

Assessment: Course Four Column

SPRING / SUMMER 2016



El Camino: Course SLOs (HUM) - English

ECC: ENGL 15B:Survey of British Literature

Course SLOs	Assessment Method Description	Results	Actions
<p>SLO #1: Literature Identification - Upon completion of the course, students will identify representative works of major British authors from the Romantic, Victorian, Modern, and Postmodern (post-1945) periods and their literary forms, elements, styles, and concerns.</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: 11/12/2013</p>	<p>Essay/Written Assignment - As a measure of success, students will demonstrate their understanding of representative works of major British authors from the Romantic, Victorian, Modern, and Postmodern (post-1945) periods and their literary forms, elements, styles, and concerns by composing a college-level analytical essay based on one or more British literary works from the late 18th century through the present. I will assess all essays submitted by the class based on the literary analysis rubric. Students will have three weeks to write the essay; I will assess it over three days.</p> <p>Standard and Target for Success: 80% of students will score at a minimum a C grade (70%) or above on the essay, indicating that their writing is at an acceptable level for a college literature survey course.</p> <p>Related Documents: term_paper_english15b_spring2014.doc</p>		

Course SLOs	Assessment Method Description	Results	Actions
	<p>LITERARY ANALYSIS RUBRIC.docx</p> <p>Exam/Test/Quiz - Over the course of three exams--one on the Romantic Period, one on the Victorian Period, and one on the 20th Century--students will identify representative works of major British authors from the Romantic, Victorian, and Post-Modern periods and their literary forms, elements, styles and concerns. This will be tested in section 1 of each exam. Please see attached.</p> <p>Standard and Target for Success: 80% of students will score at least 70% on section 1 of each exam.</p> <p>Related Documents:</p> <p>Exam 3 Part 1 Form A.docx</p> <p>Exam 2, Part 1, Form A Engl 15B.docx</p> <p>Exam 1 Part 1 15B Form A.docx</p>		
	<p>Exam/Test/Quiz - Over the course of two exams--one on the Romantic Period and one on the Victorian Period through the 20th Century--students will identify representative works of major British authors from the Romantic, Victorian, and Post-Modern periods and their literary forms, elements, styles and concerns. This will be tested in section 1 of each exam.</p> <p>Standard and Target for Success: It is expected that 70% of students or above will score at least 70% on section 1 of the exam.</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016)</p> <p>Standard Met? : Standard Met</p> <p>Out of the 24 students who participated in this assessment, 21 students achieved it successfully, while 3 students did not. This means that 88% of students successfully achieved this SLO, and 13% did not. While the overall success rate is well above the set target, and includes the vast majority of the students in the class, it is slightly lower than the success rate for this SLO when it was assessed last year. I slightly changed the assessment method this time around, which may account for the difference. Instead of having a separate exam for each of the three major time periods covered in the course, I had only two exams. Students therefore had to identify passages from a larger time period on one exam, which may have been a bit more challenging. Nonetheless, this change provided more time in the course to work on the research essay for SLO 3, so I think it was</p>	<p>Action: As described above, I think that the COR should be revised to include fewer required Romantic texts. This will make the pacing of the course better for students, and will also be more in line with the way that that course is taught at the UC. (12/06/2017)</p> <p>Action Category: Curriculum Changes</p>

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		<p>worthwhile and effective, despite the slightly lower success rate. That said, I also think the COR puts too much emphasis on the Romantic Period. It would make more sense to be able to start on the Victorian Period after the semester is 1/3 completed, but that is not possible because of the number of Romantic texts required by the COR. The next time that this course is up for curriculum review, I propose a change to this section. (09/14/2016)</p> <p>Faculty Assessment Leader: Rachel Williams</p>	
<p>SLO #2: Literary Analysis - Upon completion of the course, students will analyze representative works from the periods covered by the course in terms of relevant cultural and historical backgrounds and literary, linguistic, and formal features.</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: 11/12/2013</p>	<p>Essay/Written Assignment - As a measure of success, students will demonstrate their ability to analyze representative works from the periods covered by the course in terms of relevant cultural and historical backgrounds and literary, linguistic, and formal features by composing a college-level analytical essay based on one or more British literary works from the late 18th century through the present. I will assess all essays submitted by the class (24) based on the literary analysis rubric. Students will have three weeks to write the essay; I will assess it over three days.</p> <p>Standard and Target for Success: 80% of students will score at a minimum a C grade (70%) or above on the essay, indicating that their writing is at an acceptable level for a college literature survey course.</p> <p>Related Documents: term_paper_english15b_spring2014.doc LITERARY ANALYSIS RUBRIC.docx </p> <p>Exam/Test/Quiz - Over the course of three exams--one on the Romantic Period, one on the Victorian Period,</p>		

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	<p>and one on the 20th Century-- students will analyze representative works from the periods covered by the course in terms of cultural and historical backgrounds and literary, linguistic, and formal features by writing short responses and essays on particular works. This will be tested in sections 2 and 3 of the exam. Please see attached.</p> <p>Standard and Target for Success: :80% of students will score at least 70% on sections 2 and 3 of each exam.</p> <p>Related Documents: 20th Century Exam Engl 15B.docx Exam 2 Victorian Period Engl 15B.docx Engl 15B Exam 1 Romantic Spring 2015.docx </p> <p>Exam/Test/Quiz - Over the course of two exams--one on the Romantic Period and one on the Victorian Period,through the 20th Century-- students will analyze representative works from the periods covered by the course in terms of cultural and historical backgrounds and literary, linguistic, and formal features by writing short responses and essays on particular works. This will be tested in sections 2 and 3 of the exam.</p> <p>Standard and Target for Success: At least 70% of students should score a 70% or above on these sections of the exam.</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016)</p> <p>Standard Met? : Standard Met</p> <p>Of the 24 students who participated in this assessment, 23 successfully achieved this SLO, while 1 did not. This means that 96% were successful, while 4% were not. I am very please with these strong results, which are comparable to last year's. I think this demonstrates that the model of a mixture of lecture and discussion that I use in teaching the class, as well as the written homework that I assign that requires critical thinking about, and close reading of, the texts that we are using, is effective. (09/14/2016)</p> <p>Faculty Assessment Leader: Rachel Williams</p>	<p>Action: The class should continue to be taught as it is, with a mixture of lecture and discussion, so that students can continue to succeed so well on this SLO. (09/13/2017)</p> <p>Action Category: Teaching Strategies</p>
SLO #3: Literary Research Writing - Upon completion of the course,	Essay/Written Assignment - As a measure of success, students will		

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<p>students will research, evaluate, and synthesize secondary sources, and incorporate these sources into a term paper that interprets a work of British literature from the late 18th century through the present.</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: 11/12/2013</p>	<p>demonstrate their ability to research, evaluate, and synthesize secondary sources and incorporate them by composing a college-level analytical essay based on one or more British literary works from the late 18th century through the present. I will assess all essays submitted by the class (24) based on the literary analysis rubric. Students will have three weeks to write the essay; I will assess it over three days.</p> <p>Standard and Target for Success: 80% of students will score at a minimum a C grade (70%) or above on the essay, indicating that their writing is at an acceptable level for a college literature survey course.</p> <p>Related Documents: term_paper_english15b_spring2014.doc LITERARY ANALYSIS RUBRIC.docx</p> <p>Essay/Written Assignment - As a measure of success, students will demonstrate their ability to research, evaluate, and synthesize secondary sources and incorporate them by composing a college-level analytical essay based on one British literary work from the late 18th century through the present.</p> <p>Standard and Target for Success: At least 70% of students will achieve this SLO with a 70% or higher.</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016)</p> <p>Standard Met? : Standard Met</p> <p>20 of the 24 students who participated in the assessment achieved this SLO successfully, while 4 students did not. This equates to 83% of students succeeding, and 17% not succeeding. This is a huge improvement over last year's assessment, and speaks to changes that I made to how I assigned the research paper. Previously, I asked students to develop their own topics and prompts, but this led to overly-general, unfocused papers that didn't use research effectively as a result. This time, I required that students do their research papers on one of our two course novels, and I gave them several options of research prompts for each. This, along with having an annotated bibliography due prior to the paper, helped students write focused, insightful research papers. (09/14/2016)</p> <p>Faculty Assessment Leader: Rachel Williams</p>	<p>Action: I am pleased with the improvement in this SLO. That said, I will continue to try to make even more time for teaching research in this class, perhaps by participating in the embedded librarian project the next time around. (09/20/2017)</p> <p>Action Category: Program/College Support</p>

ECC: ENGL 1B:Literature and Composition

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #1: Literary Analysis Essay - Write an out-of-class, thesis-driven essay that identifies and analyzes the literary elements of a primary text (plot, theme, setting, point of view, character, style, symbol, etc.).</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2013-14 (Fall 2013), 2014-15 (Fall 2014), 2015-16 (Spring 2016), 2016-17 (Spring 2017), 2017-18 (Spring 2018), 2018-19 (Spring 2019)</p> <p>Input Date: 11/12/2013</p>	<p>Essay/Written Assignment - 4-6 page essay that makes an interpretive argument about a literary text</p> <p>Standard and Target for Success: 75%</p> <hr/> <p>Essay/Written Assignment - An out of class essay of 4-6 pages that analyzes one or more literary works and uses both primary and secondary sources.</p> <p>Standard and Target for Success: 70% of students will succeed on this SLO</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016)</p> <p>Standard Met? : Standard Met 216 out of 235 students or 92% of the students succeeded on the SLO</p> <p>Similar to the Fall 2014 Course SLO Assessment, Spring 2016 instructors believed that students met SLO #1 because of the extensive emphasis on identifying and analyzing literary elements, such as plot, theme, setting, point of view, character, style, and symbol. Instructor emphasis on literary elements is integrated into each assignment, allowing students ample time for understanding and implementing them in their essays. (07/12/2016)</p> <p>Faculty Assessment Leader: Ashley Gallagher and Christina Nagao</p> <p>Faculty Contributing to Assessment: Department-wide assessment</p>	<p>Action: While the standard for SLO#1 was met, we recommend and welcome instructors to share strategies for teaching analysis of textual evidence in a professional development brown bag. (06/30/2017)</p> <p>Action Category: Teaching Strategies</p>
<p>SLO #2: Use of Primary Sources - Effectively incorporate quotations from a primary text.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2013-14 (Fall 2013), 2014-15 (Fall 2014), 2015-16 (Spring 2016), 2016-17 (Spring 2017), 2017-18 (Spring 2018), 2018-19 (Spring 2019)</p> <p>Input Date: 11/12/2013</p>	<p>Essay/Written Assignment - 4-6 page essay that makes an interpretive argument about a literary text</p> <p>Standard and Target for Success: 75%</p> <hr/> <p>Essay/Written Assignment - An out of class essay of 4-6 pages that analyzes one or more literary works and uses both primary and secondary sources.</p> <p>Standard and Target for Success:</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016)</p> <p>Standard Met? : Standard Met 215 out of 235 students or 91% of students succeeded on the SLO.</p>	<p>Action: Continue current practices. (06/30/2017)</p> <p>Action Category: Teaching Strategies</p>

