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<tr>
<th>Course SLOs 1 and ctu.unitid = 739</th>
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<th>Action &amp; Follow-Up</th>
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<tbody>
<tr>
<td><strong>Course SLO Assessment Cycle:</strong></td>
<td><strong>Assessment Method Description:</strong> Thesis-driven term paper written out of class that performs literary analysis on one or more primary text assigned for the class and incorporates at least one scholarly secondary source.</td>
<td><strong>Results</strong></td>
<td>12/10/2015 - Continue current practices.</td>
</tr>
<tr>
<td>2014-15 (Fall 2014)</td>
<td><strong>Assessment Method:</strong> Term/Research Paper</td>
<td>12/11/2014 - 98% of students (44 students of 45 in two sections) succeeded on this SLO. Students were incredibly successful on this requirement. This is likely because by the end of the semester, students had sufficient time to become familiar with the time periods covered by the course. After almost a full semester of identifying and assessing literary and poetic devices, students were able to write effectively about these elements of representative texts.</td>
<td>12/10/2015 - Emphasize necessity of using secondary source substantially to support argument.</td>
</tr>
<tr>
<td>2015-16 (Fall 2015)</td>
<td><strong>Standard and Target for Success:</strong> 70% of students will succeed on this SLO.</td>
<td><strong>Standard Met? :</strong> Yes</td>
<td><strong>Action Category:</strong> Teaching Strategies</td>
</tr>
<tr>
<td>2016-17 (Fall 2016)</td>
<td></td>
<td><strong>Semester and Year Assessment Conducted:</strong> 2014-15 (Fall 2014)</td>
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<tr>
<td>2017-18 (Fall 2017)</td>
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<td><strong>Faculty Assessment Leader:</strong> Chelsea Henson</td>
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<tr>
<td>2018-19 (Fall 2018)</td>
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<td><strong>Faculty Contributing to Assessment:</strong> Janet Madden</td>
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<td><strong>Input Date:</strong></td>
<td>12/13/2013</td>
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<td><strong>Course SLO Status:</strong></td>
<td>Active</td>
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ECC: ENGL 15A - Survey of British Literature - SLO #1 - Upon completion of the course, students will identify representative works of major British authors from the Medieval, Early Modern, Restoration, and 18th Century periods, and examine their literary genres, devices, conventions, and poetic elements. **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:** 12/13/2013 **Course SLO Status:** Active

ECC: ENGL 1A - Reading and Composition - SLO #1 - Complete a research-based essay that has been written out of class and undergone revision. It should demonstrate the student’s ability to thoughtfully support a single thesis using analysis and synthesis. **Assessment Method Description:** Compose an argumentative research essay with a thesis that is specific, manageable, provable, and contestable. You should analyze and prove your thesis using paraphrases and quotations from at least five sources. The sources should come from ECC library databases, books, and/or credible websites. You must sustain your argument, use 02/09/2015 - 87% (563/643) of students scored acceptable on this SLO while 13% (80/643) scored unacceptable. The especially high rate of success can be attributed to the course's focus on this as a core element of the curriculum, with most classes spending multiple weeks building up to the research essay with hosting workshops on research methods as well as having students write shorter essays, prewriting and informal 12/09/2015 - Anecdotally, we know that a number of students remain enrolled in 1A, but do not complete the research essay and that there may be a substantial number of students who remain enrolled, do complete the research essay, but do not pass. We'd like to capture a larger sample of 1A **Action Category:** Teaching Strategies

**Input Date:** 12/13/2013 **Course SLO Status:** Active

12/10/2015 - Continue current practices. **Action Category:** Teaching Strategies
<table>
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<tr>
<th>Course SLO Assessment Cycle:</th>
<th>Assessment Methods &amp; Standard and Target for Success / Tasks</th>
<th>Results</th>
<th>Action &amp; Follow-Up</th>
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<tbody>
<tr>
<td>2014-15 (Fall 2014)</td>
<td>Transitions effectively, and use correct grammar, spelling, and punctuation. This essay will be approximately 5-7 pages in length, and you must use MLA format, including in-text citations and a Works Cited page.</td>
<td>Standard Met?: Yes</td>
<td>research essays (at least 50%, up from 25%) and record how many students did not attempt the essay and tally those results.</td>
</tr>
<tr>
<td>2016-17 (Fall 2016)</td>
<td>Standard and Target for Success: 70% of students write essays that meet the minimum standards of this SLO.</td>
<td>Faculty Assessment Leader: Kevin Degnan, Chelsea Henson</td>
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<tr>
<td>2017-18 (Fall 2017)</td>
<td>Faculty Contributing to Assessment: Department-wide assessment</td>
<td>Standard Met?: Yes</td>
<td></td>
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<tr>
<td>Input Date: 11/12/2013</td>
<td>Semester and Year Assessment Conducted: 2012-13 (Spring 2013)</td>
<td>Faculty Contributing to Assessment: 08/26/2014 - Of the 1307 English 1A students assessed, 83% received a grade of C or better, while the other 17% received a score of D or F.</td>
<td></td>
</tr>
<tr>
<td>Course SLO Status: Active</td>
<td>Standard Met?: Yes</td>
<td>Faculty Contributing to Assessment: 01/12/2015 - Make English A harder or increase the requirements for English 1A.</td>
<td></td>
</tr>
</tbody>
</table>

**Action Category:**
- Program/College Support
- Curriculum Changes

01/12/2015 - Consider norming workshops for consistency.

01/12/2015 - Consider adjusting the cut-score for placement into English 1A.

01/12/2015 - Have stricter requirements for English A students entering 1A.

01/12/2015 - Weigh the research paper more heavily.

01/12/2015 - Require a research paper to pass the class.
## Course SLOs 1 and ctu.unitid = 739

### Assessment Methods & Standard and Target for Success / Tasks

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<tr>
<th>Results</th>
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<tr>
<td>02/09/2015 - 82% (528/641) scored acceptable on this assessment while 18% (113/641) scored unacceptable. This success rate is explained by 1A's relentless focus on the use of readings in one's arguments and the incorporation of multiple book length works in each section as required by the course outline. Additionally, most 1A instructors make use of the library's resources in offering research training workshops. Works Cited pages are very often included, but there is no current mention of the quality of those Works Cited pages in the SLO as it exists. Further, due to survey sampling, we are unsure that the high rate of success is entirely accurate.</td>
</tr>
<tr>
<td>08/26/2014 - As of spring 2013, SLO #2 was not assessed independently of SLO #1.</td>
</tr>
<tr>
<td>Standard Met? :</td>
</tr>
<tr>
<td>Yes</td>
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</tbody>
</table>

### Action & Follow-Up

<table>
<thead>
<tr>
<th>01/12/2015 - Prepare students more for research.</th>
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<tbody>
<tr>
<td>Action Category: Teaching Strategies</td>
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</table>

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<thead>
<tr>
<th>01/12/2015 - Focus more on MLA/Works Cited/Sources</th>
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<tr>
<td>Action Category: Teaching Strategies</td>
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<tr>
<th>12/09/2015 - Anecdotally, we know that a number of students remain enrolled in 1A, but do not complete the research essay and that there may be a substantial number of students who remain enrolled, do complete the research essay, but do not pass. We'd like to capture a larger sample of 1A research essays (at least 50%, up from 25%) and record how many students did not attempt the essay and tally those results. We would also like to discuss revising the wording of the SLO statement to include a mention of the level of quality of the Works Cited page.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Action Category: SLO/PLO Assessment Process</td>
</tr>
</tbody>
</table>

## ECC: ENGL 1A - Reading and Composition - SLO #3 - Demonstrate logical paragraph composition and sentence structure. The essay should have correct grammar, spelling, and word use.

