

Plans due Oct. 16, 2017...

GAVILAN READING AND WRITING FELLOWS PROGRAM

DEVELOPING FACULTY ASSESSMENT PLANS

According to an *Assessment of Learning Assistance Programs: Supporting Professionals in the Field*, by Jan Norton and Karen S. Agee, the most effective means of assessing the impact of embedded peer tutors are not final course grades or overall GPA because these methods overlooks variations in how grades are calculated. Instead they suggest that quiz, homework, and assignment grades “are more trustworthy as direct measures of student learning if they reflect only multiple, non-subjective assessments of what is learned in the course, without confounding variables such as prior learning, participation credit, or attendance points.”

Please keep their words in mind while completing the following task.

Design an assessment activity that would capture the impact of the Gavilan Reading and Writing Fellow Program intervention in your class. This assessment activity should be focused on a single SLO and can utilize a single assignment, classroom unit, and/or culminating project.

Consider how you might measure out-of-class study sessions (the supplemental instruction component) vs. in-class activities (embedded tutoring) with the Fellow. You need only assess one or the other, and it’s helpful to the center to have examples on hand of each.

Also consider designing an assessment activity that would not be too taxing on you or the fellow assigned to your class and how easily assessment results would be integrated into the attached reporting form.

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PROGRAM ASSESSMENT PLAN

FACULTY NAME:

CLASS NAME:

SECTION NUMBER:

SLO YOU'LL BE ASSESSING:

BRIEFLY DESCRIBE HOW YOU'LL BE MEASURING THE FELLOW'S
IMPACT ON SUCCESS RATES FOR THAT PARTICULAR SLO:

HOW WILL YOU TRACK EACH STUDENT'S CONTACT WITH THE
FELLOW (The Writing Center tracks attendance at SI sessions and you can use
our data if your plan focuses on that part of our program.):