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	70% of students will succeed on this SLO	<p>The 91% success rate is a slight drop from the 95% success rate of Fall 2014, but given that the success rate is over 90%, our students are still effectively meeting this SLO. The instructors believe our students have been effectively meeting this SLO because incorporating quotations is a skill taught and reviewed at the beginning of the semester and emphasized throughout the term with each essay. In addition, this skill is one that students are required to learn in English 1A, so for most students, incorporating quotations is a skill with which they are already familiar.</p> <p>(07/12/2016)</p> <p>Faculty Assessment Leader: Ashley Gallagher and Christina Nagao</p> <p>Faculty Contributing to Assessment: Department-wide assessment</p>	
<p>SLO #3: Use of Secondary Sources - Effectively utilize scholarly sources as secondary support.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2013-14 (Fall 2013), 2014-15 (Fall 2014), 2015-16 (Spring 2016), 2016-17 (Spring 2017), 2017-18 (Spring 2018), 2018-19 (Spring 2019)</p> <p>Input Date: 11/12/2013</p>	<p>Essay/Written Assignment - 4-6 page essay that makes an interpretive argument about a literary text</p> <p>Standard and Target for Success: 75%</p> <p>Essay/Written Assignment - An out of class essay of 4-6 pages that analyzes one or more literary works and uses both primary and secondary sources.</p> <p>Standard and Target for Success: 70% of students will succeed on the SLO</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016)</p> <p>Standard Met? : Standard Met</p> <p>197 out of 235 students or 84% of the students succeeded on the SLO.</p> <p>While 84% is still a relatively high percentage, SLO #3 is the weakest of the three 1B SLOs. According to instructor feedback, SLO #3 doesn't lend itself to the same kind of success as SLOs #1 & #2 because more emphasis is given to meeting SLO #1 and #2 during the bulk of the semester. One instructor whose students were successful in meeting this SLO explained that she integrated numerous preparatory assignments throughout the semester that were directly related to the implementation and integration of secondary sources.</p> <p>(07/12/2016)</p> <p>Faculty Assessment Leader: Ashley Gallagher and Christina</p>	<p>Action: In order to raise the success rate of SLO #3, a professional development brown bag (or multiple brown bags) will be offered to brainstorm and share best practices in order to better solidify our intent to implement the effective use of scholarly sources as secondary support to literary arguments. Possible topics:</p> <p>How is "effective utilization of scholarly sources as secondary support" interpreted and or met within our English 1B courses?</p> <p>What expectations should we have for English 1B students in regard to</p>

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		<p>Nagao</p> <p>Faculty Contributing to Assessment: Department-wide assessment</p>	<p>their ability to make thoughtful choices regarding secondary support for their literary arguments?</p> <p>How might early integration of assignments that meet the purpose of SLO #3 enable students to make thoughtful choices about what “effective” uses of secondary sources look like?</p> <p>(06/30/2017)</p> <p>Action Category: Teaching Strategies</p>

ECC: ENGL 1BH:Honors Literature and Composition

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #1 - Write an out-of-class, thesis-driven essay that effectively analyzes the literary elements of a primary text (such as plot, theme, setting, point of view, character, style, symbol, poetic devices, etc.).</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2015-16 (Spring 2016), 2016-17 (Spring 2017), 2017-18 (Spring 2018), 2018-19 (Spring 2019)</p> <p>Input Date: 12/03/2015</p>	<p>Essay/Written Assignment - A 7-8 page paper due at the end of the semester that makes an original interpretative argument about a literary text and is developed through appropriate identification of literary elements, uses relevant quotations from the literary text and detailed interpretation as primary support, and incorporates three secondary scholarly sources, including at least one scholarly source of literary criticism.</p> <p>Standard and Target for Success: It is expected that 80% of students will score acceptably, at a minimum a C grade (70%) or above, on this SLO.</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016)</p> <p>Standard Met? : Standard Met</p> <p>19 out of 19 students, or 100% of the students, succeeded on the SLO.</p> <p>Students met SLO #1 because prior to writing their essays, they had extensive practice with identifying and analyzing literary elements, such as plot, theme, setting, point of view, character, style, and symbol, through multiple assignments. These included 15 written exercises (individual and group) and several group presentations, which were spaced throughout the semester prior to the time students submitted each literary analysis paper. Via use of the document camera, students also examined the effective analysis of literary elements in sample student essays. (09/11/2016)</p> <p>Faculty Assessment Leader: Mary Ann Leiby</p>	<p>Action: Because the standard for SLO #1 was met, class discussion of students' own writing samples and assignments like written exercises and group presentations are practices that should be continued. I recommend that these strategies for teaching analysis of literary elements be shared with instructors of English 1BH and English 1B in a professional development brown bag. One change I will implement is to require that students submit revisions of their first two analysis papers two weeks after they are graded and returned (versus by the end of the semester in a portfolio) so that students can become even more proficient earlier in the semester with incorporating analysis of literary elements into their writing. (09/11/2016)</p> <p>Action Category: Teaching Strategies</p>
<p>SLO #2 - Demonstrate the ability to effectively incorporate quotes from a primary text.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2015-16 (Spring 2016), 2016-17 (Spring 2017), 2017-18 (Spring 2018), 2018-19 (Spring 2019)</p> <p>Input Date: 12/03/2015</p>	<p>Essay/Written Assignment - A 7-8 page paper due at the end of the semester that makes an original interpretative argument about a literary text and is developed through appropriate identification of literary elements, uses relevant quotations from the literary text and detailed interpretation as primary support, and incorporates three secondary scholarly sources, including at least one scholarly source of literary criticism.</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016)</p> <p>Standard Met? : Standard Met</p> <p>19 out of 19 students, or 100% of the students, succeeded on the SLO.</p> <p>Students met SLO #2 because they gain extensive practice via multiple individual and group assignments spread out over the semester that require them to incorporate quotes from a primary text. Emphasis on "sandwiching" quotations, setting them up and interpreting them in a way that links them to an original thesis, is integrated into these assignments, allowing students time to understand and implement this skill. In addition, use of the document</p>	<p>Action: While the standard for SLO #2 was met, I recommend that strategies for teaching incorporation of quotations from a primary text be shared among instructors of English 1BH and English 1B in a professional development brown bag. I will continue assigning written work that provides students with extensive practice, but one change I will implement is to require that students submit revisions of their first two analysis papers two weeks after they</p>

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	<p>Standard and Target for Success: It is expected that 80% of students will score acceptably, at a minimum a C grade (70%) or above, on this SLO.</p>	<p>camera to show students examples of effective incorporation of quoted passages allows students to see the mechanics involved with such incorporation. (09/11/2016)</p> <p>Faculty Assessment Leader: Mary Ann Leiby</p>	<p>are graded and returned (versus by the end of the semester in a portfolio) so that students can become even more skilled earlier in the semester with incorporating quotations into their essays. (09/11/2016)</p> <p>Action Category: Teaching Strategies</p>
<p>SLO #3 - Demonstrate the ability to effectively utilize scholarly sources as secondary support.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2015-16 (Spring 2016), 2016-17 (Spring 2017), 2017-18 (Spring 2018), 2018-19 (Spring 2019)</p> <p>Input Date: 12/03/2015</p>	<p>Essay/Written Assignment - A 7-8 page paper due at the end of the semester that makes an original interpretative argument about a literary text and is developed through appropriate identification of literary elements, uses relevant quotations from the literary text and detailed interpretation as primary support, and incorporates three secondary scholarly sources, including at least one scholarly source of literary criticism.</p> <p>Standard and Target for Success: It is expected that 80% of students will score acceptably, at a minimum a C grade (70%) or above, on this SLO.</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016)</p> <p>Standard Met? : Standard Met</p> <p>19 out of 19 students, or 100% of the students, succeeded on the SLO.</p> <p>Students met SLO #3 because of extensive emphasis on identifying scholarly sources to include historical context and biographical information linked to their interpretations of literary texts. This emphasis begins early on in the semester and continues throughout via assignments like group exercises and presentations, as well as in the analysis papers they write prior to drafting the final paper. These assignments give them practice utilizing scholarly sources as secondary support, as do two workshops on researching appropriate secondary sources, along with peer review sessions on the term paper and an annotated bibliography in which they must not only identify scholarly sources but also explain why they are useful in supporting the thesis of the term paper. In addition, using the document camera to show examples of effective incorporation of scholarly sources in students' essays provides them with models to follow. (09/11/2016)</p> <p>Faculty Assessment Leader: Mary Ann Leiby</p>	<p>Action: Because the standard for SLO #3 was met, I will continue using assignments and workshops that provide students an opportunity to reflect on which secondary sources are most useful in supporting their interpretations of literary texts and give them practice in incorporating them effectively. I recommend that strategies like these for teaching students to effectively utilize scholarly sources as secondary support should be shared among instructors of English 1BH and English 1B in a professional development brown bag. (09/11/2016)</p> <p>Action Category: Teaching Strategies</p>
<p>SLO #4 - Present an original literary interpretation of a text based on independent research, evaluating and synthesizing scholarly sources, that approaches the text from at least one</p>	<p>Essay/Written Assignment - A 7-8 page paper due at the end of the semester that makes an original interpretative argument about a literary text and is developed</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016)</p> <p>Standard Met? : Standard Met</p> <p>19 out of 19 students, or 100% of the students, succeeded on the SLO.</p>	<p>Action: Because the standard for SLO #4 was met, I plan to continue using assignments and workshops that emphasize literary critical perspectives and provide students an</p>

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<p>literary critical perspective.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2015-16 (Spring 2016), 2016-17 (Spring 2017), 2017-18 (Spring 2018), 2018-19 (Spring 2019)</p> <p>Input Date: 12/03/2015</p>	<p>through appropriate identification of literary elements, uses relevant quotations from the literary text and detailed interpretation as primary support, and incorporates three secondary scholarly sources, including at least one scholarly source of literary criticism.</p> <p>Standard and Target for Success: It is expected that 80% of students will score acceptably, at a minimum a C grade (70%) or above, on this SLO.</p>	<p>Students met SLO #4 because emphasis is placed throughout the semester on finding, evaluating, and synthesizing scholarly sources from a variety of literary critical perspectives. In two workshops in which they conduct research for the final paper, students practice identifying literary critical perspectives and they evaluate sources appropriate for their papers. An annotated bibliography assignment also prepares them by requiring evaluation and inclusion of scholarly sources from at least one literary critical perspective. (09/11/2016)</p> <p>Faculty Assessment Leader: Mary Ann Leiby</p>	<p>opportunity to evaluate and synthesize scholarly sources that are most useful in supporting their interpretations of literary texts and the literary critical perspective(s) they take on those texts. While English 1B does not require students to approach a text from at least one literary critical perspective, I recommend that strategies like these for teaching students to evaluate and synthesize scholarly sources be shared among instructors of both English 1BH and English 1B in a professional development brown bag. (09/11/2016)</p> <p>Action Category: Teaching Strategies</p>