### Assessment Method Description:

Compose an argumentative research essay with a thesis that is specific, manageable, provable, and contestable. You should analyze and prove your thesis using paraphrases and quotations from at least five sources. The sources should come from ECC library databases, books, and/or credible websites. You must sustain your argument, use transitions effectively, and use correct grammar, spelling, and punctuation. This essay will be approximately 5-7 pages in length, and you must use MLA format, including in-text citations and a Works Cited page.

### Assessment Method:

Essay/Written Assignment

### Standard and Target for Success:

70% of students write essays that meet the minimum standards of this SLO.

### Results:

02/09/2015 - 84% (540/641) of students scored acceptable on this SLO, while 16% (101/641) scored unacceptable. This result was higher than expected because, anecdotally, many instructors believe the grammar skills of their students may be sub par. We are then unsure if instructor impressions of student abilities is correct, though survey sampling could be an issue.

### Action & Follow-Up

12/09/2015 - Anecdotally, we know that a number of students remain enrolled in 1A, but do not complete the research essay and that there may be a substantial number of students who remain enrolled, do complete the research essay, but do not pass. We'd like to capture a larger sample of 1A research essays (at least 50%, up from 25%) and record how many students did not attempt the essay and tally those results. We would also like to discuss revising the wording of the SLO statement to include a mention of the level of quality of the Works Cited page.
<table>
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<tr>
<th>Course SLOs 1 and ctu.unitid = 739</th>
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<tbody>
<tr>
<td>2015-16 (Fall 2015) 2016-17 (Fall 2016) 2017-18 (Fall 2017)</td>
<td>transitions effectively, and use correct grammar, spelling, and punctuation. This essay will be approximately 5-7 pages in length, and you must use MLA format, including in-text citations and a Works Cited page. Assessment Method: Essay/Written Assignment Standard and Target for Success: 70% of students write essays that meet the minimum standards of this SLO.</td>
<td>Standard Met? : Yes Semester and Year Assessment Conducted: 2014-15 (Fall 2014) Faculty Assessment Leader: Kevin Degnan, Chelsea Henson Faculty Contributing to Assessment: Department-wide assessment 08/26/2014 - As of spring 2013, SLO #3 was not assessed independently of SLO #1. Standard Met? : No Semester and Year Assessment Conducted: 2012-13 (Spring 2013)</td>
<td>Action Category: SLO/PLO Assessment Process</td>
</tr>
<tr>
<td>2015-16 (Fall 2015) 2016-17 (Fall 2016) 2017-18 (Fall 2017)</td>
<td>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</td>
<td>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</td>
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### Course SLOs 1 and ctu.unitid = 739

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<tr>
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<tbody>
<tr>
<td>An out of class essay of 4-6 pages that compares and contrasts one or more literary works and uses both primary and secondary sources.</td>
<td>01/27/2015 - 80 out of 86 students or 93 percent of students succeeded on the SLO</td>
<td>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.</td>
</tr>
</tbody>
</table>

### 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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**Assessment Method Description:**
An out of class essay of 4-6 pages that compares and contrasts one or more literary works and uses both primary and secondary sources.

**Assessment Method:**
Essay/Written Assignment

**Standard and Target for Success:**
70% of students will succeed on this SLO

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**Faculty Assessment Leader:**
Adrienne Sharp

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

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**Action Category:**
SLO/PLO Assessment Process

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**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%

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**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

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**Action Category:**
SLO/PLO Assessment Process

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**Assessment Method Description:**
An out of class essay of 5 to 7 pages that compares and contrasts two literary works and uses both primary and secondary sources.

**Assessment Method:**
Essay/Written Assignment

**Standard and Target for Success:**
70% of students will succeed on this SLO

---

**Faculty Assessment Leader:**
Adrienne Sharp

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

---

**Action Category:**
Teaching Strategies

---

**Assessment Method Description:**
An out of class essay of 5 to 7 pages that compares and contrasts two literary works and uses both primary and secondary sources.

**Assessment Method:**
Essay/Written Assignment

**Standard and Target for Success:**
70% of students will succeed on this SLO

---

**Faculty Assessment Leader:**
Adrienne Sharp

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

---

**Action Category:**
Teaching Strategies

---

**Assessment Method Description:**
An out of class essay of 4-6 pages that compares and contrasts one or more literary works and uses both primary and secondary sources.

