

Assessment: Course Four Column

SPRING / SUMMER 2016



El Camino: Course SLOs (HUM) - ESL

ECC: ESL 52B:Intermediate Reading and Vocabulary Building

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #1 - Given a high intermediate text, students will interpret the implied meaning or intent.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2015-16 (Fall 2015), 2016-17 (Fall 2016), 2017-18 (Fall 2017), 2018-19 (Fall 2018), 2019-20 (Fall 2019)</p> <p>Input Date: 12/10/2013</p> <p>Comments:: Per Kevin Degnan's 03.09.2017 e-mail (and Russel Serr's 03.13.2017 e-mail), SLOs 1 - 4 will be assess in Fall semesters and SLO 5 will be assessed in Spring semesters.</p>	<p>Exam/Test/Quiz - In one section of a multiple-section SLO assessment, students answered 5 multiple-choice questions where they were to choose the correct interpretation of the implied meaning of portions of a longer text.</p> <p>Standard and Target for Success: The standard target was 70%.</p>		
<p>SLO #2 - Given a high intermediate text, students will identify main ideas and specific details.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2015-16 (Fall 2015), 2016-17 (Fall 2016), 2017-18 (Fall 2017), 2018-19 (Fall 2018), 2019-20 (Fall 2019)</p> <p>Input Date: 12/10/2013</p> <p>Comments:: Per Kevin Degnan's 03.09.2017 e-mail (and Russel Serr's 03.13.2017 e-mail), SLOs 1 - 4 will be</p>	<p>Exam/Test/Quiz - As part of a multiple-section assessment, students answered 5 multiple-choice questions which required them to be able to distinguish between main ideas and the details supporting them.</p> <p>Standard and Target for Success: The standard was 70%</p>		

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>assess in Fall semesters and SLO 5 will be assessed in Spring semesters.</p>			
<p>SLO #3 - Given a high intermediate text, students will choose the correct definition of unfamiliar words based on the context.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2015-16 (Fall 2015), 2016-17 (Fall 2016), 2017-18 (Fall 2017), 2018-19 (Fall 2018), 2019-20 (Fall 2019)</p> <p>Input Date: 12/10/2013</p> <p>Comments:: Per Kevin Degnan's 03.09.2017 e-mail (and Russel Serr's 03.13.2017 e-mail), SLOs 1 - 4 will be assess in Fall semesters and SLO 5 will be assessed in Spring semesters.</p>	<p>Exam/Test/Quiz - As part of a multiple-section assessment, students were asked 5 multiple-choice questions where they were required to use an unfamiliar word's or expression's context to determine its meaning.</p> <p>Standard and Target for Success: The standard was 70%.</p>		
<p>SLO #4 - Given a high intermediate text, students will choose the correct word form to complete a sentence.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2015-16 (Fall 2015), 2016-17 (Fall 2016), 2017-18 (Fall 2017), 2018-19 (Fall 2018), 2019-20 (Fall 2019)</p> <p>Input Date: 12/10/2013</p> <p>Comments:: Per Kevin Degnan's 03.09.2017 e-mail (and Russel Serr's 03.13.2017 e-mail), SLOs 1 - 4 will be assess in Fall semesters and SLO 5 will be assessed in Spring semesters.</p>	<p>Exam/Test/Quiz - As part of a multiple-section assessment, students answered 5 multiple-choice questions where they were to use their knowledge of affixes to choose a word of the appropriate part of speech to complete a sentence.</p> <p>Standard and Target for Success: The standard was 70%.</p>		
<p>SLO #5 - Given a high intermediate text, students will analyze themes and plots, describe settings and examine characters.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2015-16 (Spring 2016), 2016-17 (Spring</p>	<p>Essay/Written Assignment - As part of a multiple-section assessment, students were asked to write paragraph-length responses to questions requiring them to describe the setting and to analyze the plot, themes, and characters in a short</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016)</p> <p>Standard Met? : Standard Not Met</p> <p>Of the 137 students assessed, 94 (69%) achieved the standard. This result was significantly lower than the previous assessment's 80% achievement mark. The following analysis provides possible explanations for why</p>	<p>Action: While ESL 52B students are not required to have taken, at least, an intermediate-level writing class, students should be told at the beginning and throughout the semester that 52B does require writing assignments and, specifically,</p>

