

Assessment: Course Four Column

Spring/Summer 2017



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), 2018-19 (Spring 2019), 2019-20 (Spring 2020)</p> <p>Input Date: 11/12/2013</p> <p>Inactive Date:</p> <p>Comments:</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>Additional Information:</p> <p>Related Documents: term_paper_english15b_spring201</p>	<p>Semester and Year Assessment Conducted: 2016-17 (Spring 2017)</p> <p>Standard Met? : Standard Met</p> <p>21/22 students met the SLO. Because my lectures were clear and precise-- They were delighted as well as instructed (Sir Phillip Sydney's -Defense of Poesie-16th century)</p> <p>(10/02/2017)</p> <p>% of Success for this SLO: 96</p> <p>Faculty Assessment Leader: William James</p> <p>Faculty Contributing to Assessment:</p>	

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
4.doc LITERARY ANALYSIS RUBRIC.docx			
<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), 2018-19 (Spring 2019), 2019-20 (Spring 2020)</p> <p>Input Date: 11/12/2013</p> <p>Inactive Date:</p> <p>Comments::</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>Additional Information:</p> <p>Related Documents: term_paper_english15b_spring2014.doc LITERARY ANALYSIS RUBRIC.docx </p>	<p>Semester and Year Assessment Conducted: 2016-17 (Spring 2017)</p> <p>Standard Met? : Standard Met 20 of 22 students met the SLO. They were lax in their approaches to the material. I do not know why if so many others succeeded</p> <p>(10/02/2017)</p> <p>% of Success for this SLO: 96</p> <p>Faculty Assessment Leader: William James</p> <p>Faculty Contributing to Assessment:</p>	
<p>SLO #3: Literary Research Writing - Upon completion of the course, 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>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 or more British literary works from the</p>	<p>Semester and Year Assessment Conducted: 2016-17 (Spring 2017)</p> <p>Standard Met? : Standard Met 21/22 students met the SLO. (10/02/2017)</p> <p>% of Success for this SLO: 96</p> <p>Faculty Assessment Leader: William James</p> <p>Faculty Contributing to Assessment:</p>	

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
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), 2018-19 (Spring 2019), 2019-20 (Spring 2020) Input Date: 11/12/2013 Inactive Date: Comments::	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. 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. Additional Information: Related Documents: term_paper_english15b_spring2014.doc LITERARY ANALYSIS RUBRIC.docx		

ECC: ENGL 1B:Literature and Composition

Course SLOs	Assessment Method Description	Results	Actions
<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), 2018-19 (Fall 2018), 2019-20 (Fall 2019), 2020-21 (Fall 2020)</p> <p>Input Date: 11/12/2013</p> <p>Inactive Date:</p> <p>Comments::</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 this SLO</p> <p>Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2016-17 (Spring 2017)</p> <p>Standard Met? : Standard Met 158 out of 171 students (92.4%) succeeded on SLO 1.</p> <p>This is nearly identical to student success on this SLO in spring 2016, suggesting that teaching practices and student preparedness have remained stable. Most instructors attribute success on this measure to students writing “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.)” for each major writing assignment, starting with the first essay of the semester. Other instructors mentioned that smaller class sizes (due to enrollment or attrition) helped students receive more one-on-one attention and feedback. (09/14/2017)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Christopher Page</p> <p>Faculty Contributing to Assessment:</p>	<p>Action: Continue to share best practices and encourage English 1B specific brown bag presentations on writing about literature. (09/14/2017)</p> <p>Action Category: Teaching Strategies</p> <p>Follow-Up: No specific brown bag presentations were held for 1B, but they are now being planned for the current semester (Fall 2018). (09/13/2018)</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), 2018-19 (Fall 2018), 2019-20 (Fall 2019), 2020-21 (Fall 2020)</p> <p>Input Date: 11/12/2013</p> <p>Inactive Date:</p> <p>Comments::</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 this SLO</p> <p>Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2016-17 (Spring 2017)</p> <p>Standard Met? : Standard Met 153 students out of 171 students (89.47%) succeeded on SLO 2.</p> <p>This represents a minor dip from the spring 2016 semester, in which 91% of students succeeded. Teachers again attributed this high level of success to consistent practice throughout the semester; many indicated that students were required to “Effectively incorporate quotations from a primary text” for each writing assignment. It should also be noted that quote integration is a major component of English 1A, the pre-requisite for this course. A combination of previous class experience and constant review gave students a strong foundation on this measure. (09/14/2017)</p>	<p>Action: Although the standard was met and success on this measure remains high, English 1B instructors could benefit from quote integration brown bags offered as part of the English Basic Skills Brown Bag Series, "Teaching Source Integration." (09/14/2017)</p> <p>Action Category: Teaching Strategies</p> <p>Follow-Up: Some action was taken in the form of quote integration brown bag presentations, but these were focused mostly on basic skills or transfer-level composition</p>

