

Assessment: Course Four Column

SPRING / SUMMER 2016



El Camino: Course SLOs (HUM) - Academic Strategies

ECC: AS 20 :Prewriting Workshop

Course SLOs	Assessment Method Description	Results	Actions
<p>SLO #1 - Given an in-class essay assignment, students will use various pre-writing strategies to generate ideas for writing a college-level essay.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2013-14 (Spring 2014), 2015-16 (Spring 2016), 2016-17 (Spring 2017), 2017-18 (Spring 2018)</p> <p>Input Date: 12/10/2013</p>	<p>Essay/Written Assignment - Students will write a paragraph on a specific subject with a clearly defined topic sentence, support material, and a conclusion.</p> <p>Standard and Target for Success: 70%</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016)</p> <p>Standard Met? : Standard Met</p> <p>Of the 16 students evaluated, 14 (88%) met the standard. This course was taught by a faculty member who has since retired and left no analysis of the data, though in future assessments, current faculty will be able to generate analysis of success rates. (09/15/2016)</p> <p>Faculty Assessment Leader: Brent Isaacs</p> <p>Faculty Contributing to Assessment: Mimi Ansite, Brent Isaacs</p>	<p>Action: The Humanities Division is in the process of a consistency project, the ultimate aim of which is to make certain that students in basic skills writing classes (e.g., ENGL B and ENGL A) are achieving standard measurable goals. New and innovative basic skills classes and approaches (e.g., ENGL 50 and FYE/LC courses) are also being tried. The Academic Strategies instructors and English instructors are communicating throughout, in hitherto unprecedented ways, trying to develop ways to integrate the two departments classes in their respective programs whenever and however possible. This will continue and be reflected in the cross-listing of all AS courses as ENGL courses as well. (09/14/2017)</p> <p>Action Category: Curriculum Changes</p> <p>Action: While the random sampling of students met the standard, it may not represent the whole picture. To</p>

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			<p>continue to ensure student success, the division should continue to offer more basic skills courses. (06/11/2015)</p> <p>Action Category: Program/College Support</p> <p>Follow-Up: The Humanities Division is in the process of a consistency project, the ultimate aim of which is to make certain that students in basic skills writing classes (e.g., ENGL B and ENGL A) are achieving standard measurable goals. New and innovative basic skills classes and approaches (e.g., ENGL 50 and FYE/LC courses) are also being tried. The Academic Strategies instructors and English instructors are communicating throughout, in hitherto unprecedented ways, trying to develop ways to integrate the two departments classes in their respective programs whenever and however possible. (09/15/2016)</p> <hr/> <p>Action: While these results are very satisfactory, in the future we will assess 100% of students rather than a 25% random sampling because with so few students evaluated we may not be getting the whole picture. (06/11/2015)</p> <p>Action Category: SLO/PLO Assessment Process</p> <p>Follow-Up: 100% of enrolled students in Spring 2016, 16 students in only one section (4012), were assessed this year. (09/15/2016)</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #2 - Given an in-class essay assignment, students will write a thesis statement that includes a topic and an opinion or point about the topic.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2013-14 (Spring 2014), 2015-16 (Spring 2016), 2016-17 (Spring 2017), 2017-18 (Spring 2018)</p> <p>Input Date: 12/10/2013</p>	<p>Essay/Written Assignment - Students will write a paragraph on a specific subject with a clearly defined topic sentence, support material, and a conclusion.</p> <p>Standard and Target for Success: 70%</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016)</p> <p>Standard Met? : Standard Met</p> <p>Of the 16 students evaluated, 14 (88%) met the standard. This course was taught by a faculty member who has since retired and left no analysis of the data, though in future assessments, current faculty will be able to generate analysis of success rates. (09/15/2016)</p> <p>Faculty Assessment Leader: Brent Isaacs</p> <p>Faculty Contributing to Assessment: Mimi Ansite, Brent Isaacs</p>	<p>Action: The Humanities Division is in the process of a consistency project, the ultimate aim of which is to make certain that students in basic skills writing classes (e.g., ENGL B and ENGL A) are achieving standard measurable goals. New and innovative basic skills classes and approaches (e.g., ENGL 50 and FYE/LC courses) are also being tried. The Academic Strategies instructors and English instructors are communicating throughout, in hitherto unprecedented ways, trying to develop ways to integrate the two departments classes in their respective programs whenever and however possible. This will continue and be reflected in the cross-listing of all AS courses as ENGL courses as well. (09/14/2017)</p> <p>Action Category: Curriculum Changes</p> <hr/> <p>Action: While these results are very satisfactory, in the future we will assess 100% of students rather than a 25% random sampling because with so few students evaluated we may not be getting the whole picture. (06/11/2015)</p> <p>Action Category: SLO/PLO Assessment Process</p> <p>Follow-Up: 100% of students (16) enrolled in the only Spring 2016 AS 20 course (4012) were assessed. (09/15/2016)</p>
<p>SLO #3 - Given an in-class essay assignment, students will provide</p>	<p>Essay/Written Assignment - Students will write a paragraph on a</p>	<p>Semester and Year Assessment Conducted: 2015-16</p>	<p>Action: The Humanities Division is in</p>

