against 8 end-of-term criteria; most of the other faculty rated the essays against what they imagined the assignment to be). Overall, though, the conversations were productive, and folks recognized that we do not have consensus about our end-of-term objectives for WR 121. I've attached my initial overview of the project + Sylvia's data.
- We met again, later, after receiving additional information from IRAP, to discuss the essays/project, but this second meeting was very unproductive (in part b/c none of the 4 PT faculty members came to the second meeting, which they weren't paid to attend). We need to meet again to talk about the results of the assessment project, but I'm not sure this conversation will be productive, either. I've attached Sylvia's additional data/table that I took to this meeting.

### **Assessment Project Information**

This fall, we will be collecting student essays via a Moodle page that we've created for a WR 121 Assessment Project. We are hoping that we get around 150 for the project (we'll solicit participation from around 400 students).

Students will be randomly selected by IRAP. If they choose to participate, all that they will have to do is submit a copy of their final thesis-driven essay for WR 121 (identified only by L#) to the Moodle page we've created.

Faculty will not know which students have been selected, nor will they be expected to assist students in the submission of their essays. All that faculty need to do is encourage students to participate and make announcements in class several times during the quarter.

## ASSESSMENT PLAN

Winter term, contracted faculty (and four PT faculty) will work in groups to assess how well student essays meet the outcomes for WR 121.

### Timeline of the Project

- Week One: All WR 121 **faculty make an announcement** about the project. I'll supply a template that you can read from directly.
- Week Two: IRAP randomly selects students from the finalized class rosters (please make sure that students get added to your classes ASAP).
- Week Three: letters go out to students via U.S. mail and email; **Faculty again make an announcement in class** (you'll have a template to read).
- Week Eight: **Faculty once again remind** students about the project & upcoming submission of essays.
- Weeks 8-11: Students submit essays to the Moodle page. We hold a drawing, and one student will win an IPOD.
- XMAS break: Candice and Kate print out and organize the essays
- Week Three of Winter Term: Contracted Faculty and four PT **faculty meet** to divvy up essays. Groups of three will work together and report back to the large group.
- Week Six or Seven: **Faculty meet** to discuss their findings
- Spring Term: We receive comparative data from IRAP

### Overview of 2009 WR 121 Assessment Project 4/17/2009

The data from Sylvia is not super accessible (if folks want to see the tables she gave me, I'll share them). Here's an **overview** of the results + one table:

Of the 35 papers rated, only two (#35 & #21) were evaluated similarly across all 8 criteria. Two papers were rated very dissimilarly across all criteria (#7, #24), while most of the papers were rated similarly across some criteria and dissimilarly across other. "Similar" means the same or in adjacent categories (Excellent & Good; Good & Fair; Fair and Not Passing). Dissimilar means not adjacent categories (Excellent & Fair; Good and Not Passing, Excellent & Not Passing).

## ASSESSMENT PLAN

Sylvia suggested that these results may indicate one or more of the following:

- Raters may not understand the criteria
- Raters may not apply the criteria similarly
- Raters may interpret the criteria differently

The criteria/outcomes rating are organized below, in descending order (the top→most similarly rated)

- A.** 6: Demonstrate critical reading skills and construct an essay that reflects these skills: inference, judgment, and conclusion (21 papers were rated similarly)
- B.** 3: Utilize others' ideas in the service of their own (18 papers were rated similarly)
- C.** 8: Follow the conventions of Standard Academic English to address an academic audience (16 similar)
- D.** 1: Effectively assess writing situation: audience, circumstances, purpose (15 similar)
- E.** 7: Adopt an appropriate point of view, which takes into account voice, tone and ethos (15 similar)
- F.** 5: Emphasize and subordinate ideas appropriately (13 similar)
- G.** Understand and avoid plagiarism: paraphrase, quote, summarize and cite appropriately (10 similar)
- H.** 2: Organize ideas around an explicit assertive/argumentative thesis and provide specific, adequate support (7 similar)

### Interpretation:

I think that some of the dissimilarity can be attributed to the differing interpretations of the assessment project. Some of us saw the task as rating the essays against the outcomes, while others of us saw the task as akin to grading a student paper. Some faculty commented that it was difficult to evaluate an essay without the assignment, while others felt that the essays should be measured against our outcomes for the class. What was very clear from the process is that it appears that there are some very dissimilar final assignments in WR 121.

