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<th>Course SLOs</th>
<th>Assessment Methods &amp; Standard and Target for Success / Tasks</th>
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| El Camino: Course SLOs (HUM) - English - ECC: ENGL 1B - Literature and Composition - SLO #1 - Write an out-of-class, thesis-driven essay that identifies and analyzes the literary elements of a primary text (plot, theme, setting, point of view, character, style, symbol, etc.). | **Assessment Method Description:** 4-6 page essay that makes an interpretive argument about a literary text  
**Assessment Method:** Essay/Written Assignment  
**Standard and Target for Success:** 75% | 12/13/2013 - Out of 53 essays, 48 (90.57%) were acceptable and 5 (9.43%) were not acceptable.  
**Standard Met? :** Yes  
**Semester and Year Assessment Conducted:** 2013-14 (Fall 2013)  
**Faculty Assessment Leader:** Rachel Williams and Mary Ann Leiby  
**Faculty Contributing to Assessment:** department wide assessment  
**Related Documents:** English 1B Assessment Report Fall 2013, English 1B Rubric Revised February 2014 | 12/12/2014 - Revise the 1B grading rubric to reflect the new SLOs  
**Action Category:** SLO/PLO Assessment Process  
12/12/2014 - Consider creating a co-requisite for 1B, which would be a 1-unit library research course. We are concerned, though, that this might make it harder for students to complete 1B and progress towards their academic goals, so we may only pursue this in the future if we feel that, after we assess a few more times, we don’t see more improvement.  
**Action Category:** Curriculum Changes  
12/12/2014 - Make sure that SLO 1 has been revised on TracDat and all department documents to eliminate the word “identifies.”  
**Action Category:** SLO/PLO Assessment Process  
12/12/2014 - Explore ways to use research throughout 1B so that students get more practice incorporating secondary sources when writing on literature. In particular, at least one instructor is currently piloting having an embedded librarian in her English 1A class. We plan to organize a brown bag for instructors to learn more about how this impacted student learning in the course, and then perhaps pilot a similar program for English 1B.  
**Action Category:** Curriculum Changes |
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<td>El Camino: Course SLOs (HUM) - English - ECC: ENGL 1B - Literature and Composition - SLO #2 - Effectively incorporate quotations from a primary text. (Created By El Camino: Course SLOs (HUM) - English)</td>
<td><strong>Assessment Method Description:</strong> 4-6 page essay that makes an interpretive argument about a literary text  <strong>Assessment Method:</strong> Essay/Written Assignment  <strong>Standard and Target for Success:</strong> 75%</td>
<td>02/14/2014 - 51 out of 53 essays assessed (96%) were acceptable for this SLO.  <strong>Standard Met?</strong> : Yes  <strong>Semester and Year Assessment Conducted:</strong> 2013-14 (Fall 2013)  <strong>Faculty Assessment Leader:</strong> Rachel Williams and Mary Ann Leiby  <strong>Faculty Contributing to Assessment:</strong> Department Wide assessment  <strong>Related Documents:</strong> English 1B Assessment Report Fall 2013  English 1B Rubric Revised February 2014</td>
<td>12/12/2014 - Revise the 1B grading rubric to reflect the new SLOs  <strong>Action Category:</strong> SLO/PLO Assessment Process 12/12/2014 - Revise SLO 2 and 3 to start with “demonstrate the ability to . . .” This will make them more consistent with the wording of the SLOs for English 1A and 1C.  <strong>Action Category:</strong> SLO/PLO Assessment Process</td>
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<tr>
<td>El Camino: Course SLOs (HUM) - English - ECC: ENGL 1B - Literature and Composition - SLO #3 - Effectively utilize scholarly sources as secondary support. (Created By El Camino: Course SLOs (HUM) - English)</td>
<td><strong>Assessment Method Description:</strong> 4-6 page essay that makes an interpretive argument about a literary text  <strong>Assessment Method:</strong> Essay/Written Assignment  <strong>Standard and Target for Success:</strong> 75%</td>
<td>02/14/2014 - Out of 53 essays, 46 (86.79%) were acceptable, and 7 (13.21%) were not.  <strong>Standard Met?</strong> : Yes  <strong>Semester and Year Assessment Conducted:</strong> 2013-14 (Fall 2013)  <strong>Faculty Assessment Leader:</strong> Rachel Williams and Mary Ann Leiby  <strong>Faculty Contributing to Assessment:</strong> Department Wide assessment  <strong>Related Documents:</strong> English 1B Assessment Report Fall 2013  English 1B Rubric Revised February 2014</td>
<td>12/12/2014 - Revise the 1B grading rubric to reflect the new SLOs  <strong>Action Category:</strong> SLO/PLO Assessment Process 12/12/2014 - Revise SLO 2 and 3 to start with “demonstrate the ability to . . .” This will make them more consistent with the wording of the SLOs for English 1A and 1C.  <strong>Action Category:</strong> SLO/PLO Assessment Process</td>
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<td>El Camino: Course SLOs (HUM) - English - ECC: ENGL 1C - Critical Thinking and Composition - SLO #1 - Compose an argumentative essay that shows an ability to support a claim using analysis, elements of argumentation, and integration of primary and secondary sources. (Created By El Camino: Course SLOs (HUM) - English)</td>
<td><strong>Assessment Method Description:</strong> 4-5 page essay using research  <strong>Assessment Method:</strong> Essay/Written Assignment  <strong>Standard and Target for Success:</strong> 70%</td>
<td>01/30/2014 - Of 206 students assessed, 177 scored &quot;acceptable&quot; for this SLO; 29 students scored &quot;unacceptable&quot;; the success rate was 86%. Scores are high because SLO 1 is core to the course and a focus of instruction. See report document for further analysis.  <strong>Standard Met?</strong> : Yes  <strong>Semester and Year Assessment Conducted:</strong> 2013-14 (Fall 2013)  <strong>Faculty Assessment Leader:</strong> Gene Armao, Barbara Jaffe  <strong>Faculty Contributing to Assessment:</strong> department wide assessment  <strong>Related Documents:</strong></td>
<td>12/12/2014 - Revise the 1B grading rubric to reflect the new SLOs  <strong>Action Category:</strong> SLO/PLO Assessment Process 12/12/2014 - Revise SLO 2 and 3 to start with “demonstrate the ability to . . .” This will make them more consistent with the wording of the SLOs for English 1A and 1C.  <strong>Action Category:</strong> SLO/PLO Assessment Process</td>
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El Camino: Course SLOs (HUM) - English - ECC: ENGL 1C - Critical Thinking and Composition - SLO #2 - Identify and assess bias, credibility, and relevance in their own arguments and in the arguments of others, including primary and secondary outside sources. (Created By El Camino: Course SLOs (HUM) - English)