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<p>primary supporting ideas to support the thesis.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2013-14 (Spring 2014), 2015-16 (Spring 2016), 2016-17 (Spring 2017), 2017-18 (Spring 2018)</p> <p>Input Date: 12/10/2013</p>	<p>specific subject with a clearly defined topic sentence, support material, and a conclusion.</p> <p>Standard and Target for Success: 70%</p>	<p>(Spring 2016)</p> <p>Standard Met? : Standard Met</p> <p>Of the 16 students evaluated, 14 (88%) met the standard.</p> <p>This course was taught by a faculty member who has since retired and left no analysis of the data, though in future assessments, current faculty will be able to generate analysis of success rates. (09/15/2016)</p> <p>Faculty Assessment Leader: Brent Isaacs</p> <p>Faculty Contributing to Assessment: Mimi Ansie, Brent Isaacs</p>	<p>the process of a consistency project, the ultimate aim of which is to make certain that students in basic skills writing classes (e.g., ENGL B and ENGL A) are achieving standard measurable goals. New and innovative basic skills classes and approaches (e.g., ENGL 50 and FYE/LC courses) are also being tried. The Academic Strategies instructors and English instructors are communicating throughout, in hitherto unprecedented ways, trying to develop ways to integrate the two departments classes in their respective programs whenever and however possible. This will continue and be reflected in the cross-listing of all AS courses as ENGL courses as well. (09/14/2017)</p> <p>Action Category: Curriculum Changes</p> <hr/> <p>Action: While these results are very satisfactory, in the future we will assess 100% of students rather than a 25% random sampling because with so few students evaluated we may not be getting the whole picture. (06/11/2015)</p> <p>Action Category: SLO/PLO Assessment Process</p> <p>Follow-Up: This year, 100% of the students enrolled (16) in the only section of AS 20 offered (4012) were evaluated. (09/15/2016)</p>