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<p>2017), 2017-18 (Spring 2018), 2018-19 (Spring 2019)</p> <p>Input Date: 12/10/2013</p> <p>Comments:: Per Kevin Degnan's 03.09.2017 e-mail (and Russel Serr's 03.13.2017 e-mail), SLOs 1 - 4 will be assess in Fall semesters and SLO 5 will be assessed in Spring semesters.</p>	<p>story.</p> <p>Standard and Target for Success:</p> <p>The standard was 70% "acceptability" for the students' responses.</p>	<p>students did or did not meet the 70% achievement score.</p> <p>The assessment is given in a written format, usually asking the students to write four paragraphs about the four different literary elements: theme, plot, setting, and character(s). Since this course doesn't require a particular writing level (Students can enroll whether they are at level 53A, B, or C.), those students who have not had much writing instruction in English, particularly in paragraph organization, had a hard time with this assessment. One instructor said that while writing about 'setting,' students would wander off and write about 'plot.'</p> <p>The four literary elements are very foreign to our students and understanding what they are exactly, how they relate to what they are reading, and how to express their ideas through writing in English pose a big challenge for students. Instructors noted that 'theme' was especially difficult for them. Instructors who had students do well on this part of the assessment said that the class had specifically discussed 'theme' at length over the semester.</p> <p>One important factor in whether the class did well or not on the assessment is how the instructor prepared the students for the assessment. Some teachers prepared students by having discussions, others by giving written exercises, and still others by showing the reading's film (although the instructor noted that the students may have been confused by the movie being somewhat different than the original story).</p> <p>The next factor is the reading(s) used for the assessment. Unlike the previous assessment, instructors did not use the same reading. On instructor used a book, one used a reading, another used three readings.</p> <p>The final factor is the planning of the assessment. One instructor reported that the SLO assessment was part of a three-part final exam, and students simply ran out of time to finish the essay.</p>	<p>a final written assignment.</p> <p>Instructors need to make the four literary elements absolutely clear to students throughout the semester. Giving various short stories that are followed up by questions regarding theme, plot, setting, and character(s) would be a practical solution. For the assessment, it is important that instructors agree on one particular reading that will be used for the assessment in all sections. If possible, ESL 52B instructors who are scheduled to teach 52B during an assessment semester should be notified of this so as to be aware of the additional reading being included at the end of the semester, perhaps even noting it in their syllabus. Finally, if the reading is to be read before the assessment or not, the length of the writing assignment, and the time given to complete the assignment should also be agreed upon by the instructors.</p> <p>Instructors continue to use classroom pedagogy; however, as seen in this assessment's results, improvements need to be made in preparing students for the SLO #5 written assessment by giving activities using all three skills: reading, writing, and listening/speaking. Also, one reading should be used for all sections, and explicit instruction should be given on the length of the writing and the time students have to write it.</p> <p>(12/15/2017)</p> <p>Action Category: Teaching</p>

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Strategies

(09/16/2016)

Faculty Assessment Leader: Rebecca Loya

Faculty Contributing to Assessment: Vicki Blaho, Nancy Currey, Rebecca Loya, Debbie Mochidome