ECC: ENGL 1C:Critical Thinking and Composition

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #1: Essay Concept - Compose an argumentative essay that shows an ability to support a claim using analysis, elements of argumentation, and integration of primary and secondary sources.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2013-14 (Fall 2013), 2014-15 (Fall 2014), 2015-16 (Spring 2016), 2016-17 (Spring 2017), 2017-18 (Spring 2018), 2018-19 (Spring 2019)</p> <p>Input Date: 11/12/2013</p>	<p>Essay/Written Assignment - 4-5 page essay using research</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>86% (1033 students) met the SLO, while 14% (167 students) did not meet the SLO. This is in line with previous years' success and the reasonably, consistently high rate of success on this SLO seems to reflect that students are doing well by the end of the semester on the core skills taught in the course: composing an argument that uses primary and secondary sources. The course may have hit a plateau of success in this SLO. Many faculty submitting data noted that students who did not meet this SLO were often absent or had other barriers to success, mainly language proficiency. Given the higher success here and lower success on SLO 3, attention to actions will be focused there. (09/15/2016)</p> <p>Faculty Assessment Leader: Kevin Degnan, Chelsea Henson</p> <p>Faculty Contributing to Assessment: Department-wide Assessment</p> <p>Related Documents:</p> <p>English 1C.pdf</p>	<p>Action: Maintain current practices to maintain success while addressing other areas of need. (09/28/2016)</p> <p>Action Category: Teaching Strategies</p>
<p>SLO #2: Argument Evaluation - Identify and assess bias, credibility, and relevance in their own arguments and in the arguments of others, including primary and secondary outside sources.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2013-14 (Fall 2013), 2014-15 (Fall 2014), 2015-16 (Spring 2016), 2016-17 (Spring 2017), 2017-18 (Spring 2018), 2018-19 (Spring 2019)</p> <p>Input Date: 11/12/2013</p>	<p>Essay/Written Assignment - 4-5 page essay using research</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>85% (1024 students) met the SLO, while 15% (176 students) did not meet the SLO. This is in line with previous years' success and the reasonably, consistently high rate of success on this SLO seems to reflect that students are doing well by the end of the semester on the core skills taught in the course: assessing overall credibility of sources in their own arguments, sources and read texts. The course may have hit a plateau of success in this SLO. Many faculty submitting data noted that students who did not meet this SLO were often absent or had other barriers to success, mainly language proficiency and grammar. Given the higher success here and lower success on SLO 3, attention to actions will be focused there. (09/15/2016)</p>	<p>Action: Maintain current practices to maintain success while addressing other areas of need. (09/28/2016)</p> <p>Action Category: Teaching Strategies</p>

Course SLOs	Assessment Method Description	Results	Actions
<p>Faculty Assessment Leader: Kevin Degnan, Chelsea Henson Faculty Contributing to Assessment: Department-wide Assessment</p>			
<p>SLO #3: Essay Mechanics - Write an essay that is correct in MLA format, paragraph composition, sentence structure, grammar, spelling, and usage.</p> <p>Course SLO Status: Active Course SLO Assessment Cycle: 2013-14 (Fall 2013), 2014-15 (Fall 2014), 2015-16 (Spring 2016), 2016-17 (Spring 2017), 2017-18 (Spring 2018), 2018-19 (Spring 2019) Input Date: 11/12/2013</p>	<p>Essay/Written Assignment - 4-5 page essay using research Standard and Target for Success: 70%</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016) Standard Met? : Standard Met 79% (952 students) met this SLO, while 21% (248 students) did not meet this SLO. A number of faculty contributing data noted lack of proofreading and insufficient preparation in students. This SLO is not emphasized in the course as much as 1 & 2. Many instructors spend minimal time teaching MLA format and very little time (comparatively) commenting on grammar, which is understandable, considering that grammar is not on the COR, but is still something that can affect student grades and is an unwritten expectation in the course. This represents an 8% decrease in grammar proficiency from 1A (Fall 2015) into the current 1C assessment, which means that the students who were assessed in 1A in Fall 2015 are many of the same students assessed in 1C in Spring 2016, assuming the students took 1C right after 1A. That means that many of the same students who were found to have acceptable grammar skills in 1A were not found to have acceptable grammar skills in the following semester in 1C. Students may not have retained grammar instruction and proficiency from 1A over winter break or there may be inadequate attention paid to grammar in 1A. (09/15/2016) Faculty Assessment Leader: Kevin Degnan, Chelsea Henson Faculty Contributing to Assessment: Department-wide Assessment</p>	<p>Action: Discuss with department possible further breakdown of separate skills in SLO 3 in order to separate MLA from grammar. (02/24/2017) Action Category: SLO/PLO Assessment Process Follow-Up: This proposal was discussed with the department at the department meeting on 27 October 2016. The discussion ended up having 3 proposals: to split the SLO, leave it as it is, or to delete it entirely. Slightly more than one third of the faculty decided to leave it as it is. The discussion noted that this issue would need to be reconsidered once other major changes, such as those to the placement mechanism, had taken place. (10/27/2016) Action: We'd like to take a small survey of faculty teaching 1C to find out which grammar errors are most common in 1C so we could then advise 1A instructors to emphasize the correction and avoidance of those errors more in 1A. (02/24/2017) Action Category: Program/College Support</p>

ECC: ENGL 1CH:Honors Critical Thinking and Composition

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #1 - Students will compose an argumentative essay that shows an ability to support a claim using analysis, elements of argumentation, and integration of primary and secondary sources.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2015-16 (Spring 2016), 2016-17 (Spring 2017), 2017-18 (Spring 2018), 2018-19 (Spring 2019)</p> <p>Input Date: 12/03/2015</p>	<p>Essay/Written Assignment - 4-5 page essay using research.</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016)</p> <p>Standard Met? : Standard Met</p> <p>99% (107/108) of the students passed this SLO. The results speak for themselves; the majority of these students put in an extraordinary amount of time and effort into research. However, it is important to note that these students still need to be encouraged to anticipate counter arguments and their implications. (09/08/2016)</p> <p>Faculty Assessment Leader: Debra Breckheimer</p> <p>Faculty Contributing to Assessment: Bachmann, Waterworth, Armao and Cody</p> <p>Reviewer's Comments: Faculty should consider spending more time talking about how students should become better acquainted with counter arguments and how they can integrate these counter argument into their papers. Breckheimer</p>	<p>Action: Faculty should consider spending more time talking about how students should become better acquainted with counter arguments and how they can integrate these counter argument into their papers. Breckheimer (09/20/2016)</p> <p>Action Category: Teaching Strategies</p>
<p>SLO #2 - This argument will also reflect students' ability to identify and assess bias, credibility, and relevance in their own arguments and the arguments of others, including primary and secondary resources.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2015-16 (Spring 2016), 2016-17 (Summer 2017), 2017-18 (Spring 2018), 2018-19 (Spring 2019)</p> <p>Input Date: 12/03/2015</p>	<p>Essay/Written Assignment - 4-5 page essay using research</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016)</p> <p>Standard Met? : Standard Met</p> <p>90% (97/108) students passed this SLO. Again, the students extraordinary efforts play a vital role in their success. Nonetheless, the comments mentioned under SLO 1 which explains that students need to work on their anticipation of counter arguments applies here as well. Understanding and researching opposing arguments more than they currently do will help students identify and assess their own biases and relevance with regard to the topic of discussion. (09/08/2016)</p> <p>Faculty Assessment Leader: Debra Breckheimer</p> <p>Faculty Contributing to Assessment: Bachmann, Waterworth, Armao, and Cody</p> <p>Reviewer's Comments: Reading more on the topic both in favor of and counter to their position as well as reading the texts more carefully will contribute to these students successes.</p>	<p>Action: Reading more on the topic both in favor of and counter to their position as well as reading the texts more carefully will contribute to these students successes; hence, faculty should require reading assignments which help students look in depth on the topic. (09/20/2016)</p> <p>Action Category: Teaching Strategies</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #3 - This essay will be well organized, follow proper MLA format, and be technically correct in paragraph composition, sentence structure, grammar, spelling, and usage.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2015-16 (Spring 2016), 2016-17 (Spring 2017), 2017-18 (Spring 2018), 2018-19 (Spring 2019)</p> <p>Input Date: 12/03/2015</p>	<p>Essay/Written Assignment - 4-5 page essay using research</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016)</p> <p>Standard Met? : Standard Met</p> <p>95% (103/108) succeeded at this SLO. This shows that the students are adept at the requisite skills of academic writing. (09/08/2016)</p> <p>Faculty Assessment Leader: Debra Breckheimer</p> <p>Faculty Contributing to Assessment: Bachmann, Waterworth, Armao, and Cody</p>	<p>Action: No additional actions are needed. (09/20/2016)</p> <p>Action Category: Teaching Strategies</p>
<p>SLO #4 - This argument will also demonstrate students' ability to anticipate readers' objections and to incorporate counter-argument.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2015-16 (Spring 2016), 2016-17 (Spring 2017), 2017-18 (Spring 2018), 2018-19 (Spring 2019)</p> <p>Input Date: 12/03/2015</p>	<p>Essay/Written Assignment - 4-5 page essay using research</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016)</p> <p>Standard Met? : Standard Met</p> <p>98% (106/108) of the students passed this SLO. Again this is a remarkable success rate, but there is room for improvement as mentioned under SLOs 1 and 2. Students must continue to develop the skill of anticipating the readers' objections and to incorporate and counter these objections in their papers. (09/08/2016)</p> <p>Faculty Assessment Leader: Debra Breckheimer</p> <p>Faculty Contributing to Assessment: Bachmann, Waterworth, Armao and Cody</p> <p>Reviewer's Comments: A greater emphasis on counter arguments would benefit these students.</p>	<p>Action: Faculty should focus more time on teaching students who acknowledge objections from the opposition and how to integrate counter arguments into their papers. (09/20/2016)</p> <p>Action Category: Teaching Strategies</p>