ECC: AS 22 :Vocabulary Building for College Students

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #1 - Given worksheets and in-class tests the students will demonstrate the appropriate use of a thesaurus in identifying and correctly using denotations, connotations and euphemisms.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2013-14 (Spring 2014), 2014-15 (Spring 2015), 2015-16 (Spring 2016), 2016-17 (Spring 2017), 2017-18 (Spring 2018)</p> <p>Input Date: 12/10/2013</p>	<p>Exam/Test/Quiz - Corrected worksheets with the use of a thesaurus. A two part final exam that generates two scores. The students must identify the roots, prefixes and suffixes in a given word for one score then identify the word's meaning for the other. This is a fill-in and multiple choice test. The scores from the other four tests and the two scores from the final exam are averaged together and must be 70% or better.</p> <p>Standard and Target for Success: 70% success rate on worksheets</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016)</p> <p>Standard Met? : Standard Met</p> <p>88% (35 of the 38) participating students succeeded and showed competence in the use of a thesaurus. Weekly in-class Thesaurus Day worksheet assignments provided thorough practice in thesaurus usage which likely led to the students' ability to use a thesaurus correctly on the final exam. In earlier years, in-class exercises were mostly word games. (09/15/2016)</p> <p>Faculty Assessment Leader: Brent Isaacs</p> <p>Faculty Contributing to Assessment: Brent Isaacs</p>	<p>Action: Due to the complete turnover in instructors in the AS program in general and for this course in particular, the SLOs should be reconsidered. (09/14/2017)</p> <p>Action Category: SLO/PLO Assessment Process</p> <hr/> <p>Action: Maintain performance of students at a level of 70%. (06/15/2017)</p> <p>Action Category: Teaching Strategies</p> <p>Follow-Up: Current teaching approaches related to this SLO should be maintained. Although the percentage of students who achieved this SLO fell from the previous annual assessment, 88% was still substantially above the target standard. Because of the inconsistent skill/functioning levels of students in the AS program, raising the target standard would not be an idea that could benefit the students or the program. (09/15/2016)</p>
<p>SLO #2 - Given worksheets and in-class tests the students will demonstrate the appropriate use of a dictionary as it relates to multiple meanings and the etymology of words.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2013-14 (Spring 2014), 2014-15 (Spring 2015), 2015-16 (Spring 2016), 2016-</p>	<p>Exam/Test/Quiz - Corrected worksheets with the use of a college level dictionary. A two part final exam that generates two scores. The students must identify the roots, prefixes and suffixes in a given word for one score then identify the word's meaning for the other. This is a fill-in and multiple choice test. The scores from the other four tests</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016)</p> <p>Standard Met? : Standard Met</p> <p>88% (35 of the 38) participating students succeeded and showed competence in the use of a dictionary for this purpose. Weekly in-class Dictionary Day worksheet assignments provided thorough practice in thesaurus usage which likely led to the students' ability to use a dictionary correctly on the final exam. In earlier years, in-class exercises were mostly word games. (09/15/2016)</p>	<p>Action: Due to the complete turnover in instructors in the AS program in general and for this course in particular, the SLOs should be reconsidered. (09/14/2017)</p> <p>Action Category: SLO/PLO Assessment Process</p> <p>Follow-Up: Current teaching approaches related to this SLO</p>

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<p>17 (Spring 2017), 2017-18 (Spring 2018) Input Date: 12/10/2013</p>	<p>the two scores from the final exam are averaged together and must be 70% or better. Standard and Target for Success: 70% success rate on worksheets.</p>	<p>Faculty Assessment Leader: Brent Isaacs Faculty Contributing to Assessment: Brent Isaacs</p>	<p>should be maintained. Although the percentage of students who achieved this SLO fell from the previous annual assessment, 88% was still substantially above the target standard. Because of the inconsistent skill/functioning levels of students in the AS program, raising the target standard would not be an idea that could benefit the students or the program. (09/15/2016)</p>
<p>SLO #3 - Given worksheets and in-class tests the students will recall and use major roots and affixes to decipher and define unfamiliar words. Course SLO Status: Active Course SLO Assessment Cycle: 2013-14 (Spring 2014), 2014-15 (Spring 2015), 2015-16 (Spring 2016), 2016-17 (Spring 2017), 2017-18 (Spring 2018) Input Date: 12/10/2013</p>	<p>Exam/Test/Quiz - Final exam. A two part final exam that generates two scores. The students must identify the roots, prefixes and suffixes in a given word for one score then identify the word's meaning for the other. This is a fill-in and multiple choice test. The scores from the other four tests and the two scores from the final exam are averaged together and must be 70% or better. Standard and Target for Success: 70% success rate on the final exam.</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016) Standard Met? : Standard Met 85% (34 of the 40) achieved this SLO. As the sole instructor for this course, I chose a textbook with a heavy emphasis on word etymology, which likely contributed to the raise in the program's success rates in this SLO and the meeting of the standard by both sections as opposed to in previous assessments. (09/24/2014) Faculty Assessment Leader: Brent Isaacs Faculty Contributing to Assessment: Brent Isaacs</p>	<p>Action: This is the one SLO that should not be considered for an updating or rewriting, especially in light of the the current textbook assignment and renewed emphasis on word etymology (i.e., prefixes, suffixes, and roots), which at current accounts for 50% of the course grade between weekly quizzes and the final exam. (09/15/2016) Action Category: Teaching Strategies</p> <hr/> <p>Action: Maintain performance of students at a 70% level. (05/12/2016) Action Category: Teaching Strategies</p> <hr/> <p>Follow-Up: Current teaching approaches related to this SLO should be maintained. Although the percentage of students who achieved this SLO fell from the previous annual assessment, 88% was still substantially above the target standard. Because of the inconsistent skill/functioning levels of students in the AS</p>

