Minutes
Results of ENG 22 Faculty Meeting / Spring 2008
Convened Thursday/January 10, 2007 9:00 ? 10:15 am, 7-620
with David Cleveland, Knowledge Survey Presenter
and David Fink, Research Assistant, with available
ENG 22 faculty

Re: PERFORMING KNOWLEDGE SURVEYS (Pre and Post)
  ** Assessment Purposes & Accreditation Expectations **

[A] Those in attendance completed an ?Online? evaluation of their
recent experiences in administering the previous Fall 2007
semester Knowledge Post Surveys and Course Evaluation Surveys in
either the online or traditional print/Scantron manner.

  Cynthia Smith will be sending an e-mail to all campus-wide
faculty with the URL for those who still need to complete this
special Spring 2008 online feedback questionnaire (hard copies will also be
available).

  The purpose of this participant survey is to ** assess ** our
campus attempt at ?assessing? instructor efforts and student
learning.

[B] Those in attendance examined printouts of the recent ENG 22 / FALL
2007 KNOWLEDGE SURVEY * GROUP REPORT *
to clarify the ** assessment?s value **

  1. Do these results reflect * accurate learning * ??
  2. What do we do with what we see?
  3. ENG 22 Faculty?s Objective for Instruction
     **and Assessment / Satisfying Accreditation Expectations**

A. Regarding: Past ENG 22 Fall 2007 sections-only,
having completed their KS ?post-surveys? 

(Note: No actual KS ?pre-survey? was given to any

section because three rough drafts
of the KS survey were in progress
throughout that term.)

  1. to identify areas of strengths students admitted they had
  2. to identify areas of weakness students claimed they held
B. Regarding: Current ENG 22 Spring 2008 sections

1. Emphasize to have students do the current version of the Beginning of the Semester Knowledge (Pre) Survey very early in January (unless faculty decides to first revise it further which is unlikely)

2. In the meantime: While waiting for the Sp `08 early Pre-survey results, we should consider that the areas of weaknesses Fall 07 students claimed are areas that may possibly be also claimed by current SP 08 sections. If that is the case, what are they?

   (See Figure 3 Bar Graph of ENG 22 Fall 07 KS *Group Report*)

   Ranked in order of attention (3.00 being high)

   1. Accurately proofreading & revising without instructor assistance (2.56)

   2. Avoiding dangling modifiers (2.57)

   3. Showing correct pronoun-antecedent agreement (2.50)

   4. Showing correct parallel sentence structure in writing (2.61)

   5. Demonstrating how to write in a variety of rhetorical modes: illustration, narration, process, comparison-contrast, cause-effect, persuasion. (2.62)

   6. Using correct, standard grammar (2.63)

   7. Writing in complete sentences using a variety of sentence patterns (2.66)

   8. Effectively using a college library (2.67)

   9. Writing a cohesive paragraph (2.67)

  10. Using standard subject-verb (predicate) Agreement (2.68)

   Etc -
C. To address what can be done to meet students’ expectations in the areas of weaknesses claimed they held in the past Fall 2007 and current Spring 2008 semester, with possible adjustments

[ ] ENG 22 COORDINATOR’S RECOMMENDATIONS
to consider (opened for later discussion w/ e-mail communication)

1. To initiate a meeting to discuss/design an ENG 22 EXIT EXAM reflecting an In-class Writing Sample with Grammar Inventory for eventual implementation after Spring 2008
   a. Gatekeeper Device?
      Student must pass with a minimum C- (70%) and pass all other course requirements with at least a C- in order to exit ENG 22 and take ENG 100 (if required).
   b. Mentality?
      Requiring the administration of an ENG 22 Exit Exam in both Grammar and Writing Sample may help serve the purpose of addressing student responses in past and current Pre and Post Knowledge Surveys.

2. To encourage LA faculty to be consider their involvement in any future Achieving the Dream system-wide (AtD) initiative that addresses **Gatekeeper Courses** in our discipline identified on our campus (ENG 22 / ENG 100)

3. To encourage closer **alignment** between Language Arts ENG 22 and College Skills Center ENG 20 instructors through the participation in joint faculty meetings, when interested

4. To continue HonCC’s efforts in completing the rough draft proposal for the federally-funded GEAR-UP alignment of English writing teachers with teachers of Farrington HS and other HCC GEAR-UP feeder schools.