Course SLOs	Assessment Method Description	Results	Actions
		<p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Christopher Page</p> <p>Faculty Contributing to Assessment:</p>	<p>courses, not literature courses. Presentations like this were helpful, but a more literature focused presentation, learning team, or other intervention would likely be more successful. (09/13/2018)</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), 2018-19 (Fall 2018), 2019-20 (Fall 2019), 2020-21 (Fall 2020)</p> <p>Input Date: 11/12/2013</p> <p>Inactive Date:</p> <p>Comments::</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>Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2016-17 (Spring 2017)</p> <p>Standard Met? : Standard Met</p> <p>144 out 170 students (84.71%) succeeded on SLO 3.</p> <p>This is nearly identical to student success on this SLO in spring 2016, which again, suggests that teaching practices and student preparedness have remained stable. Although this is still a high success rate, some instructors noted that adding research to “Effectively utilize scholarly sources as secondary support” wasn’t practiced as early or as often as the skills required for SLOs 1 and 2. One instructor noted that these types of sources were not required until the final essay, which may have led to slightly lower student success on this measure. (09/14/2017)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Christopher Page</p> <p>Faculty Contributing to Assessment:</p>	<p>Action: As noted in the 2016 SLO report, a dedicated brown bag session on this SLO for this particular class would be useful. Also, encouraging secondary support being required on essays earlier in the semester could improve students' success on this measure. (09/14/2017)</p> <p>Action Category: Teaching Strategies</p> <p>Follow-Up: Some action was taken in the form of research paper brown bag presentations, but these were focused on academic research for transfer-level composition courses, not literature courses. Presentations like this were helpful, but a more literature focused presentation, learning team, or other intervention would likely be more successful. (09/13/2018)</p>

ECC: ENGL 1BH:Honors Literature and Composition

Course SLOs	Assessment Method Description	Results	Actions
<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), 2019-20 (Spring 2020)</p> <p>Input Date: 12/03/2015</p> <p>Inactive Date:</p> <p>Comments::</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>Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2016-17 (Spring 2017)</p> <p>Standard Met? : Standard Met</p> <p>15 out of 16 students, or 93.75% of the students, successfully completed this SLO. This is similar to the success rate during the last assessment, and the reasons are the same. We practiced this SLO throughout the semester; every paper that students wrote was thesis-driven, and we worked with identifying and analyzing the impact of literary elements throughout the semester. (09/15/2017)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Rachel Williams</p> <p>Faculty Contributing to Assessment: Rachel Williams</p>	<p>Action: The approach to teaching this SLO seems to be working, so we should continue to do what we have been doing; every paper should be thesis-driven, and students should have plenty of opportunities in formal paper and homework assignments to identify and analyze literary elements. (09/15/2017)</p> <p>Action Category: Teaching Strategies</p> <p>Follow-Up: This approach to teaching SLO #1 was continued with positive results in the 2017-18 academic year, as 100% of students succeeded in meeting the SLO. (09/06/2018)</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), 2019-20 (Spring 2020)</p> <p>Input Date: 12/03/2015</p> <p>Inactive Date:</p> <p>Comments::</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>Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2016-17 (Spring 2017)</p> <p>Standard Met? : Standard Met</p> <p>15 out of 16 students successfully completed this SLO, which is 93.75%. Again, we practiced this skill throughout the semester, which accounts for the high student success rate. We did two separate lessons on "quote sandwiches," and students also practiced this skill in their homework assignments and during peer review. (09/15/2017)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Rachel Williams</p> <p>Faculty Contributing to Assessment: Rachel Williams</p>	<p>Action: All of the practice that students have been getting with incorporating primary texts in their homework, formal papers, peer review, and in-class lessons have been working, so we should continue those practices. It would be nice to have Engl 1B instructors share their practices, either through a brown bag or just a small meeting. (09/15/2017)</p> <p>Action Category: Teaching Strategies</p> <p>Follow-Up: These practices were continued in the 2017-18 academic year with great success, given that 100% of students</p>

Course SLOs	Assessment Method Description	Results	Actions
			succeeded in achieving this SLO. While no formal brown bag took place, it does not seem necessary given the success of the current pedagogical strategies being used. I have engaged in informal discussion with others who teach English 1B to share ideas and strategies. (09/08/2018)
<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), 2019-20 (Spring 2020)</p> <p>Input Date: 12/03/2015</p> <p>Inactive Date:</p> <p>Comments::</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>Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2016-17 (Spring 2017)</p> <p>Standard Met? : Standard Met</p> <p>15 out of 16 students successfully achieved this SLO, which is 93.75%. This semester, I was part of the embedded librarian project, which I think helped students feel more comfortable with finding and understanding scholarly sources. I also assigned an annotated bibliography, which allowed students to process where they agreed or disagreed with their scholarly sources before incorporating them into their papers. (09/15/2017)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Rachel Williams</p> <p>Faculty Contributing to Assessment: Rachel Williams</p>	<p>Action: Whenever possible, I think it would be great to continue working with the embedded librarian project for English 1BH as a way of helping students find scholarly sources and use them effectively. (09/15/2017)</p> <p>Action Category: Teaching Strategies</p> <p>Follow-Up: Instructors of English 1BH have continued to use either the embedded librarian project or instructor-led lessons on finding and understanding scholarly sources, and have assigned an annotated bibliography so that students can assess their agreement or disagreement with their scholarly sources prior to their actual incorporation of such sources into their papers. (09/08/2018)</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 literary critical perspective.</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</p>	<p>Semester and Year Assessment Conducted: 2016-17 (Spring 2017)</p> <p>Standard Met? : Standard Met</p> <p>15 out of 16, or 93.75%, of students achieved this SLO. The annotated bibliography that I assigned helped students think through their secondary sources and consider how</p>	<p>Action: As before, because the standard for SLO #4 was met, I plan to continue using assignments and workshops that emphasize literary critical perspectives and provide students</p>