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program, raising the target standard would not be an idea that could benefit the students or the program. (09/15/2016)

ECC: AS 30 :Test-Taking Strategies

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #1 - Students will demonstrate an ability to employ strategies for answering true/false questions.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2013-14 (Spring 2014), 2015-16 (Spring 2016), 2016-17 (Spring 2017), 2017-18 (Spring 2018)</p> <p>Input Date: 12/10/2013</p>	<p>Exam/Test/Quiz - Comprehensive final's true/false question section.</p> <p>Standard and Target for Success: 70%</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016)</p> <p>Standard Met? : Standard Met</p> <p>Out of 27 students evaluated, 25 (93%) met the criteria for success at this SLO. Following a lecture on how to approach T/F test questions, two days of in class-practice of T/F question exercises likely helped students succeed in this SLO. (09/15/2016)</p> <p>Faculty Assessment Leader: Brent Isaacs</p> <p>Faculty Contributing to Assessment: Brent Isaacs</p>	<p>Action: Try to maintain the high achievement of SLOs for this course while allowing new PT instructors to teach it in the coming year. (09/14/2017)</p> <p>Action Category: Teaching Strategies</p> <hr/> <p>Action: Maintain current methods, focus, and preparation. (09/05/2014)</p> <p>Action Category: Teaching Strategies</p> <hr/> <p>Follow-Up: Having only 1 course offered in Spring 2016, thus half the number of students (28--one was not evaluated because he did not take the final, which was the assessment tool for this SLO--rather than the previously assessed year's 53) allowed for a greater focus on individual student's learning in the classroom. (09/15/2016)</p>
<p>SLO #2 - Students will exhibit an ability to employ strategies for answering multiple choice questions.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2013-14 (Spring 2014), 2015-16 (Spring 2016), 2016-17 (Spring 2017), 2017-18 (Spring 2018)</p> <p>Input Date: 12/10/2013</p>	<p>Exam/Test/Quiz - Comprehensive final's multiple choice question section.</p> <p>Standard and Target for Success: 70%</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016)</p> <p>Standard Met? : Standard Met</p> <p>Out of 27 students evaluated, 25 (93%) met the criteria for success at this SLO. Following a lecture on how to approach multiple choice test questions, four days of in class-practice of MC question exercises likely helped students succeed in this SLO. (09/15/2016)</p> <p>Faculty Assessment Leader: Brent Isaacs</p> <p>Faculty Contributing to Assessment: Brent Isaacs</p>	<p>Action: Try to maintain the high achievement of SLOs for this course while allowing new PT instructors to teach it in the coming year. (09/14/2017)</p> <p>Action Category: Teaching Strategies</p> <hr/> <p>Action: Maintain current methods, focus, and preparation. (09/05/2014)</p> <p>Action Category: Teaching Strategies</p> <hr/> <p>Follow-Up: Having only 1 course offered in Spring 2016, thus half</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
			the number of students (28--one was not evaluated because he did not take the final, which was the assessment tool for this SLO-- rather than the previously assessed year's 53) allowed for a greater focus on individual student's learning in the classroom. (09/15/2016)
<p>SLO #3 - Students will be able to correlate an application of acquired knowledge on subjective test questions with linguistically and structurally appropriate answers.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2013-14 (Spring 2014), 2015-16 (Spring 2016), 2016-17 (Spring 2017), 2017-18 (Spring 2018)</p> <p>Input Date: 12/10/2013</p>	<p>Exam/Test/Quiz - In-class essay exam.</p> <p>Standard and Target for Success: 70%</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016)</p> <p>Standard Met? : Standard Met</p> <p>Out of 27 students evaluated, 25 (93%) met the criteria in achieving this SLO. Following a lecture on how to understand and respond to essay/short-answer test question prompts, three days of in class-practice of writing subjective test answers likely helped students succeed in this SLO. (09/15/2016)</p> <p>Faculty Assessment Leader: Brent Isaacs</p> <p>Faculty Contributing to Assessment: Brent Isaacs</p>	<p>Action: Try to maintain the high achievement of SLOs for this course while allowing new PT instructors to teach it in the coming year. (09/14/2017)</p> <p>Action Category: Teaching Strategies</p> <hr/> <p>Action: Spend an additional class on section practicing essay test writing strategies. (09/05/2014)</p> <p>Action Category: Teaching Strategies</p> <p>Follow-Up: The additionally planned class on essay test practice likely contributed to the improvement of students achieving this SLO in Spring 2016 (from 83% to 93%). (09/15/2016)</p>