**Assessment Method:**
Essay/Written Assignment

**Standard and Target for Success:**
70% of students will succeed on this SLO

---

**Faculty Assessment Leader:**
Adrienne Sharp

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

---

**Action Category:**
Teaching Strategies

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<th>Course SLOs 1 and ctu.unitid = 739</th>
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<th>Action &amp; Follow-Up</th>
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</thead>
</table>
| ECC: ENGL 1B - Literature and Composition - SLO #3 - Effectively utilize scholarly sources as secondary support. | 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% | 02/14/2014 - Out of 53 essays, 46 (86.79%) were acceptable, and 7 (13.21%) were not.  
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 - 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.  
Action Category: SLO/PLO Assessment Process |
| | Assessment Method Description: An out of class essay of 5 to 7 pages that compares and contrasts two literary works and uses both primary and secondary sources.  
Assessment Method: Essay/Written Assignment  
Standard and Target for Success: 70% | 01/27/2014 - 70 out of 86 students or 81% of students succeeded in this SLO  
Standard Met?: Yes  
Semester and Year Assessment Conducted: 2014-15 (Fall 2014)  
Faculty Assessment Leader: Adrienne Sharp  
Faculty Contributing to Assessment: department wide participation | 12/18/2015 - Continue current practices  
Action Category: Teaching Strategies |
| 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. | Assessment Method Description: 4-5 page essay using research  
Assessment Method: Essay/Written Assignment  
Standard and Target for Success: 70% | 12/11/2014 - 89% acceptable/11% unacceptable. 200 acceptable/24 unacceptable. Because this SLO is the core of 1C, most teachers present these types of arguments in many essay assignments. Instructors are in unison in emphasizing the argumentative essay evidenced by 89% of essays successfully reaching the benchmark for supporting a claim and integrating primary and secondary sources.  
Standard Met?: Yes  
Semester and Year Assessment Conducted: 2014-15 (Fall 2014)  
Faculty Assessment Leader: Jeffrey McMahon and Gene Armao  
Faculty Contributing to Assessment: Faculty-wide assessment | 01/27/2015 - At 89% success, we have decided to continue our emphasis of the argumentative essay as a key tool to measuring Student Learning Outcomes.  
Action Category: Teaching Strategies |
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<td><strong>Results</strong></td>
<td><strong>Action &amp; Follow-Up</strong></td>
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<tr>
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<td><strong>Assessment Method Description:</strong> 4-5 page essay using research</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.</td>
<td><strong>Standard Met?</strong> : Yes</td>
</tr>
<tr>
<td></td>
<td><strong>Assessment Method:</strong> Essay/Written Assignment</td>
<td><strong>Semester and Year Assessment Conducted:</strong> 2013-14 (Fall 2013)</td>
<td><strong>Faculty Assessment Leader:</strong> Gene Armao, Barbara Jaffe</td>
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<td></td>
<td><strong>Standard and Target for Success:</strong> 70%</td>
<td><strong>Faculty Contributing to Assessment:</strong> Department-wide Assessment</td>
<td><strong>Related Documents:</strong> English 1C assessment report Fa13.doc</td>
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<td><strong>Assessment Method Description:</strong> 12/11/2014 - 87% acceptable; 13% unacceptable. 194 acceptable; 30 unacceptable. With well over 70% success, we have sufficient evidence that instructors are emphasizing the part of the Student Learning Outcome for identifying and assessing bias, credibility, and relevance in both primary and secondary sources.</td>
<td>01/27/2015 - We will continue to emphasize this part of the Student Learning Outcome and will monitor any changes in this benchmark if need be.</td>
<td><strong>Action Category:</strong> Teaching Strategies</td>
</tr>
<tr>
<td></td>
<td><strong>Assessment Method:</strong> Essay/Written Assignment</td>
<td><strong>Standard Met?</strong> : Yes</td>
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<td></td>
<td><strong>Standard and Target for Success:</strong> 70%</td>
<td><strong>Semester and Year Assessment Conducted:</strong> 2014-15 (Fall 2014)</td>
<td><strong>Faculty Assessment Leader:</strong> Jeffrey McMahon and Eugene Armao</td>
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<td><strong>Faculty Contributing to Assessment:</strong> Faculty-Wide in English Department</td>
<td><strong>Related Documents:</strong> English 1C assessment report Fa13.doc</td>
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<tr>
<td><strong>Assessment Method Description:</strong></td>
<td>4-5 page essay using research</td>
<td>12/11/2014 - 70% acceptable; 30% unacceptable. 155 acceptable; 68 unacceptable. Of the 3 categories Category 3 is the lowest making our goal barely at 70% success rate. Most likely weaknesses in paragraph composition, sentence structure, grammar, spelling, and usage are rooted in several areas. Students don't have the linguistic acquisition and reading experience and this is reflected in their very basic sentence structures. There is probably no quick fix for these problems, but we want to let the students know that they will be more competitive in their writing classes if they get more reading, basic writing, and grammar practice. <strong>Standard Met?</strong></td>
<td>Yes</td>
</tr>
<tr>
<td><strong>Assessment Method:</strong></td>
<td>Essay/Written Assignment</td>
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<td><strong>Standard and Target for Success:</strong></td>
<td>70%</td>
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<td>11/12/2013</td>
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<td><strong>Course SLO Status:</strong></td>
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**ECC: ENGL 21 - Shakespeare's Plays - Comedies and Histories - SLO #1 - Analyze representative Shakespearean comedies and histories in terms of the language, characters, and themes.**

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

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

**Assessment Method Description:**
At the end of the semester, students will write an in-class close analysis of passages from the comedies and histories read during the semester, paying special attention to language, character, and themes.

**Assessment Method:**
Exam/Test/Quiz

**Standard and Target for Success:**
70% of students in all sections should pass each SLO.

02/05/2015 - 90% of students (18/20) successfully achieved this SLO. 10% of students (2/20) did not achieve this SLO. While the 90% success rate is high, I am not surprised. Close analysis of passages in terms of language, character, and themes is something we practice almost every day in class throughout the semester, so most students are able to do it well by the end of the class.

**Standard Met?**
Yes

**Semester and Year Assessment Conducted:**
2014-15 (Fall 2014)

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**09/30/2015 - A contributing factor to the students’ success this semester was their prior academic preparation; many were English majors, and I believe all but one student had already completed English 1A. I had a similar group when I taught the class in Fall 2012, but when I taught this course in Fall 2010, this was definitely not the case; many students came in quite underprepared and did not succeed in the class as a result. Thus, it would be my strong...**
### Course SLO Status

**Course SLO Status:** Active

**ECC:** ENGL 21 - Shakespeare's Plays - Comedies and Histories - SLO #2 - Demonstrate knowledge of Elizabethan history and culture.

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

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

**Course SLO Status:** Active

**Assessment Method Description:**
As part of an end-of-semester final exam, students will answer questions about Elizabethan history and culture.

**Assessment Method:** Exam/Test/Quiz

**Standard and Target for Success:**
70% of students in all sections should pass each SLO.

**Results:**
02/05/2015 - 95% of students (19/20) successfully achieved this SLO. 5% of students (1/20) did not. Again, this SLO success rate was very high. Part of this may have to do with the make up of the class. This particular section happened to have many very motivated English majors in it. I also made it very clear that students had to know certain key elements of Elizabethan history and culture from the first day of class, and reviewed certain things (like the dates of Queen Elizabeth's rule, the concept of the Great Chain of Being, etc.) weekly throughout the semester.

**Standard Met?**
Yes

**Semester and Year Assessment Conducted:**
2014-15 (Fall 2014)

**Faculty Assessment Leader:**
Rachel Williams

**Action Category:**
Teaching Strategies

**02/06/2015 -** Since the success rate for this SLO was satisfactory, it doesn't seem necessary to change much regarding teaching strategies or curriculum.

### Course SLO Status

**Course SLO Status:** Active

**ECC:** ENGL 21 - Shakespeare's Plays - Comedies and Histories - SLO #3 - Identify, and illustrate with examples, the elements of classical comedy.

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

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

**Course SLO Status:** Active

**Assessment Method Description:**
As part of an end-of-semester final exam, students will answer questions identifying, and illustrating with examples, the elements of classical comedy.

**Assessment Method:** Exam/Test/Quiz

**Standard and Target for Success:**
70% of students in all sections should pass the SLO.

**Results:**
02/05/2015 - 90% (18/20) students successfully achieved this SLO. 10% (2/20) did not. I was surprised by my students' success rate here, since we focused on the comedies in the first part of the semester. Still, they did a nice job of retaining the information. This may have been helped by the fact that they were writing on the comedies for their annotated bibliography assignments in the last part of the semester, which kept the comedies fresh in their minds.

**Standard Met?**
Yes

**Semester and Year Assessment Conducted:**
2014-15 (Fall 2014)

**Faculty Assessment Leader:**
Rachel Williams

**Action Category:**
Teaching Strategies

**02/06/2015 -** Since the success rate for this SLO was satisfactory, it doesn't seem necessary to change much regarding teaching strategies or curriculum.

### Course SLO Status

**Course SLO Status:** Active

**ECC:** ENGL 21 - Shakespeare's Plays - Comedies and Histories - SLO #4 - Demonstrate ability to read, summarize, and evaluate critical analysis of Shakespeare’s works.

**Course SLO Assessment Cycle:**
- 2014-15 (Fall 2014)

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

**Course SLO Status:** Active

**Assessment Method Description:**
Write an annotated bibliography (including summaries of and responses to) critical scholarship on Shakespeare’s work.