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<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), 2019-20 (Spring 2020)</p> <p>Input Date: 12/03/2015</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>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>Additional Information:</p>	<p>these sources could help them shape their arguments. We also did some peer review geared towards making sure that students had original arguments in their essays. Finally, I taught them how to answer "so what" in their thesis statements, which helped them be sure to have an interesting interpretive argument. (09/15/2017)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Rachel Williams</p> <p>Faculty Contributing to Assessment: Rachel Williams</p>	<p>an 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 either in a brown bag or small meeting. (09/15/2017)</p> <p>Action Category: Teaching Strategies</p> <p>Follow-Up: Continued use of such assignments and workshops has occurred, and while there has been no formal brown bag or meeting on teaching students to evaluate and synthesize scholarly sources, instructors have met informally to discuss their pedagogical strategies. (09/08/2018)</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), 2018-19 (Fall 2018), 2019-20 (Fall 2019), 2020-21 (Fall 2020)</p> <p>Input Date: 11/12/2013</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>Essay/Written Assignment - 4-5 page essay using research</p> <p>Standard and Target for Success: 70%</p> <p>Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2016-17 (Spring 2017)</p> <p>Standard Met? : Standard Met</p> <p>777 or 89% of students met this SLO while 100 or 11% of students did not meet the SLO. Many instructors commented that they believed so many students succeeded because so much time had been spent on the core skills measured in the assessment method, indicating that our teaching practices pertaining to this SLO are strong. Many other instructors commented that students, by the time they reach 1C, are fairly well-prepared and motivated to do well in this course, indicating that our curriculum within and leading up to 1C are also strong. Some instructors commented that the reason why some students did not do well is that they simply did not complete the assessment or had not fully participated in the class up to that point by not submitting other assignments and were not then participating in the scaffolding work leading up to the major assessment, which may be unavoidable. (09/13/2017)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Kevin Degnan</p> <p>Faculty Contributing to Assessment: Department-wide assessment</p>	<p>Action: Discuss results with the department. Investigate possible rephrasing of the SLO statement so goals of the course and assignment are more clearly, directly communicated to instructors and students. (10/02/2017)</p> <p>Action Category: SLO/PLO Assessment Process</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), 2018-19 (Fall 2018), 2019-20 (Fall 2019), 2020-21 (Fall 2020)</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>Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2016-17 (Spring 2017)</p> <p>Standard Met? : Standard Met</p> <p>756 of 867 students, or 87%, met this SLO. The prevailing comments by most instructors were that most students succeeded in this SLO because using and investigating sources is something at the core of 1C, and most students who have participated in the main work of the course are then practiced and proficient by the end of the semester. Some instructors mentioned heavy scaffolding of the research/argumentative essay and having many students meaningfully engage in the drafting, feedback, and revision process. (09/14/2017)</p> <p>% of Success for this SLO:</p>	<p>Action: Discuss results with the department. Investigate possible rephrasing of the SLO statement so goals of the course and assignment are more clearly, directly communicated to instructors and students. (10/02/2017)</p> <p>Action Category: SLO/PLO Assessment Process</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
Inactive Date: Comments::		Faculty Assessment Leader: Kevin Degnan Faculty Contributing to Assessment: Department-wide assessment	
SLO #3: Essay Mechanics - Write an essay that is correct in MLA format, paragraph composition, sentence structure, grammar, spelling, and usage. Course SLO Status: Active Course SLO Assessment Cycle: 2013-14 (Fall 2013), 2014-15 (Fall 2014), 2015-16 (Spring 2016), 2016-17 (Spring 2017), 2018-19 (Fall 2018), 2019-20 (Fall 2019), 2020-21 (Fall 2020) Input Date: 11/12/2013 Inactive Date: Comments::	Essay/Written Assignment - 4-5 page essay using research Standard and Target for Success: 70% Additional Information:	Semester and Year Assessment Conducted: 2016-17 (Spring 2017) Standard Met? : Standard Met 731 of 874, or 84% of students met this SLO. This is generally the SLO for this course with the lowest success because there is not grammar instruction in the course outline, so there is little to no time mandated to be spent on it in instruction. Many instructors noted that many students simply did not have appropriate grammar proficiency to be in 1C, or that even with comments throughout the revision process, it was a challenge to get students to improve their grammar. Other instructors mentioned that the SLO takes on too much and made them score students lower than they would have if the SLOs were more sensibly broken up. (09/14/2017) % of Success for this SLO: Faculty Assessment Leader: Kevin Degnan Faculty Contributing to Assessment: Department-wide assessment	Action: Discuss results with the department. Investigate possible rephrasing of the SLO statement so goals of the course and assignment are more clearly, directly communicated to instructors and students. (10/02/2017) Action Category: SLO/PLO Assessment Process

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), 2019-20 (Spring 2020)</p> <p>Input Date: 12/03/2015</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>Essay/Written Assignment - 4-5 page essay using research.</p> <p>Standard and Target for Success:</p> <p>Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2016-17 (Spring 2017)</p> <p>Standard Met? : Standard Met</p> <p>100% of the students demonstrated an ability to write a coherent, argumentative essay using primary and secondary sources. Professors remarked that Honors Transfer students are particularly well-motivated and well-prepared.</p> <p>(09/01/2017)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Tom Cody</p> <p>Faculty Contributing to Assessment: Armao, Cody, Bachman, Runkle</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 (Spring 2017), 2017-18 (Spring 2018), 2018-19 (Spring 2019), 2019-20 (Spring 2020)</p> <p>Input Date: 12/03/2015</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>Essay/Written Assignment - 4-5 page essay using research</p> <p>Standard and Target for Success:</p> <p>Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2016-17 (Spring 2017)</p> <p>Standard Met? : Standard Met</p> <p>96% of students achieved the second SLO. Professors explained that classwork prepares students to identify biases but occasionally students summarize information without analyzing the information's relationship to their argument. (09/01/2017)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Cody</p> <p>Faculty Contributing to Assessment: Armao, Bachman, Cody, Runkle</p>	
<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>Essay/Written Assignment - 4-5 page essay using research</p> <p>Standard and Target for Success:</p> <p>Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2016-17 (Spring 2017)</p> <p>Standard Met? : Standard Met</p> <p>The vast majority of students, 93%, wrote grammatically correct papers using the proper MLA format. Professors expect honors students to be well-prepared to achieve this</p>	