The rubric itself probably led to some confusion. Several faculty expressed concern with the lack of hierarchy in the rubric (not all criteria have equal value), while others wished for more specific criteria. Ideally, we will revise the rubric before another assessment project.

During our initial meeting, faculty expressed concern about problems with citation and lack of sources in papers.

The process was illuminating in that faculty could see how their values affect grading (some value integration of sources; others surface errors; others an assertive thesis, etc.)

### Recommendations for future work when we undertake another assessment project:

- Remove the grading option and just have faculty evaluate essays against the criteria
- Include a fourth category (not just excellent, good, fair and not passing; also distinguish between "D" and "F" categories)

**ASSESSMENT  
PLAN**

**Recommendations for future work when we undertake another assessment project (cont.):**

- More discrete categories—e.g., separate plagiarism and effective citation
- Hierarchize the various criteria? E.g, "assertive thesis" as more important than?

**Recommendations for future work/FPD/faculty workshops within the department:**

- Revision of the outcomes for WR 121 in light of the upcoming revisions to the course?
- Discussions on the relative value of the various outcomes/criteria
- Discussion and/or workshops on teaching the outcomes/designing assignments to reflect the courses outline and outcomes
- Grading roundtables—faculty-submitted (anonymously) essays graded in a group?
- Other?

## ASSESSMENT PLAN

### PHILOSOPHY AND PURPOSE (SISKANNA NAYNAHA)

#### PHILOSOPHY

THE ENGLISH DEPARTMENT AND WRITING PROGRAM AT LANE COMMUNITY COLLEGE APPRECIATE THE IMPORTANCE OF THOUGHTFUL ASSESSMENT IN THE DEVELOPMENT OF EFFECTIVE EDUCATIONAL PROGRAMS, CURRICULA, AND METHODOLOGIES, INCLUDING IN THE TEACHING OF WRITING. MOREOVER, WE RECOGNIZE THAT A SPIRIT OF INQUIRY OR INTELLECTUAL CURIOSITY, CRITICAL REFLECTION, AND CONTEXTUALITY ARE IMPORTANT CHARACTERISTICS OF ASSESSMENT THAT MAKE IT, IN FACT, INTEGRAL TO *WRITING* IN GENERAL: ***AN ASSEMBLAGE OF KNOWLEDGE, SKILLS, AND PRACTICES THAT ARE QUINTESENTIALLY RHETORICAL IN NATURE.*** THE FUNDAMENTAL RHETORICTY OF WRITING AND ASSESSMENT UNDERSCORES OUR RESPONSIBILITY TO DESIGN ASSESSMENT GOALS, APPARATUSES, AND PROJECTS THAT ARE BOTH MEANINGFUL TO FACULTY AND HELP US TO IMPROVE AND ENHANCE STUDENTS' LEARNING EXPERIENCES IN SIGNIFICANT WAYS, WITH A PARTICULAR FOCUS ON THE ABILITIES AND KNOWLEDGE ARTICULATED IN OUR CURRICULA. SUCH ASSESSMENT EFFORTS SHOULD CONSTITUTE THE BASIS FOR PERPETUAL, DYNAMIC, AND THEORETICALLY ENGAGED CONVERSATIONS ABOUT THE COLLECTIVE CONTRIBUTION THE WRITING PROGRAM MAKES TO OUR DEPARTMENT, THE COLLEGE, AND TO THE WIDER COMMUNITIES IN WHICH WE WORK AND LIVE. FINALLY, WE CONSIDER SUBSTANTIVE ASSESSMENT TO BE AN ACTIVE AND COLLABORATIVE EFFORT, REQUIRING THAT WE RESPOND TO THE INFORMATION SUGGESTED BY OUR ASSESSMENT PROJECTS COOPERATIVELY, AND FURTHER THAT WE USE THAT INFORMATION TO PRODUCTIVELY DEVELOP AND ENHANCE OUR WRITING COURSES, CURRICULUM, AND PROGRAMS AS WELL AS OUR INDIVIDUAL TEACHING PRACTICES.