**Assessment Method:** Essay/Written Assignment

**Results:**
02/06/2015 - 95% of students (19/20) successfully achieved this SLO. 5% of students (1/20) did not. This was impressive. I think part of the students' success is due to their being primarily English majors. I also think that the model of a strong annotated bibliography entry with which I provided them helped them to

**09/30/2015 -** I was very pleased with the success rate on this SLO. As I mentioned earlier, however, I think that much of the students' ability to succeed came from their excellent academic preparation. I did not have a success
<table>
<thead>
<tr>
<th>Course SLOs 1 and ctu.unitid = 739</th>
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</tr>
</thead>
</table>
| ECC: ENGL 25A - Creative Writing: Introduction to the Craft of Fiction - SLO #1 - Students will identify specific strategies--principles of dramatic structure, indirect and direct methods of characterization, proper format for purposeful dialogue, and setting as thematic element--in short fiction and utilize these strategies in a variety of journal exercises. | **Assessment Method Description:** The portfolio will be a compilation of the original draft of the short story, the revision of the short story, and a one page description of the changes made to the story through revision. **Assessment Method:** Essay/Written Assignment **Standard and Target for Success:** 70% of students will succeed on the SLO | **01/27/2015 - 52 out of 54 students or 96% of students succeeded on the SLO**  
**Standard Met? :** Yes  
**Semester and Year Assessment Conducted:** 2014-15 (Fall 2014)  
**Faculty Assessment Leader:** Adrienne Sharp  
**Faculty Contributing to Assessment:** Adrienne Sharp, Jennifer Gallagher | 12/18/2015 - Continue with current practices. |
| ECC: ENGL 25A - Creative Writing: Introduction to the Craft of Fiction - SLO #2 - Students will compose one 12-20 page short story demonstrating their competency with elements of fiction mentioned in SLO 1. | **Assessment Method Description:** A 12 -20 page short story, revised from the original draft. **Assessment Method:** Essay/Written Assignment **Standard and Target for Success:** 70% of students will succeed on the SLO | **01/27/2015 - 50 out of 54 students or 93% of students met this SLO**  
**Standard Met? :** Yes  
**Semester and Year Assessment Conducted:** 2014-15 (Fall 2014)  
**Faculty Assessment Leader:** Adrienne Sharp  
**Faculty Contributing to Assessment:** Adrienne Sharp, Jennifer Gallagher | 12/18/2015 - Continue with current practices. |
| ECC: ENGL 25A - Creative Writing: Introduction to the Craft of Fiction - SLO #3 - Students will respond to peer evaluations of their short stories through written assessments of their revised short stories. | **Assessment Method Description:** A 12 -20 page short story, revised from the original draft. **Assessment Method:** Essay/Written Assignment | **01/27/2015 - 51 out of 54 students or 94% of students met this SLO**  
**Standard Met? :** Yes  
**Semester and Year Assessment Conducted:** 2014-15 (Fall 2014)  
**Faculty Assessment Leader:** Adrienne Sharp  
**Faculty Contributing to Assessment:** Adrienne Sharp, Jennifer Gallagher | 01/27/2015 - Continue current practices. |

Input Date: 11/12/2013  
Course SLO Status: Active  
Course SLO Assessment Cycle: 2014-15 (Fall 2014)  
2015-16 (Fall 2015)  
2016-17 (Fall 2016)  
2017-18 (Fall 2017)  
2018-19 (Fall 2018)
### Course SLO Assessment Cycle:

- **2014-15 (Fall 2014)**
- **2015-16 (Fall 2015)**
- **2016-17 (Fall 2016)**
- **2017-18 (Fall 2017)**

### Course SLO Status:

- **Active**

### Assessment Methods & Standard and Target for Success / Tasks:

**Standard and Target for Success:** 70% of students will succeed on this SLO

**Assessment Method Description:**
As a measure of success, students will demonstrate their understanding of literary genres, tone, fundamental themes, historical and cultural ideologies, and biblical scholarship.

**Assessment Method:**
Essay/Written Assignment

**Results:**

| 2014-15 (Fall 2014) | Faculty Assessment Leader: Adrienne Sharp | Faculty Contributing to Assessment: Adrienne Sharp, Jennifer Gallagher |

### Action & Follow-Up:

12/11/2015 - I recommend assessing the essay separately from the final exam. Allowing students more time to formulate an essay will likely result in less rushed work and will likely lead to more students achieving acceptable for this SLO.

**Action Category:**
SLO/PLO Assessment Process

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### Teaching Strategies:

- Continue to stress social elements of their readings.
- Continue to hold students accountable for their readings individually and with the text as a whole.
- Continue to hold students continuously quizzed on their readings throughout the semester.
- Continue to stress literary genres and recalling major characters and elements of their readings.

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### Teaching Strategies:

- Continue to stress the major divisions of the Bible as well as how those divisions function individually and with the text as a whole.
- Continue to hold students accountable for their readings and recalling major characters and elements of their readings.

---

### Teaching Strategies:

- Continue to stress social elements of their readings.
- Continue to hold students accountable for their readings individually and with the text as a whole.
- Continue to hold students continuously quizzed on their readings throughout the semester.
- Continue to stress literary genres and recalling major characters and elements of their readings.

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<tr>
<td>2014-15 (Fall 2014)</td>
<td>Final in-class essay of three hours comparing and/or contrasting different works from different cultures and genres.</td>
<td>12/10/2014 - 90% of students (9 out of 10) succeeded on this SLO. Weekly lectures and discussions which focused on analyzing literary elements of assigned works coupled with students writing weekly essays which gave them practice at articulating their understanding of literary elements contributed to the high success rate of this SLO.</td>
<td>12/10/2015 - Continue with current teaching practices.</td>
</tr>
<tr>
<td>2015-16 (Fall 2015)</td>
<td>Essay/Written Assignment</td>
<td>Standard Met? : Yes</td>
<td><strong>Action Category:</strong> Teaching Strategies</td>
</tr>
<tr>
<td>2016-17 (Fall 2016)</td>
<td>Standard and Target for Success: 70% of students will succeed on this SLO.</td>
<td>Semester and Year Assessment Conducted: 2014-15 (Fall 2014)</td>
<td></td>
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<tr>
<td>2017-18 (Fall 2017)</td>
<td>Faculty Assessment Leader: Brent Isaacs</td>
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</tbody>
</table>

ECC: ENGL 35 - World Literature, 3500 BCE to 1650 CE - SLO #3 - Develop a thesis regarding representative texts of African, Asian/Pacific Islander, European, Latin American, and Middle Eastern cultures written since 1650 CE by employing organized, unified, coherent points that are supported by appropriate quotations from and references to the texts, using vocabulary appropriate to the subject, exhibiting correct