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
Course SLO Status: Active Course SLO Assessment Cycle: 2015-16 (Spring 2016), 2016-17 (Spring 2017), 2017-18 (Spring 2018), 2018-19 (Spring 2019), 2019-20 (Spring 2020) Input Date: 12/03/2015 Inactive Date: Comments::		SLO, although some students need to take more care to write clearly and effectively. (09/01/2017) % of Success for this SLO: Faculty Assessment Leader: Tom Cody Faculty Contributing to Assessment: Armao, Bachman, Cody, Runkle	
SLO #4 - This argument will also demonstrate students' ability to anticipate readers' objections and to incorporate counter-argument. Course SLO Status: Active Course SLO Assessment Cycle: 2015-16 (Spring 2016), 2016-17 (Spring 2017), 2017-18 (Spring 2018), 2018-19 (Spring 2019), 2019-20 (Spring 2020) Input Date: 12/03/2015 Inactive Date: Comments::	Essay/Written Assignment - 4-5 page essay using research Standard and Target for Success: Additional Information:	Semester and Year Assessment Conducted: 2016-17 (Spring 2017) Standard Met? : Standard Met A slightly smaller percentage of students, 92%, were able to address and anticipate counter arguments in their papers. Professors recognize the difficulty of doing so, and so dedicate class time to the SLO to ensure that students succeed. (09/01/2017) % of Success for this SLO: Faculty Assessment Leader: Tom Cody Faculty Contributing to Assessment: Armao, Bachman, Cody, Runkle	Action: One professor recommends providing sample written arguments and counterarguments to students for class discussion to prepare them for this SLO. (09/01/2017) Action Category: Teaching Strategies

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), 2017-18 (Spring 2018), 2018-19 (Spring 2019), 2019-20 (Spring 2020) Input Date: 11/12/2013 Inactive Date: Comments::</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>Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2016-17 (Spring 2017) Standard Met? : Standard Met All 18 students succeeded in meeting SLO 1 because most were highly motivated English majors, and we had focused closely on language, characters, and themes for each play studied. Throughout the semester, the students often collaborated with a partner or in small groups on key passages and character development so that students could analyze character motivations and complexity in their essays; this prepared them for the final exam that tested them on those three elements. (08/31/2017) % of Success for this SLO: Faculty Assessment Leader: Susan Bachmann Faculty Contributing to Assessment:</p>	<p>Action: Continue to use this assessment for SLO1.</p> <p>Current instructor of ENG 20 should also review the previous analysis and action plans provided by S. Bachmann. She has retired, and the information needed for this cycle of assessment is unavailable. (08/31/2018) Action Category: Teaching Strategies Follow-Up: I have reviewed Sue Bachmann's previous action plans; no further action seems necessary at this time. (09/14/2018)</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), 2017-18 (Spring 2018), 2018-19 (Spring 2019), 2019-20 (Spring 2020) Input Date: 11/12/2013 Inactive Date: Comments::</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>Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2016-17 (Spring 2017) Standard Met? : Standard Met From the first week of classes when I showed a short video "Demystifying Will," I focused on helping students better understand the Elizabethan world of Shakespeare's plays, so I am not surprised that all students succeeded in meeting SLO 2 and demonstrating their knowledge of the history and culture of that era. (08/31/2017) % of Success for this SLO: Faculty Assessment Leader: Susan Bachmann Faculty Contributing to Assessment:</p>	<p>Action: Current instructor of ENG 20 should review the previous action plans provided by S. Bachmann. She has retired, and the information needed for this cycle of assessment is unavailable. (08/31/2018) Action Category: Teaching Strategies</p>
<p>SLO #3: Classical Tragedy</p>	<p>Exam/Test/Quiz - As part of an end</p>	<p>Semester and Year Assessment Conducted: 2016-17</p>	<p>Action: Continue to use this</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>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), 2017-18 (Spring 2018), 2018-19 (Spring 2019), 2019-20 (Spring 2020)</p> <p>Input Date: 11/12/2013</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>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>Additional Information:</p>	<p>(Spring 2017)</p> <p>Standard Met? : Standard Met</p> <p>The elements of classical tragedy provided a foundation for our study of Shakespeare's tragedies so my students all succeeded in meeting SLO 3. They particularly enjoyed analyzing some intriguing differences in Shakespeare's various tragedies and in his development of the tragic hero and any critical flaws.</p> <p>(08/31/2017)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Susan Bachmann</p> <p>Faculty Contributing to Assessment:</p>	<p>assessment for SLO3.</p> <p>Current instructor of ENG 20 should review the previous analysis action plans provided by S. Bachmann. She has retired, and the information needed for this cycle of assessment is unavailable. (08/31/2018)</p> <p>Action Category: Teaching Strategies</p> <p>Follow-Up: I have reviewed previous action plans suggested by Sue Bachmann and no further action seems to be needed at this time. (09/14/2018)</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), 2017-18 (Spring 2018), 2018-19 (Spring 2019), 2019-20 (Spring 2020)</p> <p>Input Date: 11/12/2013</p> <p>Inactive Date:</p> <p>Comments::</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>Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2016-17 (Spring 2017)</p> <p>Standard Met? : Standard Met</p> <p>Not only did all students succeed in evaluating critical analysis of Shakespeare's work, but when I invited them to share any particular ideas from their critics, nearly everyone wanted to explain certain critics' ideas that they found convincing or provocative. Students seemed to enjoy this opportunity to find criticism and to analyze and critique it in their annotated bibliographies of King Lear, an ideal play for this assignment.</p> <p>(08/31/2017)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Susan Bachmann</p> <p>Faculty Contributing to Assessment:</p>	<p>Action: Current instructor of ENG 20 should review the previous action plans provided by S. Bachmann. She has retired, and the information needed for this cycle of assessment is unavailable. (08/31/2018)</p> <p>Action Category: Teaching Strategies</p>