ECC: ESL 53A:Elementary Writing and Grammar

Course SLOs	Assessment Method Description	Results	Actions
<p>SLO #1 - Students will write a summary of a low-intermediate text in their own words, including the title and source of the text and key points.</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 - Students will write a summary and response to a reading previously read and discussed in class.</p> <p>Standard and Target for Success: 70% success</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016)</p> <p>Standard Met? : Standard Met</p> <p>Of the the 49 students assessed, 43 (88%) met this standard. This result represents a substantial improvement compared to the previous assessment's result of 53%.</p> <p>In the previous SLO 1 assessment report, it was noted that students had difficulties writing the summary (e.g. omitting the title and/or author of the article being summarized, leaving out key points of the article, and not connecting the essay's thesis statement to its response portion). The recommended Actions were devoting more time to "giving students more explicit instruction on how to write a summary" and assigning more summaries before the SLO assessment essay. Subsequently, before the end of the Spring 2016 semester, 53A instructors assigned additional graded summary-response essays. Per the previous SLO 1 assessment report, these graded essays provided students with the additional feedback it recommended as a means of assisting students with their summary-writing skills.</p> <p>At the same time, more time should be spent on paraphrasing skills that may be linked to students' difficulties with reading comprehension. Although the article chosen for this assessment was at the 52A level, and time was spent on basic reading strategies, students still had difficulties understanding and working with it. These difficulties led to a few instances of students' copying phrases and sentences directly from the article instead of using in their own words. (09/19/2016)</p> <p>Faculty Assessment Leader: Debra Mochidome</p> <p>Faculty Contributing to Assessment: Debra Mochidome and Nitza Llado</p>	<p>Action: Instructors will continue to assign additional summary-response essays before the SLO assessment essay. Moreover, summary work will begin with shorter (e.g. 1-2-paragraph-length(readings. More time will be spent on analyzing the readings (to pick out key points, etc.) and on paraphrasing skills (key words, use of basic synonyms, etc.) (06/16/2017)</p> <p>Action Category: Teaching Strategies</p> <p>Follow-Up: Per the previous SLO 1 assessment's Action plan, instructors assigned additional summary-response essays prior to this SLO assessment to positive effect (09/19/2016)</p> <p>Action: Instructors will continue to assign additional summary-response essays before the SLO assessment essay. Moreover, summary work will begin with shorter (e.g. 1-2-paragraph-length) readings. More time will be spent on analyzing the readings (to pick out key points, etc.) and on paraphrasing skills (key words, use of basic synonyms, etc.) (09/20/2016)</p> <p>Action Category: Teaching Strategies</p> <p>Follow-Up: Per the previous SLO 1 assessment's Action plan, instructors assigned additional summary-response essays prior to this SLO assessment to positive</p>

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			effect (06/16/2017)
<p>SLO #2 - Students will write an effective response to a low-intermediate text, consisting of a personal narrative, opinion, or analysis.</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 - Students will write a summary and response to a reading previously read and discussed in class.</p> <p>Standard and Target for Success: 70% success</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016)</p> <p>Standard Met? : Standard Met</p> <p>Of the 49 students assessed, 41 (84%) met this standard. This result represents a substantial improvement compared to the previous assessment's (74%).</p> <p>As with the comments for SLO 1's Data Analysis above, the additional summary-response essays assigned before this SLO assessment were likely responsible for this increase. Prior discussions of the readings for these assignments and the feedback accompanying these assignments provided students with parameters for the breadth and depth of analysis necessary for writing effective responses to the article. (09/20/2016)</p> <p>Faculty Assessment Leader: Debra Mochidome</p> <p>Faculty Contributing to Assessment: Debra Mochidome and Nitza Llado</p>	<p>Action: Instructors will continue to assign additional summary-response essays before the SLO assessment essay. Per the previous SLO 2 assessment's Action plan, additional emphasis was placed on the elements of writing effective responses to readings, and on methods used to connect the essay's thesis statement and summary portion more closely to its response portion. In addition, students will be given examples of acceptable and unacceptable responses to readings to revise and critique, in order to better revise and analyze their own responses to readings. (09/20/2016)</p> <p>Action Category: Teaching Strategies</p> <p>Follow-Up: Per the previous SLO 2 assessment's Action plan, more review of previously written summary-response essays is still needed. (06/16/2017)</p>
<p>SLO #3 - Students will correctly use basic transition words, basic verb tenses, basic sentence structure, and paragraph format.</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 - Students will write a summary and response to a reading previously read and discussed in class.</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 49 students assessed, 42 (86%) met this standard. While the 70% target for success was significantly surpassed, this assessment's result represents a slight decrease, compared with the previous assessment's result (95 %).</p> <p>As in the previous SLO 3 assessment's Data Analysis, much class time was devoted to intensive grammar instruction and writing practice. However, as it has been stated in</p>	<p>Action: Instructors will continue to use the same teaching strategies outlined in the previous SLO assessment (e.g. intensive grammar instruction, writing practice, etc.). In addition, more attention will be given to the areas that less-proficient students experience (e.g. spelling, sentence- and paragraph-level formatting, word order, etc.). More opportunities for students to submit revised and rewritten essay drafts</p>

