Comp/Lit SAC Learning Assessment Plan 2010
Contact: Cynthia Kimbal and Jeff Jaeckle

Learning Assessment of Core Outcomes
Suggested Focus 2009-2010: Critical Thinking and Problem Solving

SAC Name: Composition/Literature

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1. **Please describe your plan of action for 2009-2010 Academic Year:**
We are gathering information from several sources: collected student essays and exams; syllabi and assignments; and a large survey of student perceptions about their experiences of the Core Outcomes in our classes, with a particular focus on their development in the area of Critical Thinking and Problem-Solving. We will send the survey to students in our upper-level writing and upper-level literature classes. The text of the survey is nearly complete, and will be ready for distribution within two weeks (mid-Feb). We are working with Rob Vergun of IE on the drafting, administering, and tabulating of the survey.

Working on our Program Review (due in the spring of this year) has given our SAC a chance to identify ways in which we already assess critical thinking and problem solving. One aspect of our writing sequence that is integral to the development of critical thinking is the ability to conduct research, from identifying and investigating problems through evaluating information sources and using appropriate methods of reasoning to develop creative and practical solutions.

We have added the outcome of "Information Literacy" to all of our classes to delineate this component of our work. This term designates six specific proficiencies as recommended by OWEAC. In order to achieve "Information Literacy," students must be able to identify gaps in their knowledge and recognize when they need information; find information efficiently and effectively, using appropriate research tools and search strategies; evaluate and select information using appropriate criteria; treat research as a multi-stage, recursive learning process; ethically and legally use information and information technologies; and create, produce, and communicate understanding of a subject through synthesis of relevant information. These proficiencies directly align with our course outcomes for WR 121 and WR 122 and echo indicators of outcome achievement from the Core Outcomes matrix.

In our Program Review, we will document examples and write a narrative summarizing how we incorporate information literacy into and assess it in our classes. There are myriad examples in our syllabi. Many instructors require students to access readings from on-line sources and E-books, thus pushing them to manipulate the necessary technology to accomplish their coursework. We will also use testimony from other departments with which our instructors collaborate. For example, Comp/Lit and ESOL instructors work together to set up composition students with ESOL students as conversation partners and informal tutors.

When our Program Review narrative is complete, we will send it on to the LAC in support of this project.

Distance Learning Subcommittee of Composition/Literature SAC:
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The DL subcommittee of the SAC plans to pose and respond to a number of questions concerning the design, delivery, and perception of DL courses at PCC. Our committee will divide these questions into five interrelated topic areas: Demographics, Quality Assessments, Course Delivery Methods, Enrollments, and Campus Resources. Some of the broad questions that we hope to address are: What is the student experience of DL courses? What are the current perceptions of DL courses? What are the flaws of DL courses? Each committee member will respond to these questions in the context of his/her topic area; after completing these initial reports, we will combine and condense them into a master document for presentation to the full SAC.