ECC: ENGL 31: Mythology and Folklore

Course SLOs	Assessment Method Description	Results	Actions
<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), 2017-18 (Spring 2018), 2018-19 (Spring 2019), 2019-20 (Spring 2020) Input Date: 11/20/2013 Inactive Date: Comments::</p>	<p>Essay/Written Assignment - Students will be evaluated through an essay. Standard and Target for Success: 70% Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2016-17 (Spring 2017) Standard Met? : Standard Met 95.45% of students performed adequately on this SLO. Part of that success is due to the amount of class time spent on understanding themes, archetypal images, symbolism, and historical context. In addition, this semester I made a handout that covered the theorists we cover throughout the semester. Students were quizzed on the material, they discussed the material throughout the semester, and they were able to integrate their knowledge into an essay. In addition, this semester I created a handout for essay expectations. I think this handout helped considerably. In the handout, I provided a typical thesis and walked students through the process of making it into a college level appropriate thesis. I also outlined my expectations for the body paragraphs of the essay. I attached this handout to their essay assignment sheets. (09/17/2017) % of Success for this SLO: Faculty Assessment Leader: Bruce Peppard Faculty Contributing to Assessment:</p>	<p>Action: Continue to provide essay expectations handout and continue with instruction on course material relevant to this SLO. (09/17/2017) 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), 2016-17 (Spring 2017), 2017-18 (Spring 2018), 2018-19 (Spring 2019), 2019-20 (Spring 2020) Input Date: Inactive Date: Comments::</p>	<p>Exam/Test/Quiz - Students will be assessed through the final exam. Standard and Target for Success: 70% Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2016-17 (Spring 2017) Standard Met? : Standard Met 86.36% of students successfully met the standards for this SLO. While this number seems low, the reality is two people who did not pass the class did quite poorly on the final exam as well. If these two students were not included in the SLO, the percentage of students who performed adequately would be 95%. I quiz often (daily) in this class. Students become accustomed to the kinds of questions I ask on these quizzes. They know early in the semester that to do well on those quizzes, they must read the assigned readings and retain some fairly basic information about the stories. They should know, for example, the names, creatures, heroes, and symbols that are presented in the stories. Because the final exam is set up like the quizzes,</p>	<p>Action: I plan on encouraging students to form study groups for the final exam. Because we cover so many stories in the myth class, it would likely be helpful for them to discuss the stories in order to get reacquainted with them. (09/17/2017) Action Category: Teaching Strategies</p>

Course SLOs	Assessment Method Description	Results	Actions
		<p>students are familiar with what to expect, and, consequently, ,do quite well on the final exam. (09/17/2017)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Bruce Peppard</p> <p>Faculty Contributing to Assessment:</p>	
<p>SLO #3: Cultural Difference - Identify and assess cultural differences as seen in the styles, subject matter, and level of sophistication of various mythological writings.</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), 2018-19 (Spring 2019), 2019-20 (Spring 2020)</p> <p>Input Date: 11/20/2013</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>Exam/Test/Quiz - Students will be assessed through the final exam.</p> <p>Standard and Target for Success: 70%</p> <p>Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2016-17 (Spring 2017)</p> <p>Standard Met? : Standard Met</p> <p>86.36% of students successfully completed this SLO. This is likely the most difficult of the SLOs because it requires student responses to be more sophisticated than the other SLOs. I think the assessment method for this SLO should be changed to an analytical essay. This SLO is good as is; it's the assessment method that should be reassessed. That 85% performed adequately is good, but a different assessment method would likely be better. Throughout the semester we spent a great deal of time discussing cultural differences as they are represented in myths. In addition, this semester I tried something different; I assigned videos that connected the particular SLO. While the videos were contemporary and seemingly slightly off topic, students were able to discern how one goes about assessing cultural differences. This change from the last time the subject was taught seems to have been beneficial. I plan on showing these same videos next semester as well. (09/17/2017)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Bruce Peppard</p> <p>Faculty Contributing to Assessment:</p>	<p>Action: Continue to incorporate contemporary videos that emphasize different cultural perspectives on myths. Furthermore, I plan on having students contribute to the selection of these videos. (09/17/2017)</p> <p>Action Category: Teaching Strategies</p>
<p>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.</p> <p>Course SLO Status: Active</p>	<p>Exam/Test/Quiz - Students will be assessed through the final exam.</p> <p>Standard and Target for Success: 70%</p> <p>Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2016-17 (Spring 2017)</p> <p>Standard Met? : Standard Met</p> <p>90.91% of students performed adequately on this SLO. How myths help mankind understand the self, society, and the cosmos are concepts woven throughout this class. Indeed, those concepts are the backdrop for many myths. Since so many myths are about humankind's place in the cosmos, it is a concept driven home by overexposure to it.</p>	<p>Action: Continue facilitating small group and large class discussions that address mythological allusions as well as assess representative myths. Continue to provide additional handouts on this subject matter. (09/17/2017)</p> <p>Action Category: Teaching Strategies</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
Course SLO Assessment Cycle: 2013-14 (Spring 2014), 2014-15 (Spring 2015), 2015-16 (Spring 2016), 2016-17 (Spring 2017), 2017-18 (Spring 2018), 2018-19 (Spring 2019), 2019-20 (Spring 2020) Input Date: Inactive Date: Comments::		<p>In addition, this semester I created about five different handouts for students to better understand the concepts covered in this course. I think my additional work helped students succeed. We had many class discussions regarding the individuals in myths and the societies to which they conformed or confronted. (09/17/2017)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Bruce Peppard</p> <p>Faculty Contributing to Assessment:</p>	