ECC: ENGL 20:Shakespeare's Plays - Tragedies and Romances

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #1: Literary Analysis of Shakespeare's Works - Analyze representative Shakespearean tragedies and romances in terms of the language, characters, and themes.</p> <p>Course SLO Status: Active Course SLO Assessment Cycle: 2013-14 (Spring 2014), 2014-15 (Spring 2015), 2015-16 (Spring 2016), 2016-17 (Spring 2017) Input Date: 11/12/2013</p>	<p>Exam/Test/Quiz - At the end of the semester, students will write an in-class close analysis of passages from the tragedies and romances read during the semester, paying special attention to language, character, and themes.</p> <p>Standard and Target for Success: 70% of students in all section should pass on each SLO.</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016) Standard Met? : Standard Met The assessment method I used was a comprehensive exam that tested students' ability to analyze themes, character development, and key quotations. We had spent considerable class time analyzing important passages and themes so I was pleased that all students who took the test passed. I had one student drop the class before the test time and another who did not take the test but did not drop the class before the drop date. He earned an F for the course and did not do any of the main assignments that tested the SLOs so he is recorded as NA for each SLO assessment. The high success rate of the 20 students who passed the SLOs may reflect the close reading that we were able to do since we had a smaller class and since most of the students were English majors, motivated to study Shakespeare so they would be ready for transfer. Although all 20 students passed the 4 SLOs, I had some weaker passes (C's) as well as B's and A's so not all students excelled, of course, even in a class of mostly English majors. (09/11/2016) Faculty Assessment Leader: Dr. Susan Bachmann</p>	<p>Action: This particular SLO is central to this course and the exam seems a challenging but excellent assessment method. (09/11/2016) Action Category: Teaching Strategies</p>
<p>SLO #2: Elizabethan History & Culture - Demonstrate knowledge of Elizabethan history and culture.</p> <p>Course SLO Status: Active Course SLO Assessment Cycle: 2013-14 (Spring 2014), 2014-15 (Spring 2015), 2015-16 (Spring 2016), 2016-17 (Spring 2017) Input Date: 11/12/2013</p>	<p>Exam/Test/Quiz - As part of an end of semester final exam, students will answer questions about Elizabethan history and culture.</p> <p>Standard and Target for Success: 70% of students in all section should pass on each SLO.</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016) Standard Met? : Standard Met Rather than assess this SLO through the comprehensive test, I used the Annotated Bibliography that required students to summarize, analyze, and evaluate critical scholarship focused on King Lear. The criticism exposed students to historical and cultural information that deepened their understanding of the play, and I could better evaluate their knowledge of history and culture through their analysis. (09/11/2016) Faculty Assessment Leader: Dr. Susan Bachmann</p>	<p>Action: As previous instructors noted, there is so much to cover on the exam that it is difficult to design a test that can adequately assess history and culture as well. I would recommend that instructors consider evaluating this SLO using the Annotated Bibliography or a similar instrument since students are able to include more in-depth analysis than they can on a test. (09/11/2016) Action Category: Teaching</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
			Strategies
<p>SLO #3: Classical Tragedy Identification - Identify, and illustrate with examples, the elements of classical tragedy.</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: 11/12/2013</p>	<p>Exam/Test/Quiz - As part of an end of semester final exam, students will answer questions identifying, and illustrating with examples, the elements of classical tragedy.</p> <p>Standard and Target for Success: 70% of students in all section should pass on each SLO.</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016)</p> <p>Standard Met? : Standard Met</p> <p>I used the comprehensive exam to assess students' understanding of the elements of tragedy. The high success rate again seems related to the number of English majors in this class since all of them had already passed English 1A and most had taken 1B and/or 1C, in addition to other literature electives. (09/11/2016)</p> <p>Faculty Assessment Leader: Dr. Susan Bachmann</p>	<p>Action: The exam seems to be an effective way to assess students' knowledge of classical tragedy as it relates to the Shakespearean tragedies studied. (09/11/2016)</p> <p>Action Category: Teaching Strategies</p>
<p>SLO #4: Reading & Analyzing Shakespeare - Demonstrate ability to read, summarize, and evaluate critical analysis of Shakespeare's works.</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: 11/12/2013</p>	<p>Essay/Written Assignment - Write an annotated bibliography (including summaries of and responses to) critical scholarship on Shakespeare's work.</p> <p>Standard and Target for Success: 70% of students in all section should pass on each SLO.</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016)</p> <p>Standard Met? : Standard Met</p> <p>20/20 (100%) of students met this SLO. Here again, I used the Annotated Bibliography assignment because students had to summarize, analyze, and evaluate scholarly criticism of King Lear. This assignment seemed an ideal method to assess this particular SLO, and students clearly learned so much from professional critics' interpretations of key lines and themes. I had distributed a student model of this assignment, along with the assignment sheet, so this example seemed to help students better understand how to organize their own reports. I was pleased that all 20 students passed and that a number of them wanted to share their discoveries with classmates. (09/11/2016)</p> <p>Faculty Assessment Leader: Dr. Susan Bachmann</p>	

ECC: ENGL 24A:Creative Writing: Introduction to Poetry

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #1: Poetry Composition & Workshop - Compose, revise, discuss and critique their own poems and the poems of others incorporating knowledge of poetic terms and techniques, conventions, and forms.</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: 11/12/2013</p>	<p>Portfolio - Students will submit a portfolio at the end of the term containing drafts of at least four form poems that use specific poetic meter and rhyme scheme, the revisions of those four poems, and a written assessment of the changes made to those poems in revision after peer review.</p> <p>Standard and Target for Success: Seventy percent of students should meet this goal.</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016)</p> <p>Standard Met? : Standard Met</p> <p>87% of my students met the standards for this SLO. All participated in the peer review workshops and earned a 70% or above. All students successfully turned in a portfolio of both drafts and revisions. The reason for this success rate it is the creative nature of this course. Assessment revolves mostly around the completion of assignments and participation in class discussion. In general, by the time students have turned in their final portfolios, they've completed the required work. (09/14/2016)</p> <p>Faculty Assessment Leader: Clint Margrave</p>	<p>Action: Maintain current strategies. (09/14/2016)</p> <p>Action Category: Teaching Strategies</p>
<p>SLO #2: Poetic Term & Genre Identification - Recognize, define, and identify poetic terms and genres.</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: 11/12/2013</p>	<p>Exam/Test/Quiz - Students will complete a final exam that requires them to define poetic terms and genres.</p> <p>Standard and Target for Success: It is expected that students will receive a 70% or above.</p>		
<p>SLO #3: Meter & Rhyme Identification - Identify common poetic meters and rhyme schemes and apply them to their writing.</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: 11/12/2013</p>	<p>Portfolio - Students will submit a portfolio at the end of the term containing drafts of at least four form poems that use specific poetic meter and rhyme scheme, the revisions of those four poems, and a written assessment of the changes made to those poems in revision after peer review.</p> <p>Standard and Target for Success: Seventy percent of students will meet this goal.</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016)</p> <p>Standard Met? : Standard Met</p> <p>100% of students met the standards for this SLO goal. (09/14/2016)</p> <p>Faculty Assessment Leader: Clint Margrave</p>	<p>Action: Maintain current strategies. (09/14/2016)</p> <p>Action Category: Teaching Strategies</p>

ECC: ENGL 31: Mythology and Folklore

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #1 Understanding of Myth - Show understanding of representative myths and folktales in terms of fundamental themes, archetypal images, symbolism, historical and cultural contexts, and critical analysis.</p> <p>Course SLO Status: Active Course SLO Assessment Cycle: 2013-14 (Spring 2014), 2014-15 (Spring 2015), 2015-16 (Spring 2016), 2016-17 (Spring 2017) Input Date: 11/20/2013</p>	<p>Essay/Written Assignment - Students will be evaluated through an essay. Standard and Target for Success: 70%</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016) Standard Met? : Standard Met 82% of students successfully met the standards established for this particular SLO. One potential reason for such a high success rate is that essay expectations are clearly established when each essay is assigned. Also, because many of the students are English majors, they already have knowledge of how to write a college essay. Also, the variety of essay topics afford students the opportunity to choose a topic for which they have high interest. While this success rate of 82% exceeds the target success rate of 70%, there are a variety of reasons why the number is not higher. The primary reason appears to be that students lack essay writing experience at the level expected for this course. Occasionally, students are able to enroll in the class despite not having met the recommended 1A eligibility requirement. While the students with low writing skills can point to many of the concepts identified in the SLO such as archetypal images and fundamental themes, they lack the ability to articulate their understanding of those concepts in writing.</p> <p>One reason for the slight dip in the success rate of this SLO from last year may be due to having roughly the same number of students with lower writing skills while at the same time having a smaller class size. (09/15/2016) Faculty Assessment Leader: Bruce Peppard</p>	<p>Action: I will strongly recommend students seek additional assistance at the writing center as well as my office. In addition, I will show them the online tutoring component of ETUDES. (09/15/2016) Action Category: Teaching Strategies</p>
<p>SLO #2: Myth & Folklore Differentiation - Identify the differences between myth and folklore as well as recognize names, symbols, creatures, and heroes in various myths and folktales.</p> <p>Course SLO Status: Active Course SLO Assessment Cycle: 2013-14 (Spring 2014), 2014-15 (Spring 2015), 2015-16 (Spring 2016), 2016-</p>	<p>Exam/Test/Quiz - Students will be assessed through the final exam. Standard and Target for Success: 70%</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016) Standard Met? : Standard Met 88% of students successfully completed SLO #2. The high success rate is likely due to the way the material is covered in class as well as the online support provided on ETUDES. Summaries of what was covered in class as well as a list of "things to know" concludes each of the weekly modules found on ETUDES. In addition, quizzes completed using student response ware help the instructor track the classes'</p>	<p>Action: An online study session/office hour prior to the final exam should be implemented into the course. Students studying for the final exam will be able to ask the instructor specific questions they may have on the material covered throughout the semester. (09/15/2016)</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
17 (Spring 2017)		overall understanding of class elements. Only two of the seventeen students didn't successfully meet this SLO. Whether it was a lack of reading or lack of adequate preparation for the exam is unclear. (09/15/2016) Faculty Assessment Leader: Bruce Peppard	Action Category: Teaching Strategies
SLO #3: Cultural Difference - Identify and assess cultural differences as seen in the styles, subject matter, and level of sophistication of various mythological writings. Course SLO Status: Active Course SLO Assessment Cycle: 2013-14 (Spring 2014), 2014-15 (Spring 2015), 2015-16 (Spring 2016), 2016-17 (Spring 2017) Input Date: 11/20/2013	Exam/Test/Quiz - Students will be assessed through the final exam. Standard and Target for Success: 70%	Semester and Year Assessment Conducted: 2015-16 (Spring 2016) Standard Met? : Standard Met 82% of students successfully met the requirement for this SLO. Although this portion of the final exam is perhaps the most difficult, students performed quite admirably. The high success rate is likely the result of periodic discussions concerning cultural differences found in representative myths. In addition, students had ample opportunity to delve into these topics in small group workshops. While an 82% rate may not seem terribly high, the class size of seventeen students indicates that only three students did not adequately meet this particular standard. (09/15/2016) Faculty Assessment Leader: Bruce Peppard	Action: Instructor will continue to model how to identify and assess the various ways myths give insight into their respective culture. In addition, the instructor will continue to organize student-driven hands-on workshops that allow students to hone their analytical skills. (09/15/2016) Action Category: Teaching Strategies
SLO #4: Mythological Identification - Identify mythological allusions found in diverse literatures and assess representative myths in terms of their effectiveness in expressing the relationship of individuals to society and humankind's understanding of the cosmos. Course SLO Status: Active Course SLO Assessment Cycle: 2013-14 (Spring 2014), 2014-15 (Spring 2015), 2015-16 (Spring 2016), 2016-17 (Spring 2017)	Exam/Test/Quiz - Students will be assessed through the final exam. Standard and Target for Success: 70%	Semester and Year Assessment Conducted: 2015-16 (Spring 2016) Standard Met? : Standard Met 82% of students successfully met the requirements of this SLO. The final exam allows ample opportunity for students to demonstrate their understanding of the various components of this particular SLO. Given that much emphasis is placed on this SLO throughout the semester, it is a bit surprising that an even larger number of students don't perform well on this assessment. (09/16/2016) Faculty Assessment Leader: Bruce Peppard	Action: For the "Hansel and Gretel" assignment, instructor will create additional questions that will lead students to better understand the relationship of individuals to society. Then, using the folktale as a springboard, students will apply similar skills to assess how a creation myth expresses humankind's understanding of the cosmos. (09/16/2016) Action Category: Teaching Strategies