#### PURPOSE

- TO CONDUCT ONGOING, THEORETICALLY SOUND, FACULTY-LED EVALUATION OF THE WRITING PROGRAMS AT LANE COMMUNITY COLLEGE
- TO DEVELOP A DETAILED PROFILE OF WRITING/COMPOSITION AT LANE IN ORDER TO MORE EFFECTIVELY INFORM NEW FACULTY, STUDENTS, AND THE WIDER CAMPUS COMMUNITY ABOUT THE EDUCATIONAL SIGNIFICANCE AND CONTRIBUTIONS OF THE WRITING PROGRAMS
- TO CONTINUOUSLY IMPROVE AND ENHANCE STUDENT AND FACULTY EXPERIENCES OF TEACHING AND LEARNING THROUGH WRITING AT LANE COMMUNITY COLLEGE
- TO INCREASE INTERDISCIPLINARY ARTICULATION AND COLLABORATION IN THE TEACHING OF WRITING ACROSS CAMPUS AT LANE COMMUNITY COLLEGE
- TO ADVANCE AND IMPROVE PRODUCTIVE DISCIPLINARY THEORIES AND PRACTICES FOR WRITING ASSESSMENT

#### FINDINGS:

SEE WRITING AT LANE COMMUNITY COLLEGE ANNUAL ASSESSMENT REPORT 2010-11

## PLAN (SISKANNA NAYNAHA)

### YEAR ONE: 2010-2011

## ASSESSMENT PLAN

#### FALL 2010

- BEGIN A LARGE-SCALE ASSESSMENT PROJECT TO EVENTUALLY ENCOMPASS ALL WRITING/COMPOSITION COURSES AT LANE COMMUNITY COLLEGE AND TO PROCEED ON A PERMANENT, CONTINUOUS BASIS.
- COLLECT TWO (2) RANDOM, END-OF-TERM WRITING SAMPLES (ARTIFACTS) FROM EVERY COURSE IN THE WRITING SEQUENCE. ARTIFACTS WILL BE ADDED TO A CUMULATIVE DATABASE, WHICH WILL BE DESIGNED FOR PERMANENT ARCHIVAL USE, WITH MAXIMUM FLEXIBILITY FOR CATALOGING AND SEARCH FUNCTIONS. (RANDOM SEQUENCES ARE GENERATED EACH TERM AT RANDOM.ORG—SEQUENCES ARE SENT TO FACULTY VIA ASSESSMENT MEMO AND POSTED ON THE WRITING/COMP BOARD EACH TERM.) (SEE ATTACHED MEMO.)
- CREATE PRELIMINARY ARCHIVE IN MOODLE FOR EASE OF SUBMITTING/UPLOADING ARTIFACTS AND TEMPORARY STORAGE WHILE PERMANENT DATABASE IS DESIGNED.

#### WINTER 2011

- COLLECT ONE (1) END-OF-TERM WRITING SAMPLE (ARTIFACT) FROM EVERY COURSE IN THE WRITING SEQUENCE FOR ADDITION TO THE DATABASE. (RANDOM SEQUENCES ARE GENERATED EACH TERM AT RANDOM.ORG—SEQUENCES ARE SENT TO FACULTY VIA ASSESSMENT MEMO AND POSTED ON THE WRITING/COMP BOARD EACH TERM) (SEE ATTACHED MEMO.)
- MEET WITH IT SPECIALISTS TO DETERMINE LONG-TERM GOALS AND NEEDS PERTINENT TO THE ARCHIVAL DATABASE.
- APPLY FOR LETS FUNDING TO PROVIDE WORK STUDY HOURS FOR DATA ENTRY AND DATABASE DESIGN/DEVELOPMENT TO BEGIN IN SPRING TERM 2011.

#### SPRING 2011

- COLLECT TWO (2) END-OF-TERM WRITING SAMPLES (ARTIFACT) FROM EVERY COURSE IN THE WRITING SEQUENCE FOR ADDITION TO THE DATABASE. (RANDOM SEQUENCES ARE GENERATED EACH TERM AT RANDOM.ORG—SEQUENCES ARE SENT TO FACULTY VIA ASSESSMENT MEMO AND POSTED ON THE WRITING/COMP BOARD EACH TERM)
- HIRE TECHNOLOGY WORK-STUDY (LETS) STUDENT TO BEGIN CATALOGING AND ARCHIVING ARTIFACT SUBMISSIONS.
- BEGIN DESIGN, DEVELOPMENT, AND/OR ACQUISITION OF DATABASE AND PROGRAM THAT WILL ALLOW CONTINUAL ADDITION OF ARTIFACTS TO THE ARCHIVE IN PERPETUITY AS WELL AS ENABLE MAXIMUM FUNCTIONALITY AND FLEXIBILITY IN SEARCH, LOCATION, AND CULLING CAPACITIES.
- DESIGN PILOT PROJECT FOR INITIAL READING AND SCORING OF COLLECTED ARTIFACTS.

