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COMPLETE

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Page 1: Supplies, Equipment, Furniture, and Other Request Form

**Q1 Contact Person:**

Name	<b>Lauren Halsted</b>
Email Address	<b>lauren.halsted@gcccd.edu</b>

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**Q2 Department:**

English

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**Q3 Title of Request:**

Common Final Scoring

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**Q4 Location of Request:**

B-building

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**Q5 Type of Request:**

Other: Please specify the non-operational other request:  
Funding to pay faculty stipends for participation in this activity.

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**Q6 Description of Request:** Please provide a description of the supplies, equipment, furniture or other request. When making your request, please be as specific as possible and include information such as make, model, manufacturer, color, quantity, etc.

The English department assigns a common final exam in transfer-level English (Engl 120), across the stand-alone transfer-level classes (Engl 120) as well as the corequisite-supported transfer-level classes (Engl 120 & 020), without differentiating between the two. Faculty have students complete the final exam at the end of the semester, and then faculty convene for a day-long scoring session, to evaluate the final exams and assess the course-level SLOs. The funding request is to pay participating faculty stipends for their participation in the day-long scoring session, which typically occurs on a Saturday at the end of the semester.

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**Q7 Estimated Cost:**

\$16,000

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**Q8** Please attach quote, if available

**Respondent skipped this question**

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**Q9** Total Cost of Ownership: Can this request be maintained with existing funding sources? If not, please explain your plan to maintain this request. Example: potential yearly service agreements, warranties, and replacement costs.

No. Total cost of ownership is not an issue with this request, as the funding is for faculty stipends, not facilities or equipment.

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**Q10** Justification of Request: Please select the applicable criteria and provide the details how the criteria relate to your request.

**Critical need,  
Impact on student success and access,  
Innovation,**

Provided details::

This activity helps the department ensure rigorous standards of writing in Freshman composition courses, in light of AB 705 changes, and it is an innovate and effective way to assess the SLOs of our most widely-taken composition courses. AB 705 requires that colleges place students into freshman-level composition, with and without support. The English department has undergone monumental changes to placement practices and our curricular sequence as it implemented the new law. Our common final has been critical part of the department's AB 705 implementation, as it allows the department to come together and assess student writing at the end of the semester. This practices allows us to maintain program integrity as we have opened access to freshman-level composition. It is also an innovative way to assess the SLOs of freshman-level composition in a meaningful way, with the same assignment blind-graded by other department members.

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**Q11** Program Goal: Please identify the program goal(s) this request would help your program achieve and provide a brief explanation of how it would do so.

Goal #3: Close equity gaps and increase student success in English Courses. As explained above, the common final scoring is a way for the department to assess student learning and identify instructional areas for improvement. As the department learns which aspects of reading and writing students still struggle with, we can offer targeted professional development for faculty, which would increase the success rates in our courses.

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