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		<p>previous 53A SLO reports, there is no “floor” for students entering the class; the range of students’ proficiency ranged from very limited familiarity with formal English reading and writing skills to mid-semester-53A-level skills. It is possible that the essays produced by the less-proficient students may have affected the results of the assessment overall. Nevertheless, the ESL department will continue to monitor SLO 3’s assessment results. (09/20/2016)</p> <p>Faculty Assessment Leader: Debra Mochidome</p> <p>Faculty Contributing to Assessment: Debra Mochidome and Nitza Llado</p>	<p>may be helpful as well. (06/16/2017)</p> <p>Action Category: Teaching Strategies</p> <p>Follow-Up: Per the previous SLO 3 assessment’s Data Analysis, it was noted that students’ spelling was likely positively affected by their access to the source article for the SLO assessment essay. However, as stated in the comments for SLO 1’s Data Analysis above, this access also provided students with the temptation to copy portions of the article instead of paraphrasing them. Subsequently, instructors informally discussed the issue of allowing access to the article during the assessment vs, denying access to the article itself but allowing students to bring in their notes on it. Their opinions were split; therefore, before the next 53A SLO assessment, more department-wide discussion is needed as to whether to keep allowing access to the source article during the SLO assessment and/or whether to enforce article use/non-use across all sections participating in the assessment. (09/20/2016)</p>

ECC: ESL 53B:Intermediate Writing and Grammar

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #1 - Students will demonstrate basic organizing elements such as a thesis, topic sentences, and transitions.</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: 05/15/2015</p>	<p>Essay/Written Assignment - Write an essay with thesis, topic sentence, and transitions.</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 159 students assessed, 142 (92%) demonstrated basic organizing elements in their essays. This percentage of success is the exact same percent as the previous assessment cycle indicating that the program continues to do an excellent job of teaching students how to include elements such as thesis statements, topic sentences, and transitions in their writing. There are several reasons for this success. First, the curriculum requires faculty to spend approximately 20 hours of instruction on the organizing elements of an essay. Second, faculty employ a variety of effective teaching techniques when teaching these elements such as modeling and guided practice. Third, these elements are not as difficult for learners to learn and employ compared to things like proper grammar. (09/14/2016)</p> <p>Faculty Assessment Leader: Matt Kline</p> <p>Faculty Contributing to Assessment: Matt Kline, Nitza Llado, Rebecca Loya, Susan Nozaki, and Jenny Simon</p>	<p>Action: A success rate of 92% is outstanding. Faculty need to continue teaching basic organizational elements using the same techniques as they did in the Spring 2016 semester. Further, future revisions of the course outline of record should not include a decrease in the amount of time spent on these elements. (09/14/2016)</p> <p>Action Category: Teaching Strategies</p>
<p>SLO #2 - Students will use textual evidence from a high-intermediate level text.</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 - Write an essay using a personal narrative, opinion, or analysis.</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>81% or 124 out of 159 students successfully used textual evidence in their essays, so the standard was met. 81% reflects a 6% drop in success compared to the previous year, yet 81% might more accurately reflect student performance on this SLO because the number of students assessed was double that of the students assessed in Spring 2015.</p> <p>It is interesting to note neither the course objectives nor the outline of subject matter on the ESL 53B course outline of record mention teaching students how to use textual evidence in their writing. If it were included, the percentage of success might be higher on future</p>	<p>Action: As of Fall 2016, the course outline of record's course objectives and outline of subject matter do not require instructors to teach the use of textual evidence in student writings. If more time is spent in class on this area, students might perform even better on future assessments. Hence, the department faculty should consider adding this topic to the outline of subject matter.</p> <p>The department should also consider the changes to the SLO suggested in</p>