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<tbody>
<tr>
<td>2014-15 (Fall 2014)</td>
<td>Final in-class essay of three hours comparing and/or contrasting different works from different cultures and genres.</td>
<td>12/10/2014 - 70% of students (7 students) succeeded on this SLO. Weekly essays on assigned works in which students had to develop and support their own theses on the assigned works contributed to the success rate of this SLO.</td>
<td>12/10/2015 - Continue current teaching practices.</td>
</tr>
<tr>
<td>2015-16 (Fall 2015)</td>
<td>Essay/Written Assignment</td>
<td>Standard Met? : Yes</td>
<td><strong>Action Category:</strong> Teaching Strategies</td>
</tr>
<tr>
<td>2016-17 (Fall 2016)</td>
<td>Standard and Target for Success: 70% of students will succeed on this SLO.</td>
<td>Semester and Year Assessment Conducted:</td>
<td></td>
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<tr>
<td>2017-18 (Fall 2017)</td>
<td>Faculty Assessment Leader: Brent Isaacs</td>
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<tr>
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<tr>
<td><strong>ECC: ENGL 39 - Literature and Film - SLO #1</strong> - Analyze selected novels, plays, and short stories and compare them with corresponding film adaptations.</td>
<td><strong>Assessment Method Description:</strong> In a 5-7 page researched essay, discuss the literary elements of 2-4 paired works of written literature and the written work's film adaptation. The essay must be thesis-driven and must in some way compare and/or contrast the two works and their artistic success. <strong>Assessment Method:</strong> Essay/Written Assignment <strong>Standard and Target for Success:</strong> 70%</td>
<td>02/09/2015 - 90% (17/19) of students scored acceptable on this SLO, while 10% (2/19) scored unacceptable. The high rate of success can be explained in that for this SLO, so long as the student was writing within the most basic parameters of the assignment and the mission of the course, the student would score acceptably. <strong>Standard Met?</strong> : Yes</td>
<td>12/09/2015 - For this SLO, as worded, the target success rate might be increased to 90-100% <strong>Action Category:</strong> SLO/PLO Assessment Process</td>
</tr>
<tr>
<td>ECC: ENGL 39 - Literature and Film - SLO #2 - Evaluate the strengths and weaknesses of adapted works in comparison with the original printed versions.</td>
<td><strong>Assessment Method Description:</strong> In a 5-7 page researched essay, discuss the literary elements of 2-4 paired works of written literature and the written work's film adaptation. The essay must be thesis-driven and must in some way compare and/or contrast the two works and their artistic success. <strong>Assessment Method:</strong> Essay/Written Assignment</td>
<td>02/09/2015 - 84% (16/19) students scored acceptable while 16% (3/19) scored unacceptable. The high rate of success can be explained in that for this SLO, so long as the student was writing within the most basic parameters of the assignment and the mission of the course, the student would score acceptably. <strong>Standard Met?</strong> : Yes</td>
<td></td>
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<tr>
<td>ECC: ENGL 39 - Literature and Film - SLO #3 - Demonstrate an ability to analyze basic techniques employed by screenwriters, filmmakers, and writers of fiction and/or drama.</td>
<td><strong>Assessment Method Description:</strong> In a 5-7 page researched essay, discuss the literary elements of 2-4 paired works of written literature and the written work's film adaptation. The essay must be thesis-driven and must in some way compare and/or contrast the two works and their artistic success. <strong>Assessment Method:</strong> Essay/Written Assignment</td>
<td>02/09/2015 - 84% (16/19) students scored acceptable while 16% (3/19) scored unacceptable. The high rate of success can be explained in that for this SLO, so long as the student was writing within the most basic parameters of the assignment and the mission of the course, the student would score acceptably. <strong>Standard Met?</strong> : Yes</td>
<td>12/09/2015 - For this SLO, as worded, the target success rate might be increased to 90-100% The SLO might also be reworded to account for the upcoming curriculum change to include analysis using critical thinking.</td>
</tr>
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<td>2015-16 (Fall 2015)</td>
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**ECC: ENGL 82 - Introduction to Reading Skills - SLO #1** - Students will demonstrate their ability to recognize context clues that assist with vocabulary acquisition necessary to comprehend and analyze multi-paragraph non-fiction texts written at the 9th-12th grade level (a Lexile range of 1000-1200).

**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:**
- 01/13/2015

**Course SLO Status:**
- Active

**Assessment Method Description:** At the end of the semester, instructors may choose one of three assessment tools. Each of these tools assesses the stated learning outcomes:

1. Townsend Test Level 1, Form A given at end of semester: passing score is 30;  
2. Degrees of Reading Power J-4 (grades 7-9) given at end of semester: passing score is 54; or  
3. Highlight and annotate a multiparagraph text written at the 7th-9th grade level.

**Assessment Method:**
- Multiple Assessments

**Standard and Target for Success:** 70% of all students in each course should pass the SLO.

**Semester and Year Assessment Conducted:**
- 2014-15 (Fall 2014)

**Faculty Assessment Leader:**
- Suzanne Gates

**Faculty Contributing to Assessment:**
- Kevin Degnan

**Standard Met?**
- Yes

**Semester and Year Assessment Conducted:**
- 2014-15 (Fall 2014)

**Action Category:**
- SLO/PLO Assessment Process

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**SLO/PLO Assessment Process**

**Action Category:**
- SLO/PLO Assessment Process

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**ECC: ENGL 82 - Introduction to Reading Skills - SLO #2** - Students will demonstrate their ability to employ comprehension strategies necessary to comprehend multi-paragraph non-fiction texts written at the 9th-12th grade level (a Lexile range of 1000-1200).

**Course SLO Assessment Cycle:**
- 2014-15 (Fall 2014)

**Assessment Method Description:** At the end of the semester, instructors may choose one of three assessment tools. Each of these tools assesses the stated learning outcomes:

1. Townsend Test Level 1, Form A given at end of semester: passing score is 30;  
2. Highlight and annotate a multiparagraph text written at the 7th-9th grade level.

**Assessment Method:**
- Essay/Written Assignment

**Standard and Target for Success:** 70% of all students in each course should pass for this SLO. It is difficult to analyze these data in any meaningful way. The reading program did surpass its standard of 70%; however, instructors may choose between three assessment types, and data are not collected that would allow us to compare percentage of passing students for each assessment type. In addition, the ability to recognize and use contextual clues in vocabulary acquisition is directly affected by text type and complexity, and multiple assessments allow for a variety of texts to be used. Consistency is at issue here. Another concern is the SLO itself, which at the time of assessment listed a grade range of 7th-9th. This grade range actually indicated the probable mastery level of students entering the course; by the end of English 82, students should have attained a mastery level of 9th-12th grade (or a Lexile range of 1000-2000). The SLO has since been revised, but our Fall, 2014, assessment used the flawed SLO. Given the low grade level listed in the flawed SLO and the mix of assessment types, any data analysis must be deemed invalid.

