### Faculty Equated Overload/Release Time End-of-Semester Report

**Summer Semester 2013**

**Name:** Lynn Prince

**Project:** English Department Learning Outcomes Assessment

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<th>Goals or Assignment</th>
<th>Accomplishments/Progress</th>
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<td><strong>English Department Learning Outcomes Assessment</strong></td>
<td>TRAINING: I attended two trainings—one for the faculty overload and one for the Learning Outcomes Assessment with the English Department</td>
<td>The trainings were well-organized. The LOA training was especially helpful. I completed the essay readings prior to the training, which made the practice rubric and discussions efficient. The organization, information, and rubrics were helpful.</td>
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<td>WORK: I followed the LOA rubric to score the first ten essays. The second reader and I were at 80% agreement, so I completed the rest of the essays. I returned all the papers to the third reader before the due date.</td>
<td>Since the schedule, dates and structure were already in place, it made my work more efficient. I was able to concentrate on my task of scoring and recording data rather than creating a system. I worked at my own pace and liked having all the essays at once. I was able to look back through the essays to confirm rubric assessments and double-check potential plagiarism. The rubrics, training, and process make this data more reliable from year to year. The English Department LOA team is like a well-oiled machine; it was easy to fit right in.</td>
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**How did your accomplishments and results match with your expectations?**

During the training, the second reader and I were able to come to consensus quite easily. The essays we rated were very similar in assignment. When I started the actual LOA stack of essays, I was surprised by the wider variance between both assignment and skill level. Instead of grading toward a specific assignment (summary and response), I graded the essays as exit writings without a common assignment in mind. This made the rubric grading more consistent, thus the results more reliable. I knew what to expect with the rubric, and I was well-prepared for the task.

**What have you learned as a result of being involved in this work?**

I thought the results of my scoring matched my experience in the developmental classroom. I see a greater need to increase work with MLA citations in order to avoid plagiarism. During the training we had such great conversations about teaching methods, assignments and we made informal plans to get together again. Conversation and ideas exchange was energizing.

**If you will continue with this work next semester, describe your upcoming goals.**

I would definitely participate in the LOA again; it was a good experience. I started a list of common strengths and weaknesses for EN 097 students; I would continue and expand this.

**What should the college's senior leadership know about this work?**

I felt proud to be part of this important work. The English Department encourages conversation and is very supportive. I like being a part of a group process that seeks to improve the curriculum, the student experience, and the global outcome of improved thinkers and writers. The LOA data contributes directly to this process in an authentic way.