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		<p>assessments. (09/14/2016)</p> <p>Faculty Assessment Leader: Matt Kline</p> <p>Faculty Contributing to Assessment: Matt Kline, Susan Nozaki, Nitza Llado, Rebecca Loya, and Jenny Simon</p>	<p>the Spring 2015 assessment report at the next department meeting. (09/14/2016)</p> <p>Action Category: Curriculum Changes</p>
<p>SLO #3 - Students will use proper formatting and basic documentation of sources.</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 - Write an essay using proper MLA documentation.</p> <p>Standard and Target for Success: 70%</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016)</p> <p>Standard Met? : Standard Not Met</p> <p>69% of the students assessed did not successfully use proper formatting and did not correctly document sources. Just like SLO #2, these areas are not addressed in the course outline of record's outline of subject matter. Therefore, it is possible that faculty do not spend a sufficient amount of time teaching students these two points.</p> <p>Another possibility is that several of the faculty members do not employ effective teaching methods for these points. Three instructors had success rates of 64%, 46%, and 57%, whereas two instructors had success rates of 80% and 91%. It could be that the instructors (Rebecca Loya and Jenny Simon) utilized very good teaching techniques and student activities and the other three need to learn these techniques. (09/14/2016)</p> <p>Faculty Assessment Leader: Matt Kline</p> <p>Faculty Contributing to Assessment: Matt Kline, Susan Nozaki, Nitza Llado, Rebecca Loya, and Jenny Simon</p>	<p>Action: 1. Faculty should consider including formatting and documenting sources in the outline of subject matter on the course outline of record.</p> <p>2. ESL 53B faculty need to have a brown bag workshop addressing teaching techniques and student activities that help students learn proper formatting and help students learn how to document sources. At the workshop, Rebecca Loya and Jenny Simon should share with the faculty the teaching methods they used during the Spring 2016 semester. (09/14/2016)</p> <p>Action Category: Teaching Strategies</p>
<p>SLO #4 - Students will demonstrate correct grammar and sentence structure at the high-intermediate level.</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 - Write an essay using proper grammar and sentence structure.</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>80% of the students met this SLO, so the standard was exceeded. As with SLO #2, there was a drop in the success rate from the previous assessment cycle. The drop was 8% points. Yet, as discussed in the analysis of SLO #2, the sample size for this assessment was much bigger (more than double in size). Hence, 80% might be a more statistically accurate figure of the success rate of ESL 53B students for this SLO.</p>	<p>Action: 1. Faculty should continue to emphasize grammar and sentence structure in their classes.</p> <p>2. Faculty should consider changing the SLO to be more specific or to provide an example paragraph illustrating what the level of grammar meets this SLO. The word "proper" is too generic, so faculty may have varying interpretations of what constitutes proper grammar.</p>

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		<p>Success on this SLO is probably due to the emphasis that grammar and sentence structure receive in the course. Approximately 33 out of 90 hours of instruction are dedicated to these learning points. Also, teachers gave their students a significant amount of grammar and structure feedback on student writings throughout the semester. (09/14/2016)</p> <p>Faculty Assessment Leader: Matt Kline</p> <p>Faculty Contributing to Assessment: Matt Kline, Susan Nozaki, Nitza Llado, Rebecca Loya, and Jenny Simon</p>	<p>(09/14/2016)</p> <p>Action Category: SLO/PLO Assessment Process</p>