ECC: ENGL 36:World Literature, 1650 CE to Present

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #1 - Demonstrate an understanding of literary elements such as plot, point of view, character, theme, symbolism, irony, and style in representative works of African, Asian/Pacific Islander, European, Latin American, and Middle Eastern cultures written since 1650 CE.</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: 11/12/2013</p>	<p>Essay/Written Assignment - In-class final essay (a choice of several prompts). Asking to compare and/or contrast elements from different literary works.</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 14 students evaluated, 14 (100%) met the standard. Aside from World Literature's drawing a small but highly motivated number of students annually (due to its Tier 1 placement in the IGETC), the high success rate of this SLO is likely due to the extensive preparation students have had, having written a 500 word essay weekly in which they learned to and practiced analysis of literary elements so that by the time of assessment (the course final), those students who completed the course had been well-prepared for the assignment. (09/15/2016)</p> <p>Faculty Assessment Leader: Brent Isaacs</p> <p>Faculty Contributing to Assessment: Brent Isaacs</p>	<p>Action: Maintain current teaching strategies. (06/15/2017)</p> <p>Action Category: Teaching Strategies</p> <p>Follow-Up: The teaching strategies mentioned above were continued, definitely contributing to the success of this SLO. The level of students is also higher the last two years (and the enrollemnt lower) as a result of the IGETC required change to pre-requisites (ENGL 36 now requires students to be 1A eligible instead of the old standard of merely suggesting 1A eligibility). This change in incoming students' abilities to write at the college level is also a factor that contributes to the high success rates. (09/15/2016)</p> <hr/> <p>Action: Considering the high success rates the past two years and the fact that the increase in success rates seems to be a result of the IGETC required change to pre-requisites (ENGL 36 now requires students to be 1A eligible instead of the old standard of merely suggesting 1A eligibility), the 70% standard is probably setting the proverbial bar too low. While 100% success rates have been met for this SLO on the past two annual assessments, it is unrealistic to assume they can be consistently met. The standard should be raised henceforth to 80%.</p>

Course SLOs	Assessment Method Description	Results	Actions
			<p>(06/11/2015)</p> <p>Action Category: SLO/PLO Assessment Process</p> <p>Follow-Up: Change the standard of success from 70% to 80% on this SLO (06/15/2017)</p>
<p>SLO #2 - Analyze representative texts of African, Asian/Pacific Islander, European, Latin American, and Middle Eastern cultures written since 1650 CE in terms of literary elements, cultural contexts, genre, and/or authors.</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: 11/12/2013</p>	<p>Essay/Written Assignment - In-class final essay (a choice of several prompts). Asking to compare and/or contrast elements from different literary works.</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 14 students evaluated, 14 (100%) met the standard. Aside from World Literature's drawing a small but highly motivated number of students annually (due to its Tier 1 placement in the IGETC), the high success rate of this SLO is likely due to the extensive preparation students have had, having written a 500 word essay weekly in which they learned to and practiced analyzing literature in relation to its cultural context so that by the time of assessment (the course final), those students who completed the course had been well-prepared for the assignment. (09/15/2016)</p> <p>Faculty Assessment Leader: Brent Isaacs</p> <p>Faculty Contributing to Assessment: Brent Isaacs</p>	<p>Action: Increase the standard for success for this SLO from 70% to 80%. (06/15/2017)</p> <p>Action Category: SLO/PLO Assessment Process</p> <hr/> <p>Action: Maintain current teaching strategies. (06/09/2016)</p> <p>Action Category: Teaching Strategies</p> <p>Follow-Up: The teaching strategies mentioned above were continued, definitely contributing to the success of this SLO. The level of students is also higher the last two years (and the enrollment lower) as a result of the IGETC required change to pre-requisites (ENGL 36 now requires students to be 1A eligible instead of the old standard of merely suggesting 1A eligibility). This change in incoming students' abilities to write at the college level is also a factor that contributes to the high success rates. (09/15/2016)</p>
<p>SLO #3 - Develop a thesis regarding representative texts of African, Asian/Pacific Islander, European, Latin American, or Middle Eastern cultures written since 1650 CE by</p>	<p>Essay/Written Assignment - In-class final essay (a choice of several prompts). Asking to compare and/or contrast elements from different literary works.</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016)</p> <p>Standard Met? : Standard Met</p> <p>Of the 14 students evaluated, 14 (100%) met the standard. Aside from World Literature's drawing a small but highly</p>	<p>Action: Maintain current teaching strategies. (09/24/2016)</p> <p>Action Category: Teaching Strategies</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>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 sentence structure, and following MLA format for citations.</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: 11/12/2013</p>	<p>Standard and Target for Success: 70%</p>	<p>motivated number of students annually (due to its Tier 1 placement in the IGETC), the high success rate of this SLO is due to the extensive preparation students have had, having written a 500 word essay weekly in which they learned to and practiced developing their own literary analysis thesis so that by the time of assessment (the course final), those students who completed the course had been well-prepared for the assignment. (09/15/2016)</p> <p>Faculty Assessment Leader: Brent Isaacs</p> <p>Faculty Contributing to Assessment: Brent Isaacs</p>	<p>Follow-Up: The teaching strategies mentioned above were continued, definitely contributing to the success of this SLO. The level of students is also higher the last two years (and the enrollment lower) as a result of the IGETC required change to pre-requisites (ENGL 36 now requires students to be 1A eligible instead of the old standard of merely suggesting 1A eligibility). This change in incoming students' abilities to write at the college level is also a factor that contributes to the high success rates. (09/15/2016)</p>

ECC: ENGL 40B:American Literature

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #1 - Students will be able to identify representative works of American literature from the post-Civil War period until the present.</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: 11/12/2013</p>	<p>As a measure of students' ability to recognize representative works of American literature, students will complete regular quizzes and answer identification questions on examinations.</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016)</p> <p>Standard Met? : Standard Met</p> <p>A vast majority of students, 83%, are able to identify authors and texts by examining representative passages from their works (05/19/2016)</p> <p>Faculty Assessment Leader: Tom Cody</p>	
<p>SLO #2 - Students will be able to analyze representative works of American literature from the post-Civil War period until the present.</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: 11/12/2013</p>	<p>Essay/Written Assignment - As a measure of success, students will compose an essay that analyzes or evaluates one or more representative works of American literature, demonstrating a reasonable understanding of authors, literary elements, or cultural contexts.</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>Seventy-six percent of the students successfully achieved SLO 2, (23 of 30). The majority of students taking this literature course write well and are capable of analyzing literature in a competent fashion. Many of the students are English majors and enjoy analyzing literature. (09/08/2016)</p> <p>Faculty Assessment Leader: Tom Cody</p>	<p>Action: A small minority of students need help understanding college-level analytical writing, and these students benefit from reading model papers. (09/08/2016)</p> <p>Action Category: Teaching Strategies</p>
<p>SLO #3 - Students will be able to recognize social, historical, and ethnic influences in representative works of American literature from the post-Civil War period until the present.</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: 11/12/2013</p>	<p>Essay/Written Assignment - As a measure of success, students will compose an essay that analyzes or evaluates one or more representative works of American literature, demonstrating a reasonable understanding of authors, literary elements, or cultural contexts.</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>Perhaps because many of the works directly discuss social, historical, and ethnic influences in American culture, students understand and recognize these influences in the works we study. 90% of students achieved this objective. (05/13/2016)</p> <p>Faculty Assessment Leader: Tom Cody</p>	<p>Action: A continued emphasis on multi-cultural texts helps increase students' awareness of social, historical, and ethnic influences in American literature. (05/13/2016)</p> <p>Action Category: Teaching Strategies</p>

ECC: ENGL 78:Creative Writing: Screenwriting

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #1 - Develop a film story with a first, second, and third act, and the scenes written for that story will adhere to proper screenplay format by including headings, scene descriptions, and dialogue.</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: 11/12/2013</p>	<p>Essay/Written Assignment -</p> <p>Students will write an outline for a full-length screenplay that contains clearly delineated first, second, and third acts and will write twenty pages of that screenplay.</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>16 of 18 students (89%) turned in properly formatted scenes. I consider this a high success rate. I believe that after implementing a policy of constant repetition regarding proper formatting and constant reminders to turn in homework, students have responded by turning in scenes that adhere to proper formatting. The two students who failed to turn in properly formatted scenes had either a) an attendance problem, or b) suffered from writer's block (which was solved after many weeks of support, though her formatting never achieved a satisfactory level). (09/21/2016)</p> <p>Faculty Assessment Leader: Krim Krizan</p>	<p>Action: My action plan is to continue to remind students about proper formatting, continue to remind students to turn in homework, and continue to critique and correct improper formatting as it appears in their homework. (09/21/2016)</p> <p>Action Category: Teaching Strategies</p>
<p>SLO #2 - Demonstrate the ability to create a 3-act story that must include scenes from their story's first, second, and third acts.</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: 11/12/2013</p>	<p>Essay/Written Assignment -</p> <p>Students will write an outline for a full-length screenplay that contains clearly delineated first, second, and third acts and will write twenty pages of that screenplay.</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>17 of 18 students (95.5%) turned in completed outlines. ANALYSIS: I consider this an excellent success rate. I added an extra day of structure analysis to our "test film," which I chose because of its complex structure. Students seemed to respond to this extended analysis. (09/21/2016)</p> <p>Faculty Assessment Leader: Krim Krizan</p>	<p>Action: I'll continue to use the same test film and continue to add an extra day of structure analysis, because I believe this helps the students think through possibilities for their own outlines. (09/21/2016)</p> <p>Action Category: Teaching Strategies</p>
<p>SLO #3 - Demonstrate the ability to develop a story for film that includes at least 20 pages of scenes written for his/her film story.</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: 11/12/2013</p>	<p>Essay/Written Assignment -</p> <p>Students will write an outline for a full-length screenplay that contains clearly delineated first, second, and third acts and will write twenty pages of that screenplay.</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>16 of 18 students (89%) turned in 20 pages of scenes. This is a great improvement over past semesters when some students turned in as few pages as possible. I believe this improvement has occurred because I've placed emphasis on generating as many pages as possible as a means to "organic improvement." This lessens problems students experience with writer's block. I also encourage students to work outside of class. This is because I noticed students</p>	<p>Action: I'll continue my more aggressive policy of encouraging students to work outside of class to increase their total page count, as well as simply remind them repeatedly that passing the class requires at least 20 pages of final scenes. (09/21/2016)</p> <p>Action Category: Teaching Strategies</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
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were trying to pack in as much work as possible during class time, while doing as little homework as possible. By encouraging students to work outside of class time, they've increased their total number of pages turned in for their final. (09/21/2016)