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), 2017-18 (Spring 2018), 2018-19 (Spring 2019), 2019-20 (Spring 2020)</p> <p>Input Date: 11/12/2013</p> <p>Inactive Date:</p> <p>Comments::</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>Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2016-17 (Spring 2017)</p> <p>Standard Met? : Standard Met</p> <p>Of the 7 students evaluated, 7 (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. (09/14/2017)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Brent Isaacs</p> <p>Faculty Contributing to Assessment: Brent Isaacs</p>	<p>Action: Continue the thirteen weekly essays on which students have to develop and support their own theses on each week's primary cultural text(s). (09/14/2018)</p> <p>Action Category: Teaching Strategies</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), 2017-18 (Spring 2018), 2018-19 (Spring 2019), 2019-20 (Spring 2020)</p> <p>Input Date: 11/12/2013</p> <p>Inactive Date:</p> <p>Comments::</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>Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2016-17 (Spring 2017)</p> <p>Standard Met? : Standard Met</p> <p>Of the 7 students evaluated, 7 (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. (09/14/2017)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Brent Isaacs</p> <p>Faculty Contributing to Assessment: Brent Isaacs</p>	<p>Action: Continue the thirteen weekly essays on which students have to develop and support their own theses on each week's primary cultural text(s). (09/14/2018)</p> <p>Action Category: Teaching Strategies</p>
<p>SLO #3 - Develop a thesis regarding</p>	<p>Essay/Written Assignment - In-class</p>	<p>Semester and Year Assessment Conducted: 2016-17</p>	<p>Action: Continue the thirteen</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>representative texts of African, Asian/Pacific Islander, European, Latin American, or Middle Eastern cultures written since 1650 CE by employing organized, unified, coherent points that are supported by appropriate quotations from and references to the texts, using vocabulary appropriate to the subject, exhibiting correct 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), 2017-18 (Spring 2018), 2018-19 (Spring 2019), 2019-20 (Spring 2020)</p> <p>Input Date: 11/12/2013</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>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>Additional Information:</p>	<p>(Spring 2017)</p> <p>Standard Met? : Standard Met</p> <p>Of the 7 students evaluated, 7 (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. (09/14/2017)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Brent Isaacs</p> <p>Faculty Contributing to Assessment: Brent Isaacs</p>	<p>weekly essays on which students have to develop and support their own theses on each week's primary cultural text{s}. (09/14/2018)</p> <p>Action Category: Teaching Strategies</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), 2018-19 (Spring 2019), 2019-20 (Spring 2020)</p> <p>Input Date: 11/12/2013</p> <p>Inactive Date:</p> <p>Comments::</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>Standard and Target for Success:</p> <p>Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2016-17 (Spring 2017)</p> <p>Standard Met? : Standard Met</p> <p>The SLO assesses whether or not students read the texts carefully and on time. About 89% of the students achieved this SLO. The vast majority of students who achieve this SLO finish the course. The students who do not succeed in this SLO tend to drop the course. (08/30/2017)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Tom Cody</p> <p>Faculty Contributing to Assessment:</p>	<p>Action: The percentage achieving this SLO might be increased somewhat by reminding students to review the syllabus regularly so that they are prepared for the quizzes given regularly throughout the semester. (08/30/2017)</p> <p>Action Category: Teaching Strategies</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), 2018-19 (Spring 2019), 2019-20 (Spring 2020)</p> <p>Input Date: 11/12/2013</p> <p>Inactive Date:</p> <p>Comments::</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>Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2016-17 (Spring 2017)</p> <p>Standard Met? : Standard Met</p> <p>In this case, also, students who complete the course are well-prepared to analyze fictional texts in an adequate passing. 100% of the students composed an essay that adequately analyzed and evaluated a work of American literature. (08/30/2017)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Tom Cody</p> <p>Faculty Contributing to Assessment:</p>	<p>Action: Before papers are due, the teacher should review essay structure, grammar, and style. (08/30/2017)</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</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</p>	<p>Semester and Year Assessment Conducted: 2016-17 (Spring 2017)</p> <p>Standard Met? : Standard Met</p> <p>Students enjoy, both in class and in formal papers, analyzing literary texts in terms of larger social issues, and so they tend to meet this SLO as well. 100% of students who complete the course achieved this SLO. (08/30/2017)</p> <p>% of Success for this SLO:</p>	<p>Action: Students need only to be reminded of contemporary social issues to find thematic relationships to the texts we study. (08/30/2017)</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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2015), 2015-16 (Spring 2016), 2016-17 (Spring 2017), 2017-18 (Spring 2018), 2018-19 (Spring 2019), 2019-20 (Spring 2020)
Input Date: 11/12/2013
Inactive Date:
Comments::

cultural contexts.
Standard and Target for Success:
 70%
Additional Information:

Faculty Assessment Leader: Tom Cody
Faculty Contributing to Assessment:

ECC: ENGL 60 (Formerly AS 20) :Prewriting Workshop

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #1 - Given an in-class essay assignment, students will use various pre-writing strategies to generate ideas for writing a college-level essay.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2013-14 (Spring 2014), 2015-16 (Spring 2016), 2016-17 (Spring 2017), 2017-18 (Spring 2018), 2018-19 (Spring 2019), 2019-20 (Spring 2020), 2020-21 (Spring 2021)</p> <p>Input Date: 12/10/2013</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>Essay/Written Assignment - Students will write a paragraph on a specific subject with a clearly defined topic sentence, support material, and a conclusion.</p> <p>Standard and Target for Success: 70%</p> <p>Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2016-17 (Spring 2017)</p> <p>Standard Met? : Standard Met</p> <p>21 of the 22 students evaluated (95.5%) met this standard. I believe that so many students succeeded with "generat[ing] ideas" via "various prewriting strategies" for two main reasons: 1) We had practiced this skill for the longest (since week one), and 2) it was the easiest skill as it merely requires completion rather than mastery.</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Briita Halonen</p> <p>Faculty Contributing to Assessment:</p>	<p>Action: The assessment method for this SLO needs to be modified. Since the SLO is about generating ideas in the prewriting process, a fully written paragraph is not an accurate measure. What I used instead was completion of a full page of brainstorming (method of the student's choice) on an assigned essay topic. Rhea Lewitzki and I (Briita Halonen) are in the process of determining how best to modify the assessment method in Trac Dat. (09/01/2017)</p> <p>Action Category: SLO/PLO Assessment Process</p> <p>Follow-Up: A new assessment method was added to SLO #1. (09/01/2017)</p>
<p>SLO #2 - Given an in-class essay assignment, students will write a thesis statement that includes a topic and an opinion or point about the topic.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2013-14 (Spring 2014), 2015-16 (Spring 2016), 2016-17 (Spring 2017), 2017-18 (Spring 2018), 2018-19 (Spring 2019), 2019-20 (Spring 2020), 2020-21 (Spring 2021)</p> <p>Input Date: 12/10/2013</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>Essay/Written Assignment - Students will write a paragraph on a specific subject with a clearly defined topic sentence, support material, and a conclusion.</p> <p>Standard and Target for Success: 70%</p> <p>Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2016-17 (Spring 2017)</p> <p>Standard Met? : Standard Met</p> <p>Of the 22 students evaluated, 19 (86%) met the standard. The few students who did not write an acceptable thesis did include a topic; however, they failed to incorporate their point or opinion about that topic. This was such a small percentage of the group though that I do not believe that teaching methods need to be modified. (09/01/2017)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Briita Halonen</p> <p>Faculty Contributing to Assessment: Briita Halonen</p>	<p>Action: Teaching methods should continue as is, still emphasizing and practicing thesis statements that clearly respond to the prompt, express the essay's topic, and assert a point or opinion about that topic. (09/01/2017)</p> <p>Action Category: Teaching Strategies</p>
<p>SLO #3 - Given an in-class essay</p>	<p>Essay/Written Assignment -</p>	<p>Semester and Year Assessment Conducted: 2016-17</p>	<p>Action: As I am the only instructor</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>assignment, students will provide primary supporting ideas to support the thesis.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2013-14 (Spring 2014), 2015-16 (Spring 2016), 2016-17 (Spring 2017), 2017-18 (Spring 2018), 2018-19 (Spring 2019), 2019-20 (Spring 2020), 2020-21 (Spring 2021)</p> <p>Input Date: 12/10/2013</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>Students will write a paragraph on a specific subject with a clearly defined topic sentence, support material, and a conclusion.</p> <p>Standard and Target for Success: 70%</p> <p>Additional Information:</p>	<p>(Spring 2017)</p> <p>Standard Met? : Standard Not Met</p> <p>Of the 22 students evaluated, only 13 (59%) met the standard. As over 40% of the students did not succeed in providing "primary supporting ideas to support the thesis," this is obviously an area that needs instructional modification. The vast majority of these students did provide support, but two or more of their supports repeated the same idea. (09/01/2017)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Briita Halonen</p> <p>Faculty Contributing to Assessment: Briita Halonen</p>	<p>for this class, I will begin working on support earlier in the semester and will spend more time emphasizing the need for distinction and variety amongst those supports. (09/01/2017)</p> <p>Action Category: Teaching Strategies</p>