**Standard Met?**
- Yes

**Semester and Year Assessment Conducted:**
- 2014-15 (Fall 2014)

**Faculty Assessment Leader:**
- Kevin Degnan

**Faculty Contributing to Assessment:**
- Kevin Degnan

**Standard Met?**
- Yes

**Semester and Year Assessment Conducted:**
- 2014-15 (Fall 2014)

**Action Category:**
- SLO/PLO Assessment Process

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**SLO/PLO Assessment Process**

**Action Category:**
- SLO/PLO Assessment Process

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<tr>
<td>2015-16 (Fall 2015)</td>
<td>2. Degrees of Reading Power J-4 (grades 7-9) given at end of semester: passing score is 54; or 3. Highlight and annotate a multiparagraph text written at the 7th-9th grade level.</td>
<td>the Degrees of Reading Power tests students' facility with context clues used to define vocabulary. The use of context clues is directly associated with textual comprehension, but without additional testing of other comprehension strategies, such as locating main ideas and supporting details, that one assessment method may not provide data on all the comprehension strategies listed in the COR. Another concern is the SLO itself, which at the time of assessment listed a grade range of 7th-9th. This grade range actually indicated the probable mastery level of students entering the course; by the end of English 82, students should have attained a mastery level of 9th-12th grade (or a Lexile range of 1000-2000). The SLO has since been revised, but our Fall, 2014, assessment used the flawed SLO. Given the low grade level listed in the flawed SLO and the mix of assessment types, any data analysis must be deemed invalid.</td>
<td>students should have attained by the end of English 82 (9th-12th level), along with a Lexile range that indicates appropriate text complexity (a Lexile range of 1000-1200). The second concern, a common and meaningful assessment method, also currently is being addressed. During the Fall, 2014, semester, reading instructors reviewed English 84 assessment methods and designed a common test that will use a text of the appropriate Lexile level. This test will be piloted during the Spring, 2015, English 84 assessment. Results of that pilot will be used to design a similar common assessment for English 82, which will be piloted during the Fall, 2015, English 82 SLO assessment. We expect that the revised SLO, along with a common assessment method, will provide rich data about students' outcomes in English 82.</td>
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<td>2016-17 (Fall 2016)</td>
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<td><strong>Course SLO Status:</strong> Active</td>
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</table>

**Assessment Method:**
Multiple Assessments

**Standard and Target for Success:**
70% of all students in each course should pass the SLO.

**Assessment Method Description:**
At the end of the semester, instructors may choose one of three assessment tools. Each of these tools assesses the stated learning outcomes:
1. Townsend Test Level 1, Form A given at end of semester: passing score is 30;
2. Degrees of Reading Power J-4 (grades 7-9) given at end of semester: passing score is 54; or 3. Highlight and annotate a multiparagraph text written at the 7th-9th grade level.

**Results:**
02/06/2015 - 76% of all students (211/278) did pass for this SLO. However, currently three assessment types may be used to assess SLOs, with each type differing in its coverage of textual analysis. In addition, some disagreement exists between instructors on the breadth of analysis coverage in each assessment type. Our current assessment methods do not allow us to distinguish between types of analysis strategies used (for example, we cannot distinguish between inferential strategies and text connection strategies). Another concern is the SLO itself, which at the time of assessment listed a grade range of 7th-9th. This grade range actually indicated the probable mastery level of students entering the course; by the end of English 82, students should have attained a mastery level of 9th-12th grade (or a Lexile range of 1000-2000). The SLO has since been revised, but our Fall, 2014, assessment used the flawed SLO. Given the low grade level listed in the flawed SLO and the mix of assessment types, any data analysis must be deemed invalid.

**Standard Met? :**
Yes

**Semester and Year Assessment Conducted:**
2014-15 (Fall 2014)

**Faculty Assessment Leader:**
Suzanne Gates

**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:** 01/13/2015

**Course SLO Status:** Active

ECC: ENGL 82 - Introduction to Reading Skills - SLO #3 - Students will demonstrate their ability to analyze multi-paragraph non-fiction texts written at the 9th-12th grade level (a Lexile range of 1000-1200).

**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:** 01/13/2015

**Course SLO Status:** Active

**Assessment Method Description:**
At the end of the semester, instructors may choose one of three assessment tools. Each of these tools assesses the stated learning outcomes:
1. Townsend Test Level 1, Form A given at end of semester: passing score is 30;
2. Degrees of Reading Power J-4 (grades 7-9) given at end of semester: passing score is 54; or 3. Highlight and annotate a multiparagraph text written at the 7th-9th grade level.

**Assessment Method:**
Multiple Assessments

**Standard and Target for Success:**
70% of students will pass the SLO.

**Assessment Method Description:**
At the end of the semester, instructors may choose one of three assessment tools. Each of these tools assesses the stated learning outcomes:
1. Townsend Test Level 1, Form A given at end of semester: passing score is 30;
2. Degrees of Reading Power J-4 (grades 7-9) given at end of semester: passing score is 54; or 3. Highlight and annotate a multiparagraph text written at the 7th-9th grade level.

**Assessment Method:**
Multiple Assessments

**Standard and Target for Success:**
70% of all students in each course should pass the SLO.

**Assessment Method Description:**
At the end of the semester, instructors may choose one of three assessment tools. Each of these tools assesses the stated learning outcomes:
1. Townsend Test Level 1, Form A given at end of semester: passing score is 30;
2. Degrees of Reading Power J-4 (grades 7-9) given at end of semester: passing score is 54; or 3. Highlight and annotate a multiparagraph text written at the 7th-9th grade level.

**Assessment Method:**
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**Standard and Target for Success:**
70% of students will pass the SLO.

**Assessment Method Description:**
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1. Townsend Test Level 1, Form A given at end of semester: passing score is 30;
2. Degrees of Reading Power J-4 (grades 7-9) given at end of semester: passing score is 54; or 3. Highlight and annotate a multiparagraph text written at the 7th-9th grade level.

**Assessment Method:**
Multiple Assessments

**Standard and Target for Success:**
70% of all students in each course should pass the SLO.

**Assessment Method Description:**
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1. Townsend Test Level 1, Form A given at end of semester: passing score is 30;
2. Degrees of Reading Power J-4 (grades 7-9) given at end of semester: passing score is 54; or 3. Highlight and annotate a multiparagraph text written at the 7th-9th grade level.