Faculty Assessment Leader: Kim Krizan

ECC: ENGL 80:Basic Language Skills

Course SLOs	Assessment Method Description	Results	Actions
<p>SLO #1 - Students will demonstrate their ability to recognize context clues that assist with vocabulary acquisition necessary to comprehend paragraph-length non-fiction texts written at the 5th-8th grade level (a Lexile range of 800-960).</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2013-14 (Spring 2014), 2014-15 (Fall 2014), 2014-15 (Spring 2015), 2015-16 (Spring 2016), 2016-17 (Spring 2017), 2017-18 (Spring 2018)</p> <p>Input Date: 01/13/2015</p>	<p>Exam/Test/Quiz - Townsend Combined Skills Test</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>ECC Torrance Campus Results: 60% (32/53)</p> <p>Assessment data and analysis:</p> <p>SLO 1 was recently updated to more accurately reflect the learning objectives of English 80 as outlined in the course outline of record. As a result, it was decided to include annotation as a part of the final assessment. Annotation allows instructors to gage the level of involvement that each student has with the text. In the past, a multiple choice exam was the only tool used to measure student learning outcomes. Unfortunately, using a multiple choice exam is limiting as it requires a forced choice and does not necessarily reveal a student's thought process. SLO1 is trying to measure the level at which a student is engaged in the reading process and requires students to highlight the main idea and major supporting details. Furthermore, the student must include questions, comments and vocabulary predictions in the margins to show the level of understanding of the text.</p> <p>This SLO was tested in a pilot program with English 82 students in fall 2015. The instructors felt that it provided a more authentic opportunity to assess student engagement. It was decided to move forward with this measurement in the spring to assess SLO 1. English 80, however, did not receive the same attention that was given to English 82 & 84. There were only four sections of English 80 offered in the spring. Although training on the administration of the new SLO was available to all Reading Faculty, there was nothing specifically offered to support this level. As a result, the classes were not provided a consistent reading for the assessment nor were there meetings to discuss the unique needs of the population enrolled in the course.</p>	<p>Action: Training will continue for the entire Reading Department this fall and English 80 instructors will be required to participate in the consistency project. Moreover, the department needs to evaluate the goals of the course more closely and decide on the future direction of this level.</p> <p>(09/14/2016)</p> <p>Action Category: Teaching Strategies</p> <hr/> <p>Action: Training will continue for the entire Reading Department this fall and English 80 instructors will be required to participate in the consistency project. Moreover, the department needs to evaluate the goals of the course more closely and decide on the future direction of this level.</p> <p>(09/14/2016)</p> <p>Action Category: Curriculum Changes</p>

Course SLOs	Assessment Method Description	Results	Actions
		<p>The students did not pass this SLO. The lack of consistency and training certainly contributed to this outcome. However, it is likely that the population enrolled in this level course also contributed to the low passing rate. English 80 students vary greatly in skill level and many are not expected to reach 82 level by the end of the semester.</p> <p>(09/14/2016) Faculty Assessment Leader: Rose Ann Cerofeci</p> <p>Multiple Assessments - At the end of the semester, instructors may choose one of three assessment tools. Each of these tools assesses the stated learning outcomes:</p> <ol style="list-style-type: none"> 1. Townsend Combined Skills Test given at end of semester: passing score is 70% 2. Degrees of Reading Power J-6 (grades 5-7) given at end of semester: passing score is 56 3. Students will highlight and annotate a paragraph-length text, demonstrating comprehension of the text. <p>Standard and Target for Success: 70% of students will pass the SLO.</p>	
<p>SLO #2 - Students will demonstrate their ability to employ fluency strategies necessary to comprehend paragraph-length non-fiction texts written at the 5th-8th grade level (a Lexile range of 800-960). Course SLO Status: Active Course SLO Assessment Cycle: 2013-14 (Spring 2014), 2014-15 (Fall 2014),</p>	<p>Exam/Test/Quiz - Cloze Test given at the end of the semester. Standard and Target for Success: 70%</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016) Standard Met? : Standard Not Met ECC Torrance Campus results: 66% (35/53)</p> <p>Assessment data & analysis:</p> <p>The department agreed that all instructors must use the</p>	<p>Action: The department intends to continue to improve comprehension instruction through the implementation of the common assessment. Requiring all instructors to administer the Townsend Press exit exam will create consistency. During the fall consistency project, the instructors will share "best</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
2014-15 (Spring 2015), 2015-16 (Spring 2016), 2016-17 (Spring 2017), 2017-18 (Spring 2018) Input Date: 01/13/2015	<p>Multiple Assessments - At the end of the semester, instructors may choose one of three assessment tools. Each of these tools assesses the stated learning outcomes:</p> <ol style="list-style-type: none"> 1. Townsend Combined Skills Test given at end of semester: passing score is 70% 2. Degrees of Reading Power J-6 (grades 5-7) given at end of semester: passing score is 56 3. Students will highlight and annotate a paragraph-length text, demonstrating comprehension of 	<p>Townsend Press as the assessment for English 80. The questions were divided into specific categories so only questions that address comprehension strategies were assessed for SLO 2.</p> <p>To assess SLO 2, 19 questions (out of 34) were identified to measure comprehension skills. These questions ask students to do things like identify the main idea, find supporting details, look for patterns of organization and determine between facts and opinions. These questions constitute the majority of the test and support the skills outlined in the course objectives. 66% of the students passed this SLO. This does meet the department standard; however, it is very close to our overall goal.</p> <p>Comprehension strategies are the basis of the texts used in English 80 and will continue to be emphasized throughout the course. Instructors are encouraged to use supplemental lab programs and online support exercises to reinforce these skills. We are confident that this SLO can be met and strategies will be discussed at the upcoming consistency project (09/14/2016) Faculty Assessment Leader: Rose Ann Cerofeci</p>	<p>practices” to ensure directed and purposeful instruction on the comprehension skills outlined in our objectives and outcomes.</p> <p>Furthermore, students are now be encouraged to annotate the text while reading. Annotation and active engagement in the reading process should increase overall comprehension. (09/14/2016) Action Category: Teaching Strategies</p>

Course SLOs	Assessment Method Description	Results	Actions
	the text.		
	Standard and Target for Success: 70% of students will pass the SLO.		
SLO #3 - Students will demonstrate their ability to apply study skills necessary to comprehend paragraph-length non-fiction texts written at the 5th-8th grade level (a Lexile range of 800-960). Course SLO Status: Active Course SLO Assessment Cycle: 2013-14 (Spring 2014), 2014-15 (Fall 2014), 2014-15 (Spring 2015), 2015-16 (Spring 2016), 2016-17 (Spring 2017), 2017-18 (Spring 2018) Input Date: 01/13/2015	Exam/Test/Quiz - Students will highlight and annotate a paragraph-length, demonstrating comprehension of the text. Standard and Target for Success: 70%	Semester and Year Assessment Conducted: 2015-16 (Spring 2016) Standard Met? : Standard Not Met ECC Torrance Campus results: 51% (27/53) Assessment data and analysis: To assess SLO 3, we identified 15 questions that require students to use skills, such as inference, to deduce meaning in the text. 51% of the students passed this SLO. The department standard was not met. The ability to analyze text is an essential reading skill, but one of the most difficult to master. Requiring students to critically think about a text requires a higher level of thinking and understanding. The low passing score of this SLO is concerning, however, not particularly surprising. It is one of the most difficult skills to teach and often requires significant time and deeper cognitive development for the students. The results of this SLO provide valuable information to faculty. It is clear that we need to find more effective ways to teach these skills and continue to provide ongoing practice to the students. (09/14/2016) Faculty Assessment Leader: Rose Ann Cerofeci	Action: The department will discuss strategies and best practices to help discover more in-depth and effective ways to teach analysis. The consistency project will also work to provide additional training in this area. Furthermore, annotation and engagement with the text should help the students obtain a deeper understanding of the content. (09/14/2016) Action Category: Teaching Strategies
	Multiple Assessments - 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 Combined Skills Test given at end of semester: passing score is 70% 2. Degrees of Reading Power		

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
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J-6 (grades 5-7) given at end of semester: passing score is 56