ECC: AS 36 :Sentence Errors and Punctuation

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #1 - Demonstrate competent writing that is reasonably proficient in correct grammar skills.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2013-14 (Spring 2014), 2014-15 (Spring 2015), 2015-16 (Spring 2016), 2016-17 (Spring 2017), 2017-18 (Spring 2018)</p> <p>Input Date: 12/10/2013</p>	<p>Essay/Written Assignment - Given an in class writing prompt, students will each write a 250-500 word composition that will demonstrate the student's grammar, sentence skills, and punctuation skills.</p> <p>Standard and Target for Success: 70%</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016)</p> <p>Standard Met? : Standard Met</p> <p>Of the 29 students evaluated, 22 (76%) met the standard. With one of the course's two primary focuses being grammar skills, a reasonably high success rate is expected. However, with approximately one quarter of students in every section of the course being either developmentally disabled students or ESL speakers, the more advanced grammar lessons prove out of reach for approximately that same 25% of students.</p> <p>(09/15/2016)</p> <p>Faculty Assessment Leader: Brent Isaacs</p> <p>Faculty Contributing to Assessment: Mimi Ansite, Brent Isaacs</p>	<p>Action: To increase the achievement level of this SLO, which--while meeting the appropriate expected standard for an AS course that has no pre-requisite level of writing proficiency for enrollment--was notably lower than the other two SLOs, more focus on teaching and practicing of basic grammar skills needs to be done in class before the final exam, wherein students are assessed at their ability to integrate correct basic grammar into a short written paragraph. (09/14/2017)</p> <p>Action Category: Teaching Strategies</p> <p>Follow-Up: Given that no action was recommended for this SLO, no follow-up is possible. (09/15/2016)</p>
<p>SLO #2 - Demonstrate competent writing that is reasonably proficient in correct sentence structure.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2013-14 (Spring 2014), 2014-15 (Spring 2015), 2015-16 (Spring 2016), 2016-17 (Spring 2017), 2017-18 (Spring 2018)</p> <p>Input Date: 12/10/2013</p>	<p>Essay/Written Assignment - Given an in class writing prompt, students will each write a 250-500 word composition that will demonstrate the student's grammar, sentence skills, and punctuation skills.</p> <p>Standard and Target for Success: 70%</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016)</p> <p>Standard Met? : Standard Met</p> <p>Of the 29 students evaluated, 26 (90%) met the standard. With one of the course's two primary focuses being sentence structure, a reasonably high success rate is expected. Because sentence structure skills are easier taught and understood than advanced grammar skills, even the one quarter of students in every section of the course that are identifiable as either developmentally disabled students or ESL speakers, the pass rate is higher than for SLO #1. (09/15/2016)</p> <p>Faculty Assessment Leader: Brent Isaacs</p> <p>Faculty Contributing to Assessment: Mimi Ansite, Brent Isaacs</p>	<p>Action: While the focus of class lessons on basic grammar to increase the achievement of SLO #1 (see current action plan, above) is being implemented in the coming year, it shouldn't come at the cost of this SLO's highest achievement rate (90%) in assessing students' ability to display proper sentence skills (i.e., idiomatically correct syntax). If the focus on grammar is improved successfully, it should be possible for students to continue displaying measurable achievement in syntactic skills. (09/14/2017)</p> <p>Action Category: Teaching</p>