**Assessment Method:**
Multiple Assessments

**Standard and Target for Success:**
70% of students will pass the SLO.
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<tr>
<td><strong>ECC: ENGL B - Introduction to College Writing</strong></td>
<td><strong>Assessment Method Description:</strong> Typed paragraph of 250-300 words based on personal experience and observations that has undergone multiple revisions and responds to a text discussed in class. <strong>Assessment Method:</strong> Essay/Written Assignment <strong>Standard and Target for Success:</strong> 70% of students will succeed in achieving this SLO.</td>
<td>Suzanne Gates</td>
<td>revised SLO, along with a common assessment method, will provide rich data about students' outcomes in English 82.</td>
</tr>
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<tr>
<td><strong>Input Date:</strong> 11/12/2013</td>
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<td><strong>Action Category:</strong> Program/College Support</td>
</tr>
<tr>
<td><strong>Course SLO Status:</strong> Active</td>
<td></td>
<td></td>
<td><strong>Action Category:</strong> Teaching Strategies</td>
</tr>
<tr>
<td><strong>Assessment Method Description:</strong> Typed paragraph of 250-300 words based on personal experience and observations that has undergone multiple revisions and responds to a text discussed in class.</td>
<td>12/12/2014 - 92% of students (143 of 156) successfully achieved this SLO. This figure reflects the course emphasis on the writing process, with a built-in one-on-one tutorial lab component to assist students in planning, revising, and editing. <strong>Standard Met? :</strong> Yes</td>
<td>12/11/2015 - Continue current practice of conference-based tutor-assisted labs, with emphasis on the writing process, enhanced by providing an additional in-class tutors to facilitate conferencing.</td>
<td><strong>Semester and Year Assessment Conducted:</strong> 2014-15 (Fall 2014) <strong>Faculty Assessment Leader:</strong> Sara Blake <strong>Faculty Contributing to Assessment:</strong> Department-Wide Assessment</td>
</tr>
<tr>
<td><strong>SLO #1 - Apply appropriate strategies in the writing process including prewriting, composing, revising, and editing techniques.</strong></td>
<td><strong>Faculty Assessment Leader:</strong> Sara Blake <strong>Faculty Contributing to Assessment:</strong> Department-Wide Assessment</td>
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</tr>
</tbody>
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| **Assessment Method Description:** Typed paragraph of 250-300 words based on personal experience and observations that has undergone multiple revisions and responds to a text discussed in class. **Assessment Method:** Essay/Written Assignment **Standard and Target for Success:** 70% of students will succeed in achieving this SLO. | 12/12/2014 - 93% of students (145 of 156) successfully achieved this SLO. The current practice of requiring paragraphs to undergo multiple revisions is enhanced by the lab component of the course. A sample text was provided to all instructors, along with clear parameters for the SLO assessment assignment. **Standard Met? :** Yes | 01/27/2015 - Continue current practice of lab tutorials to emphasize multiple revision, and identify appropriate short readings for response. | **Semester and Year Assessment Conducted:** 2014-15 (Fall 2014) **Faculty Assessment Leader:** Sara Blake **Faculty Contributing to Assessment:** Discipline-Wide Assessment |
| **SLO #2 - Write paragraphs based on personal experience and observations that have undergone multiple revisions and respond to a text discussed in class.** | **Faculty Assessment Leader:** Sara Blake **Faculty Contributing to Assessment:** Discipline-Wide Assessment | | **Action Category:** Teaching Strategies |

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| **Assessment Method Description:** Typed paragraph of 250-300 words based on personal experience and observations that has undergone multiple revisions and responds to a text discussed in class. **Standard and Target for Success:** 70% of students will succeed in achieving this SLO. | 12/12/2014 - 84% of students (131 of 156) succeeded in achieving this SLO. Course emphasis is on topic sentence/support one-paragraph essay model, which students have been practicing throughout the semester. **Standard Met? :** Yes | 01/27/2015 - Continue with teaching strategies that emphasize topic sentences and development. | **Semester and Year Assessment Conducted:** 2014-15 (Fall 2014) **Faculty Assessment Leader:** Sara Blake **Faculty Contributing to Assessment:** Discipline-Wide Assessment |
| **SLO #3 - Compose logically organized and focused paragraphs that include a clear topic sentence and provide specific supporting details.** | **Faculty Assessment Leader:** Sara Blake **Faculty Contributing to Assessment:** Discipline-Wide Assessment | | **Action Category:** Teaching Strategies |
### Course SLOs 1 and ctu.unitid = 739

<table>
<thead>
<tr>
<th>Assessment Method Description:</th>
<th>Standard and Target for Success / Tasks</th>
<th>Results</th>
<th>Action &amp; Follow-Up</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Humanities - SLO #1</strong> - Students will demonstrate their understanding of the humanities by composing college level essays that describe significant works of film, drama, music, literature, painting, sculpture, and architecture.</td>
<td><strong>Essay/Written Assignment</strong></td>
<td><strong>Standard Met?</strong> : Yes</td>
<td>01/27/2015 - Revise SLO so that MLA formatting is assessed separately from grammar and usage issues. SLOs 1 and 2, which were easily met, might be combined so that SLO 4 can be split into two parts without expanding to 5 SLOs.</td>
</tr>
<tr>
<td><strong>Semester and Year Assessment Conducted:</strong></td>
<td><strong>Faculty Contributing to Assessment:</strong> Discipline-Wide Assessment</td>
<td></td>
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<tr>
<td>2014-15 (Fall 2014)</td>
<td>Sara Blake</td>
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<tr>
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<td>Janet Madden</td>
<td></td>
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</tbody>
</table>

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### Course SLOs 2 and ctu.unitid = 739

<table>
<thead>
<tr>
<th>Assessment Method Description:</th>
<th>Standard and Target for Success / Tasks</th>
<th>Results</th>
<th>Action &amp; Follow-Up</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Humanities - SLO #2</strong> - Students will demonstrate their understanding of the humanities by composing college level essays that analyze and interpret significant works of film, drama, music, literature, painting, sculpture, or architecture.</td>
<td><strong>Essay/Written Assignment</strong></td>
<td><strong>Standard Met?</strong> : Yes</td>
<td>12/11/2015 - These numbers indicate students are succeeding at describing works of film, drama, music, literature, painting, sculpture, and architecture. We will maintain teaching strategies for this SLO</td>
</tr>
<tr>
<td><strong>Semester and Year Assessment Conducted:</strong></td>
<td><strong>Faculty Contributing to Assessment:</strong> Teaching Strategies</td>
<td></td>
<td></td>
</tr>
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### Course SLOs 3 and ctu.unitid = 739

<table>
<thead>
<tr>
<th>Assessment Method Description:</th>
<th>Standard and Target for Success / Tasks</th>
<th>Results</th>
<th>Action &amp; Follow-Up</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Humanities - SLO #3</strong> - Students will demonstrate their understanding of the humanities by writing an essay and describes a significant work of film, drama, music, literature, painting, sculpture, or architecture.</td>
<td><strong>Essay/Written Assignment</strong></td>
<td><strong>Standard Met?</strong> : Yes</td>
<td>12/12/2014 - 72% of students (112 of 156) succeeded in achieving this SLO. Although the target of 70% was met, this SLO had the lowest rate of success. One explanation may be that this SLO contains an &quot;and&quot; statement requiring students to exhibit competency in two or more areas.</td>
</tr>
<tr>
<td><strong>Semester and Year Assessment Conducted:</strong></td>
<td><strong>Faculty Contributing to Assessment:</strong> Discipline-Wide Assessment</td>
<td></td>
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### Course SLOs 4 and ctu.unitid = 739

<table>
<thead>
<tr>
<th>Assessment Method Description:</th>
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<th>Results</th>
<th>Action &amp; Follow-Up</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Humanities - SLO #4</strong> - Use basic rules of grammar, spelling, usage, and punctuation so that the ideas are clear, and follow MLA guidelines to format a document (heading, indentation, spacing, font, centered title).</td>
<td><strong>Essay/Written Assignment</strong></td>
<td><strong>Standard Met?</strong> : Yes</td>
<td>01/27/2015 - Revise SLO so that MLA formatting is assessed separately from grammar and usage issues. SLOs 1 and 2, which were easily met, might be combined so that SLO 4 can be split into two parts without expanding to 5 SLOs.</td>
</tr>
<tr>
<td><strong>Semester and Year Assessment Conducted:</strong></td>
<td><strong>Faculty Contributing to Assessment:</strong> Discipline-Wide Assessment</td>
<td></td>
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<td>2017-18 (Fall 2017)</td>
<td>Janet Madden</td>
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</table>
### Course SLOs 1 and 739