3. Students will highlight and annotate a paragraph-length text, demonstrating comprehension of the text.

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

ECC: ENGL 84:Developmental Reading and Writing

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #1 - Demonstrate the ability to actively engage in the reading process in order to comprehend and analyze multi-paragraph non-fiction texts at the college freshman 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: 01/13/2015</p>	<p>Exam/Test/Quiz - At the end of the semester, all English 84 students take a 40-question multiple-choice test, with each question assigned to one of three SLOs. The question/SLO breakdown is as follows:</p> <p>SLO 1 (vocabulary acquisition): 8 questions (passing is 6 correct answers)</p> <p>SLO 2 (comprehension): 16 questions (passing is 12 correct answers)</p> <p>SLO 3 (analysis): 16 questions (passing is 12 correct answers)</p> <p>Results are aggregated by class, using the ParScore system.</p> <p>Standard and Target for Success: 75% of all students in each section should pass the SLO.</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016)</p> <p>Standard Met? : Standard Met</p> <p>ECC Torrance Campus Results: 82%</p> <p>Assessment data and analysis:</p> <p>During the fall 2015, the department updated SLO 1 and conducted a pilot program which implemented a new method of assessment to better reflect the course objectives and align with the changes made to SLO 1. Previously, this SLO was measuring a student's ability to use context clues to predict the meaning of unfamiliar vocabulary on a multiple choice test. Upon deeper analysis, it was determined that finding context clues should not be its own SLO. In alignment with the course outline and course objectives, it is clear that this is a skill taught to assist with comprehension of a text, and fits better under SLO 2. English 84 remediates comprehension strategies for students testing one level below college reading. The class addresses the need to bolster a number of strategies associated with decoding the meaning of a text. The course covers finding the main idea, finding supporting details, recognizing patterns of organization and using context clues to predict the meaning of unfamiliar words (among other skills). Decoding vocabulary is one of the skills that is taught and practiced throughout the semester. It is part of a series of strategies used by readers to make sense of a text which are being assessed through the Townsend Press final.</p> <p>In addition to comprehension strategies, another main objective of the reading course is to engage students in the reading process. This process includes accessing prior knowledge, making predictions, making connections, and asking questions while reading a text. The format of the Townsend Press, which is multiple choice, makes it difficult to assess whether or not the students are actively engaging</p>	<p>Action: This method of assessment is still in a trial period. Creating consistency among instructors to ensure accurate grading is somewhat difficult. The department plans to have follow up training during fall 2016 to discuss individual grading methods.</p> <p>The process of collecting the data for this portion of the test may need to be revisited. A spread sheet was provided and instructors were asked to download their data, but a simple rubric sheet might be easier for faculty.</p> <p>Finally, adding an annotation piece to the test made it necessary to make the entire test consumable. This decision was supported by all reading faculty. It is extremely inconsistent to instruct students on the reading process and text engagement for an entire semester and then require the students to take a final without writing on the test. Allowing students to write on the test should result in higher test scores because it allows them to utilize the reading skills that they have been practicing all semester. The issue, however, is paper. Making the tests consumable means that there is a lot of paper being produced for the final. The Townsend Press is a standardized department assessment that is used</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
		<p>in this process. The department has tried to implement various alternative measurements to assess these skills but has found it difficult to find an instrument that is consistent and workable. However, simply not assessing whether the students are participating in this process is negligent. Teaching the reading process is a major focus of the program and a necessary part of remediation.</p> <p>In order to assess this skill, the department agreed upon a common reading that would be annotated by all students as a part of the final exam. The reading was selected from the Townsend Press site and has a lexile of 1280 (college level). A simple rubric was created to measure tasks that help identify the level of engagement that each student had with the text. Instructors were given a choice to either administer the article annotation assessment with the Townsend Press final or on another day.</p> <p>A training was conducted and adjustments were made to ensure consistent administration. The instructors found the rubric easy to assess. However, questions about consistency in grading remain.</p> <p>The results of the annotation assessment were extremely positive. The department passed the SLO with 82%. The rubric asked the instructors to identify successful annotation by identifying four key areas. The data reflects that 91% of the students were able to identify the main idea of the passage, 84% were able to identify two major supporting details, 73% were able to use context clues to predict the meaning of unfamiliar vocabulary words and 81% wrote meaningful comments or questions in the margin. This method of assessment forces students to show how they made sense of a text without the opportunity to rely on answers provided through the multiple choice format.</p> <p>(09/14/2016)</p> <p>Faculty Assessment Leader: Rose Ann Cerofeci</p>	<p>every semester. In order to maintain the integrity of the assessment, instructors are required to destroy the used copies. This generates a tremendous amount of work for the office (shredding the tests) and increases the likelihood of exposure. We may want to move to online testing. This is a very viable solution, but it also creates a testing environment where students are once again unable to annotate. These questions need to be addressed this fall.</p> <p>(09/14/2016)</p> <p>Action Category: Teaching Strategies</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #2 - Students will demonstrate their ability to employ comprehension strategies necessary to comprehend non-fiction texts written at the college freshman 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: 01/13/2015</p>	<p>Exam/Test/Quiz - At the end of the semester, all English 84 students take a 40-question multiple-choice test, with each question assigned to one of three SLOs. The question/SLO breakdown is as follows:</p> <p>SLO 1 (vocabulary acquisition): 8 questions (passing is 6 correct answers)</p> <p>SLO 2 (comprehension): 16 questions (passing is 12 correct answers)</p> <p>SLO 3 (analysis): 16 questions (passing is 12 correct answers)</p> <p>Results are aggregated by class, using the ParScore system.</p> <p>Standard and Target for Success: 75% of all students in each course should pass the SLO.</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016)</p> <p>Standard Met? : Standard Not Met ECC Torrance Campus results: 68%</p> <p>Assessment data & analysis:</p> <p>The department agreed that all instructors must use the Townsend Press, Form B as the assessment for English 84. Although students received an overall score on the exam, the questions were divided into specific categories to address SLOs.</p> <p>To assess SLO 2, we identified 24 questions (out of 40) that measure comprehension skills. These questions ask students to do things like identify the main idea, find supporting details, look for patterns of organization and determine between facts and opinions. These questions constitute the majority of the test and support the skills outlined in the course objectives. 68% of the students passed this SLO. This does not meet the department standard; however, it is very close to our overall goal.</p> <p>In spring 2015, only 60% of the students passed SLO2. The number of students passing this SLO has increased. The increase may be attributed to several factors. First, including the vocabulary in context questions may have helped to bolster the scores. In 2015, the students scored higher on the vocabulary questions, so it makes sense that when added to the other comprehension questions an overall increase would occur. Therefore, we decided to look at the data without the vocabulary questions, and the results were 64% passing. We can conclude that adding the vocabulary questions did increase the overall passing rate, but does not reflect the entire increase. The additional</p>	<p>Action: The department intends to continue to improve comprehension instruction through the implementation of the common assessment. Requiring all instructors to administer the Townsend Press exit exam will create consistency. During the fall consistency project, the department will discuss the changes and share “best practices” to ensure directed and purposeful instruction on the comprehension skills outlined in our objectives and outcomes.</p> <p>Furthermore, students will continue to learn how to annotate the text while reading. Annotation and active engagement in the reading process should increase overall comprehension. (09/14/2016)</p> <p>Action Category: Teaching Strategies</p>

Course SLOs	Assessment Method Description	Results	Actions
		<p>increase may be attributed to annotation. Allowing the students to annotate the text during the exam may have increased overall comprehension.</p> <p>(09/14/2016)</p> <p>Faculty Assessment Leader: Rose Ann Cerofeci</p>	
<p>SLO #3 - Students will demonstrate their ability to analyze nonfiction texts written at the college freshman 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: 01/13/2015</p>	<p>Exam/Test/Quiz - At the end of the semester, all English 84 students take a 40-question multiple-choice test, with each question assigned to one of three SLOs. The question/SLO breakdown is as follows:</p> <p>SLO 1 (vocabulary acquisition): 8 questions (passing is 6 correct answers)</p> <p>SLO 2 (comprehension): 16 questions (passing is 12 correct answers)</p> <p>SLO 3 (analysis): 16 questions (passing is 12 correct answers)</p> <p>Results are aggregated by class, using the ParScore system.</p> <p>Standard and Target for Success: 75% of all students in each course should pass the SLO.</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016)</p> <p>Standard Met? : Standard Not Met</p> <p>ECC Torrance Campus results: 49%</p> <p>Assessment data and analysis:</p> <p>The department agreed that all instructors must use the Townsend Press, Form B as the assessment for English 84. Although students received an overall score on the exam, the questions were divided into specific categories to address SLOs.</p> <p>To assess SLO 3, we identified 16 questions that require students to use skills, such as inference, to deduce meaning in the text. 49% of the students passed this SLO. The department standard was not met. The ability to analyze text is an essential college skill, but one of the most difficult to master. Requiring students to critically think about a text requires a higher level of thinking and understanding.</p> <p>The low passing score of this SLO is concerning, however, not particularly surprising. It is one of the most difficult skills to teach and often requires significant time and deeper cognitive development for the students. The results of this SLO provide valuable information to faculty. It is clear that we need to find more effective ways to teach these skills and continue to provide ongoing practice to the students.</p> <p>(09/14/2016)</p> <p>Faculty Assessment Leader: Rose Ann Cerofeci</p>	<p>Action: The department will discuss strategies and best practices to help discover more in-depth and effective ways to teach analysis. The consistency project will also work to provide additional training in this area. The addition of annotation should help students improve this skill. Creating strategies to teach these skills will be addressed in the fall.</p> <p>(09/14/2016)</p> <p>Action Category: Teaching Strategies</p>

ECC: ENGL 98abcd:College Literary Magazine Editing and Publishing

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #1 - Students will create a promotional event for the magazine. Course SLO Status: Active Course SLO Assessment Cycle: 2014-15 (Spring 2015) Input Date: 11/12/2013 Comments: SLO statement change per Pete Marcoux's 9.25.2016 e-mail.</p>	<p>Multiple Assessments - Students will create an advertisement, utilize social media, and use Google Drive to organize submissions. Standard and Target for Success: Advertisement, social media and Google drive accounts. Related Documents: LITERARY ANALYSIS RUBRIC.docx</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016) Standard Met? : Standard Met Students created various types of advertising, posters, bookmarks, business cards, to promote the magazine. All students (10/10) completed this assignment satisfactorily. They were all responsible for a particular social media platform to promote the magazine. (09/16/2016) Faculty Assessment Leader: Peter Marcoux</p>	<p>Action: Myriad is currently using an online tool called Submittable to read, rate, and organize submissions. Therefore, this SLO needs to be changed to reflect such change. (10/06/2016) Action Category: SLO/PLO Assessment Process</p>
<p>SLO #2 - Students will evaluate poems, short stories, and art work. Course SLO Status: Active Course SLO Assessment Cycle: 2013-14 (Spring 2014), 2014-15 (Spring 2015), 2015-16 (Spring 2016), 2016-17 (Spring 2017) Input Date: 11/12/2013 Comments: SLO statement change per Pete Marcoux's 9.25.2016 e-mail.</p>	<p>Essay/Written Assignment - Students will write a 250 word blog analyzing a literary journal. Focus on elements like design, graphics, fonts, size, paper quality, submissions, table of contents, etc (you don't have to focus on all of these- just those that stood out in your journal). Standard and Target for Success: Literary Analysis Rubric (See Related Documents)</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016) Standard Met? : Standard Met 100% of students completed this assignment satisfactorily. Students created blog posts that focused on the elements of good design and content. However, not all students utilized the media that they worked in. For example, the better responses included pictures, links, and other types of digital media to enhance their product. (09/16/2016) Faculty Assessment Leader: Peter Marcoux</p>	<p>Action: I will change the assignment to better prepare them for this as this mirrors current professional practice in the industry. (10/06/2016) Action Category: SLO/PLO Assessment Process</p>
<p>SLO #3 - Students will participate in the production of a literary magazine. Course SLO Status: Active Course SLO Assessment Cycle: 2013-14 (Spring 2014), 2014-15 (Spring 2015), 2015-16 (Spring 2016), 2016-17 (Spring 2017) Input Date: 11/12/2013 Comments: SLO statement change per Pete Marcoux's 9.25.2016 e-mail.</p>	<p>Multiple Assessments - Students will compose the layout and design of a literary journal. Standard and Target for Success: Literary Analysis Rubric (See Related Documents)</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016) Standard Met? : Standard Not Met Again, this SLO does not match the current course as we partner with graphic artists to compose the layout. However, we did publish a literary journal in a manner consistent with other college literary journals. (09/16/2016) Faculty Assessment Leader: Peter Marcoux</p>	<p>Action: I will attempt to change the SLO. (10/06/2016) Action Category: SLO/PLO Assessment Process</p>