#### SUMMER 2011

- IMPLEMENT PILOT PROJECT FOR INITIAL READING AND SCORING OF COLLECTED ARTIFACTS.
- COMPOSE REPORT INCLUDING SUMMARY AND ANALYSIS OF DATA GATHERED IN ASSESSMENT FOR AY ONE.
- COMPOSE ASSESSMENT PLAN FOR AY TWO, INCLUDING RESPONSE TO RESULTS OF ASSESSMENT PROJECT CONDUCTED IN AY ONE.



## ASSESSMENT PLAN

### PLAN

DETAILS TO INCLUDE:

#### YEAR TWO: 2011-2012

##### SUMMER 2011

- COLLECT TWO (2) END-OF-TERM WRITING SAMPLES (ARTIFACTS) FROM EVERY COURSE IN THE WRITING SEQUENCE. ARTIFACTS WILL BE ADDED TO THE ARCHIVE DATABASE.

##### FALL 2011

- COLLECT TWO (2) END-OF-TERM WRITING SAMPLES (ARTIFACTS) FROM EVERY COURSE IN THE WRITING SEQUENCE. ARTIFACTS WILL BE ADDED TO THE ARCHIVE DATABASE.

##### WINTER 2012

- COLLECT TWO (2) END-OF-TERM WRITING SAMPLES (ARTIFACTS) FROM EVERY COURSE IN THE WRITING SEQUENCE. ARTIFACTS WILL BE ADDED TO THE ARCHIVE DATABASE.

##### SPRING 2012

- COLLECT TWO (2) END-OF-TERM WRITING SAMPLES (ARTIFACTS) FROM EVERY COURSE IN THE WRITING SEQUENCE. ARTIFACTS WILL BE ADDED TO THE ARCHIVE DATABASE.

#### YEAR THREE: 2012-2013

##### SUMMER 2012

- COLLECT TWO (2) END-OF-TERM WRITING SAMPLES (ARTIFACTS) FROM EVERY COURSE IN THE WRITING SEQUENCE. ARTIFACTS WILL BE ADDED TO THE ARCHIVE DATABASE.

##### FALL 2012

- COLLECT TWO (2) END-OF-TERM WRITING SAMPLES (ARTIFACTS) FROM EVERY COURSE IN THE WRITING SEQUENCE. ARTIFACTS WILL BE ADDED TO THE ARCHIVE DATABASE.

##### WINTER 2013

- COLLECT TWO (2) END-OF-TERM WRITING SAMPLES (ARTIFACTS) FROM EVERY COURSE IN THE WRITING SEQUENCE. ARTIFACTS WILL BE ADDED TO THE ARCHIVE DATABASE.

##### SPRING 2013

- COLLECT TWO (2) END-OF-TERM WRITING SAMPLES (ARTIFACTS) FROM EVERY COURSE IN THE WRITING SEQUENCE. ARTIFACTS WILL BE ADDED TO THE ARCHIVE DATABASE.

**FINDINGS:**  
**SEE WRITING AT LANE COMMUNITY COLLEGE  
ANNUAL ASSESSMENT REPORT 2011-12**

**FINDINGS:**





## ASSESSMENT PLAN

### PLAN

DETAILS TO INCLUDE:

#### YEAR FOUR: 2013-2014

##### SUMMER 2013

- COLLECT TWO (2) END-OF-TERM WRITING SAMPLES (ARTIFACTS) FROM EVERY COURSE IN THE WRITING SEQUENCE. ARTIFACTS WILL BE ADDED TO THE ARCHIVE DATABASE.

##### FALL 2014

- COLLECT TWO (2) END-OF-TERM WRITING SAMPLES (ARTIFACTS) FROM EVERY COURSE IN THE WRITING SEQUENCE. ARTIFACTS WILL BE ADDED TO THE ARCHIVE DATABASE.