**Course SLO Assessment Cycle:**
2014-15 (Fall 2014)
2015-16 (Fall 2015)
2016-17 (Fall 2016)
2017-18 (Fall 2017)
2018-19 (Fall 2018)

**Input Date:**
11/12/2013

**Course SLO Status:**
Active

**Assessment Method Description:**
4-5 page essay using research

**Assessment Method:**
Essay/Written Assignment

**Standard and Target for Success:**
70%

01/30/2014 - Of 206 students assessed, 172 scored "acceptable" for this SLO; 34 students scored "unacceptable"; success rate was 83%. Scores are high because SLO 2, like SLO 1, is core to the course and a focus of instruction. See report document for further analysis.

**Standard Met?**
Yes

**Semester and Year Assessment Conducted:**
2013-14 (Fall 2013)

**Faculty Assessment Leader:**
Gene Armao, Barbara Jaffe

**Faculty Contributing to Assessment:**
Department-wide

**Related Documents:**
English 1C assessment report Fa13.doc

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El Camino: Course SLOs (HUM) - English - ECC: ENGL 1C - Critical Thinking and Composition - SLO #3 - Organize an essay in proper MLA format and will also be technically correct in paragraph composition, sentence structure, grammar, spelling, and usage. (Created By El Camino: Course SLOs (HUM) - English)

**Course SLO Assessment Cycle:**
2014-15 (Fall 2014)
2015-16 (Fall 2015)
2016-17 (Fall 2016)
2017-18 (Fall 2017)
2018-19 (Fall 2018)

**Input Date:**
11/12/2013

**Course SLO Status:**
Active

**Assessment Method Description:**
4-5 page essay using research

**Assessment Method:**
Essay/Written Assignment

**Standard and Target for Success:**
70%

01/30/2014 - Of 206 students assessed, 153 scored "acceptable" for this SLO; 53 students scored "unacceptable"; the success rate was 74%. Though this rate surpassed our target, it was still the lowest success rate for the course's three SLOs, probably because SLO 3 is not as central to the course as are SLOs 1 and 2 and is not a major focus of instruction. This is an issue that might warrant further exploration.

**Standard Met?**
Yes

**Semester and Year Assessment Conducted:**
2013-14 (Fall 2013)

**Faculty Assessment Leader:**
Gene Armao, Barbara Jaffe

**Faculty Contributing to Assessment:**
Department-wide

**Related Documents:**
English 1C assessment report Fa13.doc