ECC: ENGL A:Writing the College Essay

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #1: Thesis-Driven Essay - Compose a coherent, unified, thesis-driven, multi-body paragraph expository essay that has undergone revision and relates to a text discussed in class.</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: 11/12/2013</p>	<p>Essay/Written Assignment - Write a 3-4 page (750-1000 words) multi-paragraph expository essay that has undergone revision and relates to a text discussed in class. The essay should include an introductory paragraph with a thesis, body paragraphs with topic sentences and supporting details, and a concluding paragraph. Supporting details should include direct quotations from at least two sources. The essay should use basic rules of grammar, spelling, usage, and punctuation so that the writer's ideas are clear. Essays should be typed and follow the rules of MLA style for heading, title, running header, indentation, in-text citation, and Works Cited page.</p> <p>Standard and Target for Success: 70% of students in all sections should pass on each SLO.</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016)</p> <p>Standard Met? : Standard Met</p> <p>85% (629 students out of 741) passed SLO 1 which primarily focuses on essay structure. This is an impressive pass rate which reflects the intensive work faculty does in teaching students formal, academic essay structure. That said, to still have 112 students who complete the course but are still incapable of structuring an academic essay shows that we still have work to do in this area.</p> <p>As suggested above, we would like to get closer to 100% pass rate for SLO 1. Furthermore, the numbers reflected above do not represent the number of students who simply did not turn in the assessment assignment, who still remained on the the roster at the time of the assessment, or who dropped. The total number of students enrolled in English A was 1,112; only 741 students turned in the assessment assignment which indicates that 33.4% either dropped or did not turn in a paper. This suggests that more students struggled with this skill than the SLO result numbers represent. (06/06/2016)</p> <p>Faculty Assessment Leader: Debra Breckheimer</p> <p>Faculty Contributing to Assessment: All faculty who taught the course assessed their students.</p>	<p>Action: We will look at adding support services to help with retention; we will look at possibly adding a post English A course for students who are not quite ready for English 1A. We will also look at the possible need for revisions to the COR. (06/06/2016)</p> <p>Action Category: Program/College Support</p>
<p>SLO #2: Use of Support - Demonstrate the ability to incorporate relevant support and quote from outside sources.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Spring 2015)</p> <p>Input Date: 11/12/2013</p>	<p>Essay/Written Assignment - Write a 3-4 page (750-1000 words) multi-paragraph expository essay that has undergone revision and relates to a text discussed in class. The essay should include an introductory paragraph with a thesis, body paragraphs with topic sentences and supporting details, and a concluding paragraph. Supporting details should include direct quotations from at least two sources. The essay should</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016)</p> <p>Standard Met? : Standard Met</p> <p>83%(613 students out of 741) passed SLO 2 which focuses on the ability to integrate relevant support. This percentage is certainly more than satisfactory. In fact, this number represents an improvement from the last time we assessed this course. The improvement is due, in large part, to the increased time and effort spent teaching this vital skill. Of course, an 83% success still means that 17% of our students continue to struggle in this area. Hence, we will continue to on increasing the success rate.</p>	<p>Action: To increase the numbers of students who not only meet this SLO requirement but who complete the course, we must look at integrating more success services both in and out of the course. (06/07/2016)</p> <p>Action Category: Program/College Support</p>

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	<p>use basic rules of grammar, spelling, usage, and punctuation so that the writer's ideas are clear. Essays should be typed and follow the rules of MLA style for heading, title, running header, indentation, in-text citation, and Works Cited page.</p> <p>Standard and Target for Success: 70% of students will pass/succeed on each SLO.</p>	<p>As stated earlier, 33.4% of the students who enrolled in English A, did turn in the assessment assignment or not finish the course. We can assume that a large percentage of the aforementioned students struggled with skills being taught; hence, we must find ways to help more students successfully meet the SLOs so that more can successfully complete the course. (06/07/2016)</p> <p>Faculty Assessment Leader: Debra Breckheimer Faculty Contributing to Assessment: All faculty teaching the course</p>	
<p>SLO #3: Grammar - Use basic rules of grammar, spelling, usage, and punctuation so that the ideas are clear.</p> <p>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: 11/12/2013</p>	<p>Essay/Written Assignment - Write a 3-4 page (750-1000 words) multi-paragraph expository essay that has undergone revision and relates to a text discussed in class. The essay should include an introductory paragraph with a thesis, body paragraphs with topic sentences and supporting details, and a concluding paragraph. Supporting details should include direct quotations from at least two sources. The essay should use basic rules of grammar, spelling, usage, and punctuation so that the writer's ideas are clear. Essays should be typed and follow the rules of MLA style for heading, title, running header, indentation, in-text citation, and Works Cited page.</p> <p>Standard and Target for Success: 70% of students will pass/succeed on each SLO.</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016) Standard Met? : Standard Met 79% (588 students out of 741) passed SLO 3 which focuses on grammar and other requisite sentence skills. 79% is represents not only an above average success rate, but represents a marked improvement over pervious assessment outcomes. We can attribute the increased success rate to the increased time and efforts spent teaching all elements associated with this SLO.</p> <p>Of course, we would like to see the percentage of success increase. Through the Consistency Project, we will continue to refine our expectations of what must me taught, share ideas on best practices and what acceptable competence looks like for this SLO (06/07/2016)</p> <p>Faculty Assessment Leader: Debra Breckheimer Faculty Contributing to Assessment: All faculty who taught this course</p>	
<p>SLO #4: MLA Use - Use correct MLA style for formatting and documentation.</p> <p>Course SLO Status: Active Course SLO Assessment Cycle: 2013-</p>	<p>Essay/Written Assignment - Write a 3-4 page (750-1000 words) multi-paragraph expository essay that has undergone revision and relates to a text discussed in class. The essay</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016) Standard Met? : Standard Met 71% (526 students out of 741) passed SLO 4 which asks students to use MLA formatting and documentation</p>	<p>Action: We will be revising the SLO to omit the word correct. The SLO will read: Use MLA style for formatting and documentation. This way we will continue to practice and assess</p>

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<p>14 (Spring 2014), 2014-15 (Spring 2015), 2015-16 (Spring 2016), 2016-17 (Spring 2017), 2017-18 (Spring 2018)</p> <p>Input Date: 01/15/2014</p>	<p>should include an introductory paragraph with a thesis, body paragraphs with topic sentences and supporting details, and a concluding paragraph. Supporting details should include direct quotations from at least two sources. The essay should use basic rules of grammar, spelling, usage, and punctuation so that the writer's ideas are clear. Essays should be typed and follow the rules of MLA style for heading, title, running header, indentation, in-text citation, and Works Cited page.</p> <p>Standard and Target for Success: 70% of students will pass/succeed on each SLO.</p>	<p>correctly. 71% indicates that we have met our target goal, but also indicates that a significant number of students (29%) of students who turned in the assessed assignment still struggle.</p> <p>The skill of using proper MLA format and documentation style is certainly important in academia. However, to use it "correctly" takes a great deal of practice. Furthermore, when comparing the acquisition of this skill to the importance of using proper essay structure, integrating sources skillfully and using correct grammar and mechanics, MLA correctness is the least of our concern for this particular course. (06/07/2016)</p> <p>Faculty Assessment Leader: Debra Breckheimer</p> <p>Faculty Contributing to Assessment: All faculty who taught the course</p>	<p>students in this area, but this change will allow us to modify our expectations which is more than reasonable. (06/07/2016)</p> <p>Action Category: SLO/PLO Assessment Process</p>

ECC: HUMA 1:An Introduction to the Humanities

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #1 - 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.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2015-16 (Spring 2016), 2016-17 (Spring 2017), 2017-18 (Spring 2018), 2018-19 (Spring 2019)</p> <p>Input Date: 09/19/2014</p>	<p>Essay/Written Assignment -</p> <p>Students demonstrate their understanding of the humanities by writing an essay and describes a significant work of film, drama, music, literature, painting, sculpture, or architecture.</p> <p>Standard and Target for Success:</p> <p>70% of the students will meet the SLO (30/44)</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016)</p> <p>Standard Met? : Standard Met</p> <p>99% of students were able to demonstrate their understanding of Humanities by composing college-level essays that describe significant works. (09/22/2016)</p> <p>Faculty Assessment Leader: Janet Maden</p> <p>Faculty Contributing to Assessment: Lauralee Welsh</p>	<p>Action: Continue to assign college-level essays with specific criteria and spend class time discussing the assignment and showing examples of successful student essays. (09/22/2017)</p> <p>Action Category: Teaching Strategies</p>
<p>SLO #2 - 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, and architecture.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2015-16 (Spring 2016), 2016-17 (Spring 2017), 2017-18 (Spring 2018), 2018-19 (Spring 2019)</p> <p>Input Date: 09/18/2014</p>	<p>Essay/Written Assignment -</p> <p>Students will compose an essay that analyzes and interprets a significant work of film, drama, music, literature, painting, sculpture, or architecture.</p> <p>Standard and Target for Success:</p> <p>70% of the students will meet the SLO (30/44)</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016)</p> <p>Standard Met? : Standard Met</p> <p>99% of students were able to analyze and interpret significant works in the Humanities. (09/22/2016)</p> <p>Faculty Assessment Leader: Janet Madden</p> <p>Faculty Contributing to Assessment: Lauralee Welsh</p>	<p>Action: Students excelled at this SLO so we will continue to devote class time to analyzing works, to give examples of successful student writing and encourage students to employ critical thinking, including through offering extra credit for work with tutors. (09/22/2017)</p> <p>Action Category: Teaching Strategies</p>
<p>SLO #3 - Students will demonstrate their understanding of the humanities by composing college level essays that connect these works to the historical eras in which these works were produced, the concepts that define them and the artists who produced them.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2015-16 (Spring 2016), 2016-17 (Spring</p>	<p>Essay/Written Assignment -</p> <p>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.</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016)</p> <p>Standard Met? : Standard Met</p> <p>The number of students able to identify the historical era of a significant work of film, drama, music, painting, literature, sculpture or architecture and connect that to the concepts of the era increased by 16%.</p> <p>I altered the assignment sheet to make SLO 3 a separate activity; more students were reminded that identifying the historical era was an important part of the assignment. In</p>	<p>Action: We will encourage faculty to collaborate on devising and revising assignments so as to achieve these objectives. (09/22/2016)</p> <p>Action Category: Teaching Strategies</p> <hr/> <p>Action: Revising the essay assignments to make SLO 3 a separate section of the essay increased student success by 16%. In addition, calling attention to that</p>

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2017), 2017-18 (Spring 2018), 2018-19 (Spring 2019) Input Date: 09/18/2014		<p>addition, when assigning the essays, I called attention to the part of the assignment that required the students to identify era and explain how the work they were writing about fit into that era. LW (09/06/2016)</p> <p>Faculty Assessment Leader: Laura Welsh</p> <p>Faculty Contributing to Assessment: Laura Welsh, Janet Madden</p>	<p>part of the assignment and giving an example reminded students to identify the historical era of the work they were discussing. (09/06/2016)</p> <p>Action Category: Teaching Strategies</p>