##### WINTER 2014

- COLLECT TWO (2) END-OF-TERM WRITING SAMPLES (ARTIFACTS) FROM EVERY COURSE IN THE WRITING SEQUENCE. ARTIFACTS WILL BE ADDED TO THE ARCHIVE DATABASE.

##### SPRING 2014

- COLLECT TWO (2) END-OF-TERM WRITING SAMPLES (ARTIFACTS) FROM EVERY COURSE IN THE WRITING SEQUENCE. ARTIFACTS WILL BE ADDED TO THE ARCHIVE DATABASE.

#### YEAR FIVE: 2014-2015

##### SUMMER 2014

- COLLECT TWO (2) END-OF-TERM WRITING SAMPLES (ARTIFACTS) FROM EVERY COURSE IN THE WRITING SEQUENCE. ARTIFACTS WILL BE ADDED TO THE ARCHIVE DATABASE.

##### FALL 2014

- COLLECT TWO (2) END-OF-TERM WRITING SAMPLES (ARTIFACTS) FROM EVERY COURSE IN THE WRITING SEQUENCE. ARTIFACTS WILL BE ADDED TO THE ARCHIVE DATABASE.

##### WINTER 2015

- COLLECT TWO (2) END-OF-TERM WRITING SAMPLES (ARTIFACTS) FROM EVERY COURSE IN THE WRITING SEQUENCE. ARTIFACTS WILL BE ADDED TO THE ARCHIVE DATABASE.

##### SPRING 2015

- COLLECT TWO (2) END-OF-TERM WRITING SAMPLES (ARTIFACTS) FROM EVERY COURSE IN THE WRITING SEQUENCE. ARTIFACTS WILL BE ADDED TO THE ARCHIVE DATABASE.

FINDINGS:

FINDINGS:

## ASSESSMENT PLAN

### READING & SCORING – PILOT DESIGN (SISKANNA NAYNAHA)

#### READING

- TO BE CONDUCTED IN A GROUP SETTING WITH READERS CONSISTING OF BOTH PT AND FT FACULTY
- 

#### SCORING

- BASED ON PRIOR ASSESSMENT EFFORTS (SEE “BACKGROUND”), AND IN ORDER TO CONTINUE BUILDING ON THOSE EFFORTS, WE WILL READ AND SCORE ARTIFACTS BASED ON THE NEW INFORMATION LITERACY OUTCOMES FOR THE WRITING SEQUENCE AT LANE COMMUNITY COLLEGE, WHICH INCLUDE:
  - 115
    - USE READING AND WRITING FOR COLLEGE-LEVEL INQUIRY, LEARNING, THINKING, AND COMMUNICATING
    - WEAVE A RELEVANT QUOTATION FROM SOURCE MATERIAL INTO AN ESSAY
    - USE MLA QUOTING CONVENTIONS
  - 121
    - EVALUATE, USE, AND SYNTHESIZE SOURCES IN SUPPORT OF THE THESIS, WHICH MAY INCLUDE PRIMARY AND SECONDARY SOURCES AND THOSE FOUND IN MEDIA-CAPTURED, ELECTRONIC, LIVE, AND PRINTED FORMS
    - ENGAGE IN THE RESEARCH PROCESS AS PART OF AN INQUIRY PROCESS
    - USE A DATABASE AND THE INTERNET TO LOCATE INFORMATION AND EVIDENCE
    - DEMONSTRATE AN ABILITY TO SUMMARIZE, PARAPHRASE, AND QUOTE SOURCES IN A MANNER THAT DISTINGUISHES THE WRITER'S VOICE FROM THAT OF HIS/HER SOURCES
    - TYPE AND FORMAT FINAL DRAFTS WITH APPROPRIATE HEADINGS, TITLES, SPACING, MARGINS, DEMONSTRATING AN UNDERSTANDING OF EITHER MLA OR APA CITATION STYLE
  - 122
    - EVALUATE SOURCES FOR ADEQUACY, SOUND REASONING, AND VALIDITY
    - SUPPORT CONCLUSIONS WITH EVIDENCE BY USING APPROPRIATE OUTSIDE SOURCES
    - USE A LIBRARY, ONLINE DATABASES AND THE INTERNET TO LOCATE INFORMATION AND EVIDENCE