#### Assessment Methods & Standard and Target for Success / Tasks

<table>
<thead>
<tr>
<th>Assessment Method Description:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will write an essay about a significant work of film, drama, music, painting, literature, sculpture or architecture that shows their understanding of the historical era, the concepts of that era, and the artist who produced the work.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment Method:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essay/Written Assignment</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>12/10/2014 - 30 of 44 students met the SLO--68%</td>
</tr>
<tr>
<td>This SLO was not met by students. It is likely the writing prompt itself might not be clear or contain enough examples of what this type of connection might be.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Action &amp; Follow-Up</th>
</tr>
</thead>
<tbody>
<tr>
<td>12/11/2014 - The lower number of students meeting this SLO suggests a number are not clear on the connection between art and historical influences, concepts, and artists. One way to address this is to revise writing assignments to include a citation from an historical source or require reference to events taking place at the time the work was created. Another strategy is to alter the writing prompt to include an example of the connection between the work and its context. One other possible change might be to give students good examples of essays that make this connection.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Action Category:</th>
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</thead>
<tbody>
<tr>
<td>Teaching Strategies</td>
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</tbody>
</table>

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### Course SLO Assessment Cycle:

- 2014-15 (Fall 2014)
- 2015-16 (Fall 2015)
- 2016-17 (Fall 2016)
- 2017-18 (Fall 2017)

**Input Date:** 09/18/2014

**Course SLO Status:** Active

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### Course SLOs 1 and 739

#### Assessment Methods & Standard and Target for Success / Tasks

<table>
<thead>
<tr>
<th>Assessment Method Description:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students/prospective tutors will answer the following questions on a quiz or final exam. They may also demonstrate competency by participating in a mock tutoring session.</td>
</tr>
</tbody>
</table>

1) Explain what you would do at the beginning of a tutoring session to assess a student’s learning needs?

2) Explain what tutoring methods, tutoring strategies and learning theories you would use during a tutoring session?

3) Explain what you would do during your tutoring sessions to effectively communicate with a diverse student population?

<table>
<thead>
<tr>
<th>Assessment Method:</th>
</tr>
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<tbody>
<tr>
<td>Exam/Test/Quiz</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard and Target for Success:</th>
</tr>
</thead>
<tbody>
<tr>
<td>70%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Related Documents:</th>
</tr>
</thead>
<tbody>
<tr>
<td>TUTR 200 SLO - Sept 19 2013.docx</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/28/2014 - Twenty-two out of 24 (91%) of the students provided an acceptable answer to this SLO on their final exam. Favorable outcomes are the norm for this course because students take this course to be a tutor for the Learning Resources Center, or students are tutors at off-campus venues.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Action &amp; Follow-Up</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/28/2014 - The instructor should provide models to demonstrate how to write an acceptable response to the prompt.</td>
</tr>
</tbody>
</table>

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<tr>
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<tr>
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### 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:** 04/03/2014

**Course SLO Status:** Active

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### 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:** 04/29/2015 7:35 PM

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### Course SLOs 1 and ctu.unitid = 739

#### Tutoring - SLO #2 - Students/prospective tutors will understand how to apply tutoring methods, strategies and learning theories to a tutoring session.

**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:**
04/03/2014

**Course SLO Status:** Active

<table>
<thead>
<tr>
<th>Assessment Methods &amp; Standard and Target for Success / Tasks</th>
<th>Results</th>
<th>Action &amp; Follow-Up</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assessment Method Description:</strong> Students/prospective tutors will answer the following questions on a quiz or final exam. They may also demonstrate competency by participating in a mock tutoring session.</td>
<td>10/28/2014 - Twenty-two out of 24 (91%) provided acceptable responses. Since 21 of the students come to class with experiences as tutors, they have real-life situations where they have applied the concepts for assessment that were covered in class.</td>
<td>10/28/2014 - Learning theory is not covered in the textbook, so materials on this topic will be collected and distributed next time the course is taught.</td>
</tr>
<tr>
<td>1) Explain what you would do at the beginning of a tutoring session to assess a student’s learning needs?</td>
<td><strong>Standard Met?</strong></td>
<td><strong>Action Category:</strong> Teaching Strategies</td>
</tr>
<tr>
<td>2) Explain what tutoring methods, tutoring strategies and learning theories you would use during a tutoring session?</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>3) Explain what you would do during your tutoring sessions to effectively communicate with a diverse student population?</td>
<td><strong>Semester and Year Assessment Conducted:</strong> 2014-15 (Fall 2014)</td>
<td></td>
</tr>
<tr>
<td><strong>Assessment Method:</strong> Exam/Test/Quiz</td>
<td><strong>Faculty Assessment Leader:</strong> Sheryl Kunisaki</td>
<td></td>
</tr>
<tr>
<td><strong>Standard and Target for Success:</strong> 70%</td>
<td><strong>Faculty Contributing to Assessment:</strong> Sheryl Kunisaki</td>
<td></td>
</tr>
<tr>
<td><strong>Related Documents:</strong> TUTR 200 June 1, 2013.doc</td>
<td><strong>Reviewer's Comments:</strong> Learning strategies were not covered in class because there was not enough time; therefore, this part of the prompt was eliminated on the final exam.</td>
<td></td>
</tr>
</tbody>
</table>

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### ECC: TUTR 200 - Theory and Practice of Tutoring - SLO #3 - Students/prospective tutors will understand how to effectively communicate with a diverse student population.

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

**Input Date:**
04/03/2014

**Course SLO Status:** Active

<table>
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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Assessment Method Description:</strong> Students/prospective tutors will answer the following questions on a quiz or final exam. They may also demonstrate competency by participating in a mock tutoring session.</td>
<td>10/28/2014 - Twenty-one out of 24 (87%) provided an acceptable response to this prompt.</td>
<td>10/28/2014 - Diversity is an important topic for this course, so instructors should provide relevant, interesting material on this subject.</td>
</tr>
<tr>
<td>1) Explain what you would do at the beginning of a tutoring session to assess a student’s learning needs?</td>
<td><strong>Standard Met?</strong></td>
<td><strong>Action Category:</strong> Teaching Strategies</td>
</tr>
<tr>
<td>2) Explain what tutoring methods, tutoring strategies and learning theories you would use during a tutoring session?</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>3) Explain what you would do during your tutoring sessions to effectively communicate with a diverse student population?</td>
<td><strong>Semester and Year Assessment Conducted:</strong> 2014-15 (Fall 2014)</td>
<td></td>
</tr>
<tr>
<td><strong>Assessment Method:</strong> Exam/Test/Quiz</td>
<td><strong>Faculty Assessment Leader:</strong> Sheryl Kunisaki</td>
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<tr>
<td><strong>Standard and Target for Success:</strong> 70%</td>
<td><strong>Faculty Contributing to Assessment:</strong> Sheryl Kunisaki</td>
<td></td>
</tr>
<tr>
<td><strong>Related Documents:</strong> TUTR 200 June 1, 2013.doc</td>
<td><strong>Reviewer's Comments:</strong> Two of the students whose responses are “not acceptable” are non-native speakers of English. One student forgot to answer this prompt. Students believe since they live in southern California, it is natural to adapt tutor styles to a diverse student population.</td>
<td></td>
</tr>
<tr>
<td><strong>Related Documents:</strong> SLO Assessment for Final Fall 2014.docx</td>
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</tbody>
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