

# Assessment: Assessment Unit Four Column

FALL 2015



## El Camino: PLOs (HUM) - English

PLOs	Assessment Method Description	Results	Actions
<p><b>PLO #3 Transfer Level Composition -</b> Students will create a thesis-driven, coherent, unified, and well-developed essay in MLA format that demonstrates reading and writing competence at the transfer level.</p> <p><b>PLO Status:</b> Active</p> <p><b>PLO Assessment Cycle:</b> 2015-16 (Fall 2015)</p> <p><b>Input Date:</b> 07/01/2013</p>	<p><b>Multiple Assessments -</b> Review SLO assessment data for aligned courses.</p> <p><b>Standard and Rubric:</b> A minimum of 70% of students will meet the course SLOs, though rates in the 80-90% range are preferable.</p>	<p><b>Semester of Current Assessment:</b> 2015-16 (Fall 2015)</p> <p><b>Standard Met:</b> Standard Met</p> <p>PLO 3 requires an examination of how well the program prepares its students to write "thesis-driven, coherent, unified, and well developed essays in MLA format that demonstrates reading and writing competence at the transfer level."</p> <p>With the exception of the English 1C's Fall 2014 assessment of SLO 3 which found only 70% of the students acceptable, all other assessments involving PLO 3 revealed a success rate higher than 83%. While the numbers certainly affirm that the time spent on teaching the numerous elements of college composition yield positive outcomes, a closer look at some data indicates a need for continued improvement in particular areas. That is, the assessment in the literature courses English 28, 35, 36, 42 and 44 evaluated a maximum of 15 students in each course; English 1B assessed 86 students whereas English 1C assessed 224 students; hence, the low success rate of the larger number of students is concerning.</p> <p>English 1C's SLO 3 assesses students' ability to "organize an essay in proper MLA format and will also be technically correct in paragraph composition, sentence structure, grammar, grammar, spelling and usage." The acquirement of these skills is essential. The success rate of 70% when juxtaposed with an 87% success rate for students in the prerequisite course, English 1A's SLO 3, indicates a noteworthy decline. To clarify, English 1A's SLO 3 essentially assesses the same skills measured in 1C's SLO 3.</p>	<p><b>Action:</b> We should consider changes to English 1C and 1B's COR to include some review instruction on the aforementioned problem areas. We should consider creating a new capstone assessment tool in English 1A. Perhaps we should assess students' writing in response to an in-class prompt to assure that our assessments are truly based on students' abilities and not the helps they received during the revision process. We can also take steps to improve students abilities in this area through the workshops aligned with the Consistency Project. (04/06/2016)</p> <p><b>Action Category:</b> Curriculum Changes</p>

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Certainly, expected outcomes in English 1C are higher, but not appreciably in the areas of paragraph and sentence structure, MLA formatting and grammar. In fact, because these aforementioned skills are taught in English 1A, little time is devoted to the teaching of these skills in English 1C. (04/06/2016)

**Faculty Assessment Leader:** Debra Breckheimer

**Faculty Contributing to Assessment:** All faculty in the department who teach the applicable courses contributed to the SLO data.

**Courses Associated with PLO Assessment:** English 1A, 1B, 1C, 28, 35, 36, 42, 44, and Humanities 1

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## El Camino: PLOs (HUM) - Journalism

<i>PLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<b>PLO #3 Multi-Platform Content</b> - Create journalistic content across multiple media platforms. <b>PLO Status:</b> Active <b>PLO Assessment Cycle:</b> 2015-16 (Fall 2015) <b>Input Date:</b> 10/31/2013 <b>Comments:</b> Formerly PLO 5; changed SLO Title.	<b>Multiple Assessments</b> - We reviewed SLO data from aligned courses to establish the number of acceptable and unacceptable results. We identified and described trends in the analysis of successful SLOs and actions plans in unacceptable. <b>Standard and Rubric:</b> Multifactorial data assessment was used. We aim is to achieve 70 percent success on all SLOs assessed.		