## ASSESSMENT PLAN

### READING & SCORING – PILOT DESIGN

- 122
  - INTEGRATE IDEAS AND SOURCE MATERIAL, BEING CAREFUL TO DIFFERENTIATE BETWEEN THE SOURCE MATERIALS AND THE STUDENTS' IDEAS AND CAREFULLY CREDIT SOURCES AND IDEAS;
  - SELECT AND APPLY APPROPRIATE DOCUMENTATION STYLE, USING A HANDBOOK OR OTHER DOCUMENTATION RESOURCES
- 123
  - EVALUATE SOURCES FOR AUTHORITY, CURRENCY, RELIABILITY, BIAS, SOUND REASONING, VALIDITY, AND ADEQUACY
  - DEMONSTRATE AN ABILITY TO SUMMARIZE, PARAPHRASE, AND QUOTE SOURCES IN A MANNER THAT DISTINGUISHES THE WRITER'S VOICE FROM THAT OF HIS/HER SOURCES
  - USE LIBRARY RESOURCES (E.G., SUBJECT INDEXES, ONLINE DATABASES, ETC.) TO LOCATE INFORMATION, RECOGNIZING THAT THERE ARE DIFFERENT RESOURCES AVAILABLE FOR DIFFERENT PURPOSES/SUBJECTS
  - USE SOME ADVANCED RESEARCH TECHNIQUES (E.G., SUBJECT INDEXES, BOOLEAN SEARCH TERMS, ETC.)
  - USE A WRITER'S HANDBOOK AND/OR OTHER RESOURCES FOR STYLE, GRAMMAR, CITATION, AND DOCUMENTATION

### QUESTIONS

- HOW MANY CRITERIA OR DISCRETE OUTCOMES DO WE READ FOR AND SCORE IN THE INITIAL ASSESSMENT EFFORT?
- WILL WE USE LANE'S LIBRARY IL RUBRIC, AMEND THAT RUBRIC, USE ANOTHER RUBRIC ALTOGETHER, OR BEGIN FROM SCRATCH?
- ON WHAT SCALE WILL WE BASE THE ASSESSMENT/ARTIFACT SCORING SYSTEM? (0-4; 1-5; ETC)
- WHAT METHODOLOGY WILL WE UTILIZE TO READ AND SCORE ARTIFACTS? (HOW MANY READERS PER ARTIFACT WILL BE MANDATORY? HOW TO ADJUDICATE DISCREPANCIES? ETC)
- FUNDING?
- READERS TO INCLUDE PT AND FT FACULTY?
- SHOULD WE USE MOODLE TO INCLUDE SOME FACULTY IN ASSESSMENT EFFORTS? LOGISTICS OF ABOVE IF WE SHOULD CHOOSE TO DO SO?
- SUSTAINABILITY? PLANNING FOR FUTURE READING AND SCORING EFFORTS?



## ASSESSMENT PLAN

Greetings, English faculty!

DON'T wait for it; today's your lucky day! The Moodle collection site is available NOW. As part of our ongoing, programmatic assessment efforts, we will once again be gathering data from every WR/comp course this term.

Just as a reminder, here is a little information on the project. The data gathered will be strictly anonymous, and will NOT be traceable to instructors nor to students. The purpose of the collection will be to conduct ongoing assessment of the writing program at Lane Community College, with those assessment criteria to be determined by faculty in conjunction with other departmental plans (e.g., unit planning, hiring, and so on) and projects (e.g., workshops, FIGs, grant-writing, etc). *Please note: this assessment archive will be used for the purposes of **program** assessment and professional research only. **The materials submitted for evaluation will NOT be used to assess or evaluate individual faculty members in any way.*** A LETS work-study employee will remove identifying information and categorize submissions according to course (115, 121, or 122, etc) and term for analysis.

Here's how this will work: beginning now, you will submit ONE (1) student paper or portfolios (depending on your teaching methods) *from each course you taught during Winter term 2011* for the writing program assessment archive. For these purposes we want only completed work that you would use for final evaluation in your classes, so any rough draft material, artifacts, and even assignment sheets will NOT be included in the data collection. If you use a portfolio evaluation method, please submit the final drafts of those papers that collectively constitute the appointed student's "portfolio." Otherwise, simply submit the paper that best reflects the "culmination" of the appointed student's coursework.