ECC: ESL 53C:Advanced Essay Writing and Grammar

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #1 - Students will demonstrate organizing elements such as a thesis, topic sentences, and transitions.</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 - College-Level Academic Essay</p> <p>Standard and Target for Success: 70% of students write essays that meet the minimum standards of this SLO.</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016)</p> <p>Standard Met? : Standard Met</p> <p>Out of the 118 students assessed, 110 rated as acceptable on SLO 1. 8 students rated as unacceptable on this SLO. Three sections reported that all students passed this SLO. Because this SLO deals with the basic structure of an essay, it is not surprising that many students rated as acceptable on this outcome, as writing a college-level essay is the overall goal of the course. The findings reveal that students passing 53C understand theses, topic sentences, and transitions because they are also part of the curriculum in 53A and 53B, so students have had more than one semester to master these skills. (09/14/2016)</p> <p>Faculty Assessment Leader: Allison Carr</p> <p>Faculty Contributing to Assessment: Nancy Currey, Jelena Savina, Jenny Simon, Grace Shibata,</p>	<p>Action: Continue with current teaching practices. (09/14/2016)</p> <p>Action Category: Teaching Strategies</p>
<p>SLO #2 - Students will use basic research skills and textual evidence from an advanced-level text.</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)</p> <p>Input Date: 12/10/2013</p>	<p>Essay/Written Assignment - College-Level Academic Essay</p> <p>Standard and Target for Success: 70% of students write essays that meet the minimum standards of this SLO.</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016)</p> <p>Standard Met? : Standard Met</p> <p>91% of students assessed were successful in meeting the minimum standards for SLO 2. Faculty agreed upon common criteria of at least three outside sources to be included in the assessment essay. This is an increase in success from previous semesters, where some essays assessed did not meet the SLO standard because there was no use of outside source material. Moving towards a common assessment tool has increased students success. (09/15/2016)</p> <p>Faculty Assessment Leader: Allison Carr</p> <p>Faculty Contributing to Assessment: Nancy Currey, Jenny Simon, Jelena Savina, Grace Shibata</p>	<p>Action: Continue current teaching practices. (09/15/2016)</p> <p>Action Category: Teaching Strategies</p>
	<p>Essay/Written Assignment - College-Level Academic Essay</p> <p>Standard and Target for Success: 70% of students write essays that meet the minimum standards of this</p>		

Course SLOs	Assessment Method Description	Results	Actions	
	<p>SLO.</p> <p>Reviewer's Comments: Throughout the course, instructors used several assignments that incorporate outside sources, some from novels and some from research done through the ECC database.</p>			
<p>SLO #3 - Students will use proper formatting and MLA documentation.</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)</p> <p>Input Date: 12/10/2013</p>	<p>Essay/Written Assignment - In an in-class timed writing, students will write a research essay.</p> <p>Students will use at least one outside source in their writing, which may have been chosen from several provided by the instructor, or may be the result of their own outside research. They will include at least one direct quote and one paraphrase or summary, properly MLA documented, plus a minimum of one work cited entry.</p> <p>10 randomly chosen essays from each fulltime faculty section and two of three adjunct sections (a total of 50 essays) will be assessed on an "acceptable/unacceptable" . If there were categories judged "unacceptable," they were read a second or third time.</p> <p>Standard and Target for Success:</p> <p>70% of the 60 essays (10 from each of the 6 sections) will be determined acceptable. See attached rubric.</p>	<p>Essay/Written Assignment - College-Level Academic Essay</p> <p>Standard and Target for Success:</p> <p>70% of students write essays that meet the minimum standards of this</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016)</p> <p>Standard Met? : Standard Met</p> <p>91% of students assessed met the minimum requirement for SLO 3. This is an increase from last year. All 53C</p>	<p>Action: Continue with current teaching practices. (09/15/2016)</p> <p>Action Category: Teaching Strategies</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
	SLO.	<p>students have been trained in how to document sources both in-text and using a works cited page. Also, instructors are introducing MLA format to students in 53A and 53B. (09/15/2016)</p> <p>Faculty Assessment Leader: Allison Carr</p> <p>Faculty Contributing to Assessment: Nancy Currey, Jenny Simon, Jelena Savina, Grace Shibata</p>	
<p>SLO #4 - Students will demonstrate correct grammar and 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)</p> <p>Input Date: 12/10/2013</p>	<p>Essay/Written Assignment - College-Level Academic Essay</p> <p>Standard and Target for Success: 70% of students write essays that meet the minimum standards of this SLO.</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016)</p> <p>Standard Met? : Standard Met</p> <p>85% of students assessed met the minimum standard for SLO 4. Grammar and sentence structure are ongoing challenges for ESL students. These results have been consistent for the past two assessment cycles. Use of the Writing Center grammar workshops for students with repeat errors, in-class use of error logs throughout the semester, and repeated instruction in how to fix the errors all contributed to the success rate. (09/15/2016)</p> <p>Faculty Assessment Leader: Allison Carr</p> <p>Faculty Contributing to Assessment: Nancy Currey, Jenny Simon, Jelena Savina, Grace Shibata</p>	<p>Action: Continue with current teaching, curriculum, and assessment practices. (09/15/2016)</p> <p>Action Category: Teaching Strategies</p>