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			<p>Strategies</p> <p>Action: No action recommended at this time (06/09/2016)</p> <p>Action Category: SLO/PLO Assessment Process</p> <p>Follow-Up: Given that no action was recommended for this SLO, no follow-up is possible. (09/15/2016)</p> <p>Action: Classes in grammar, sentence error, and punctuation should continue to be offered by the college, especially with the increased number of basic skills students who need these classes. (06/11/2015)</p> <p>Action Category: Program/College Support</p>
<p>SLO #3 - Demonstrate writing that is reasonably proficient in correct use of punctuation.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2013-14 (Spring 2014), 2014-15 (Spring 2015), 2015-16 (Spring 2016), 2016-17 (Spring 2017), 2017-18 (Spring 2018)</p> <p>Input Date: 12/10/2013</p>	<p>Essay/Written Assignment - Given an in class writing prompt, students will each write a 250-500 word composition that will demonstrate the student's grammar, sentence skills, and punctuation skills.</p> <p>Standard and Target for Success: 70%</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016)</p> <p>Standard Met? : Standard Met</p> <p>Of the 29 students evaluated, 24 (83%) met the standard. As complex as punctuation in English can be, it is relegated to a secondary or tertiary focus in any given section, so only more common and simple punctuation issues are addressed, explaining why the success rate for this SLO is higher than the SLO #1, which receives much more lecture and assignment time in the eight-week course. (09/15/2016)</p> <p>Faculty Assessment Leader: Brent Isaacs</p> <p>Faculty Contributing to Assessment: Mimi Ansie, Brent Isaacs</p>	<p>Action: While the focus of class lessons on basic grammar to increase the achievement of SLO #1 (see current action plan, above) is being implemented in the coming year, it shouldn't come at the cost of this SLO's higher achievement rate (83%) in assessing students' ability to display proper punctuation usage. If the focus on grammar is improved successfully, it may be possible for students to continue displaying Professor Ansie's 2015-16 school year (re-)gains, as some punctuation skills should be inherently taught with proper grammatical constructions (e.g., correct comma usage before conjunctions, between dependent and independent clauses, in series adjectives). (09/14/2017)</p> <p>Action Category: Teaching</p>

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Strategies

Action: While the standard was met, the slip in the percentage of students since last year in meeting the standard suggests more emphasis needs to be placed upon teaching punctuation in AS 36 so that the percentage students meeting the standard might also be in the 80s as they were for SLOs 1 and 2. (06/11/2015)

Action Category: Teaching Strategies

Follow-Up: Professor Ansite was able to meet her self-set goal of raising her students' achievement back into the 80th percentile (83%, to be exact). Her commitment to improving her students' success by improving her own teaching strategies will be sorely missed now that she has retired. (09/15/2016)