We are using an algorithmic sequence generator to determine which papers will be included in the data collection each term to ensure that we gather random samples. For Winter term 2011, the magic number is #11. So, you will submit the final paper or portfolios from student #11 on your course roster. If that student is still on your roster but not attending class, or if she or he fails to submit the required assignment, move on to student #19. If student #19 is AWOL, submit materials from student #17. If you do not have 17 or 19 students, submit the paper/portfolio for student #2 on your roster (also randomly generated). If you still do not have usable student data due to the randomly generated numbers, please contact Siskanna Naynaha at [naynahas@lanecc.edu](mailto:naynahas@lanecc.edu).

We will be collecting submissions now through March 19 at 5:00 p.m. For many of you, the easiest way to submit assessment materials will be through Moodle. Here's how: Login to Moodle and navigate to the **English Writing Assessment Archive (Naynaha)** course. There you will find instructions for submissions.

For those of you who do not prefer to use Moodle for data submission, you may turn in hard copies of your assessment materials in the LLC workroom (CEN 457) in a box marked "English Writing Assessment Archive (Naynaha)." Please simply include the student L# with each submission, and our LETS work-study employee will remove identifying information prior to digitizing the data.

Thanks to everyone in advance for participating in these important departmental and programmatic endeavors. And please feel free to contact me with any questions or concerns you may have.

Have a wonderful winter break, and I'll see you all in the spring!

Siskanna

## ASSESSMENT PLAN

Greetings, English faculty!

DON'T wait for it; today's your lucky day! The Moodle collection site is available NOW. As part of our ongoing, programmatic assessment efforts, we will once again be gathering data from every WR/comp course this term.

Just as a reminder, here is a little information on the project. The data gathered will be strictly anonymous, and will NOT be traceable to instructors nor to students. The purpose of the collection will be to conduct ongoing assessment of the writing program at Lane Community College, with those assessment criteria to be determined by faculty in conjunction with other departmental plans (e.g., unit planning, hiring, and so on) and projects (e.g., workshops, FIGs, grant-writing, etc.). *Please note: this assessment archive will be used for the purposes of **program** assessment and professional research only. **The materials submitted for evaluation will NOT be used to assess or evaluate individual faculty members in any way.*** A LETS work-study employee will remove identifying information and categorize submissions according to course (115, 121, or 122, etc) and term for analysis.

Here's how this will work: beginning now, you will submit ONE (1) student paper or portfolios (depending on your teaching methods) *from each course you taught during Winter term 2011* for the writing program assessment archive. For these purposes we want only completed work that you would use for final evaluation in your classes, so any rough draft material, artifacts, and even assignment sheets will NOT be included in the data collection. If you use a portfolio evaluation method, please submit the final drafts of those papers that collectively constitute the appointed student's "portfolio." Otherwise, simply submit the paper that best reflects the "culmination" of the appointed student's coursework.

We are using an algorithmic sequence generator to determine which papers will be included in the data collection each term to ensure that we gather random samples. For Winter term 2011, the magic number is #11. So, you will submit the final paper or portfolios from student #11 on your course roster. If that student is still on your roster but not attending class, or if she or he fails to submit the required assignment, move on to student #19. If student #19 is AWOL, submit materials from student #17. If you do not have 17 or 19 students, submit the paper/portfolio for student #2 on your roster (also randomly generated).

If you still do not have usable student data due to the randomly generated numbers, please contact Siskanna Naynaha at [naynahas@lanecc.edu](mailto:naynahas@lanecc.edu).

We will be collecting submissions now through March 19 at 5:00 p.m. For many of you, the easiest way to submit assessment materials will be through Moodle. Here's how: Login to Moodle and navigate to the **English Writing Assessment Archive (Naynaha)** course. There you will find instructions for submissions. For those of you who do not prefer to use Moodle for data submission, you may turn in hard copies of your assessment materials in the LLC workroom (CEN 457) in a box marked "English Writing Assessment Archive (Naynaha)." Please simply include the student L# with each submission, and our LETS work-study employee will remove identifying information prior to digitizing the data.

Thanks to everyone in advance for participating in these important departmental and programmatic endeavors. And please feel free to contact me with any questions or concerns you may have.

Have a wonderful winter break, and I'll see you all in the spring!

Siskanna