ECC: ENGL 61 (Formerly AS 30):Test-Taking Strategies

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #1 - Students will demonstrate an ability to employ strategies for answering true/false questions.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2013-14 (Spring 2014), 2015-16 (Spring 2016), 2016-17 (Spring 2017), 2017-18 (Spring 2018), 2019-20 (Spring 2020)</p> <p>Input Date: 12/10/2013</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>Exam/Test/Quiz - Comprehensive final's true/false question section.</p> <p>Standard and Target for Success: 70%</p> <p>Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2016-17 (Spring 2017)</p> <p>Standard Met? : Standard Met</p> <p>30 of 31 students (96.77%) met the standard for success in achieving this SLO. (09/14/2017)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Brent Isaacs</p> <p>Faculty Contributing to Assessment: Brent Isaacs</p>	<p>Action: Continue the current teaching methodology and using the same (or updated versions) of the aforementioned lectures and in-class assignments. (09/14/2018)</p> <p>Action Category: Teaching Strategies</p>
<p>SLO #2 - Students will exhibit an ability to employ strategies for answering multiple choice questions.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2013-14 (Spring 2014), 2015-16 (Spring 2016), 2016-17 (Spring 2017), 2017-18 (Spring 2018), 2019-20 (Spring 2020)</p> <p>Input Date: 12/10/2013</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>Exam/Test/Quiz - Comprehensive final's multiple choice question section.</p> <p>Standard and Target for Success: 70%</p> <p>Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2016-17 (Spring 2017)</p> <p>Standard Met? : Standard Met</p> <p>30 of 31 students (96.77%) met the standard for success in achieving this SLO. (09/14/2017)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Brent Isaacs</p> <p>Faculty Contributing to Assessment: Brent Isaacs</p>	<p>Action: Continue the current teaching methodology and using the same (or updated versions) of the aforementioned lectures and in-class assignments. (09/14/2017)</p> <p>Action Category: Teaching Strategies</p>
<p>SLO #3 - Students will be able to correlate an application of acquired knowledge on subjective test questions with linguistically and structurally appropriate answers.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2013-14 (Spring 2014), 2015-16 (Spring 2016), 2016-17 (Spring 2017), 2017-18 (Spring 2018), 2019-20 (Spring 2020)</p> <p>Input Date: 12/10/2013</p> <p>Inactive Date:</p> <p>Comments:</p>	<p>Exam/Test/Quiz - In-class essay exam.</p> <p>Standard and Target for Success: 70%</p> <p>Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2016-17 (Spring 2017)</p> <p>Standard Met? : Standard Met</p> <p>30 out of 31 students (96.77%) successfully achieved this SLO. (09/14/2017)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Brent Isaacs</p> <p>Faculty Contributing to Assessment: Brent Isaacs</p>	<p>Action: Continue the current teaching methodology and using the same (or updated versions) of the aforementioned lectures and in-class assignments. (09/14/2018)</p> <p>Action Category: Teaching Strategies</p>

ECC: ENGL 62 (Formerly AS 22):Vocabulary Building for College Students

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #1 - Given worksheets and in-class tests the students will demonstrate the appropriate use of a thesaurus in identifying and correctly using denotations, connotations and euphemisms.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2013-14 (Spring 2014), 2014-15 (Spring 2015), 2015-16 (Spring 2016), 2016-17 (Spring 2017), 2017-18 (Spring 2018), 2018-19 (Spring 2019), 2019-20 (Spring 2020), 2020-21 (Spring 2021)</p> <p>Input Date: 12/10/2013</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>Exam/Test/Quiz - Corrected worksheets with the use of a thesaurus. A two part final exam that generates two scores. The students must identify the roots, prefixes and suffixes in a given word for one score then identify the word's meaning for the other. This is a fill-in and multiple choice test. The scores from the other four tests and the two scores from the final exam are averaged together and must be 70% or better.</p> <p>Standard and Target for Success: 70% success rate on worksheets</p> <p>Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2016-17 (Spring 2017)</p> <p>Standard Met? : Standard Met</p> <p>43 of 49 students (87.76%) met the standard, an insignificant (-.24%) drop from the previous year's 88% average passing success rate. (09/14/2017)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Brent Isaacs</p> <p>Faculty Contributing to Assessment: Michele Bynum. Brent Isaacs</p>	<p>Action: A reevaluation of this SLO is long past due as the focus on vocabulary building (including synonyms and etymologically related words) and the rise of combined dictionaries and thesauri on apps and websites have undercut the necessity of this Student Learning Objective. (09/14/2018)</p> <p>Action Category: Curriculum Changes</p>
<p>SLO #2 - Given worksheets and in-class tests the students will demonstrate the appropriate use of a dictionary as it relates to multiple meanings and the etymology of words.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2013-14 (Spring 2014), 2014-15 (Spring 2015), 2015-16 (Spring 2016), 2016-17 (Spring 2017), 2017-18 (Spring 2018), 2018-19 (Spring 2019), 2019-20 (Spring 2020), 2020-21 (Spring 2021)</p> <p>Input Date: 12/10/2013</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>Exam/Test/Quiz - Corrected worksheets with the use of a college level dictionary. A two part final exam that generates two scores. The students must identify the roots, prefixes and suffixes in a given word for one score then identify the word's meaning for the other. This is a fill-in and multiple choice test. The scores from the other four tests and the two scores from the final exam are averaged together and must be 70% or better.</p> <p>Standard and Target for Success: 70% success rate on worksheets.</p> <p>Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2016-17 (Spring 2017)</p> <p>Standard Met? : Standard Met</p> <p>43 of 49 students (87.76%) achieved this SLO, a statistically insignificant (-.24%) drop from the previous year's average passing success rate of 88%. (09/14/2017)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Brent Isaacs</p> <p>Faculty Contributing to Assessment: Michele Bynum. Brent Isaacs</p>	<p>Action: Current teaching strategies should be maintained and shared with the part-time instructors who will be teaching this course for the first time in the coming year. (09/14/2017)</p> <p>Action Category: Teaching Strategies</p>
<p>SLO #3 - Given worksheets and in-class tests the students will recall and</p>	<p>Exam/Test/Quiz - Final exam. A two part final exam that generates two</p>	<p>Semester and Year Assessment Conducted: 2016-17 (Spring 2017)</p>	<p>Action: Current teaching strategies should be maintained</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>use major roots and affixes to decipher and define unfamiliar words.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2013-14 (Spring 2014), 2014-15 (Spring 2015), 2015-16 (Spring 2016), 2016-17 (Spring 2017), 2017-18 (Spring 2018), 2018-19 (Spring 2019), 2019-20 (Spring 2020), 2020-21 (Spring 2021)</p> <p>Input Date: 12/10/2013</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>scores. The students must identify the roots, prefixes and suffixes in a given word for one score then identify the word's meaning for the other. This is a fill-in and multiple choice test. The scores from the other four tests and the two scores from the final exam are averaged together and must be 70% or better.</p> <p>Standard and Target for Success: 70% success rate on the final exam.</p> <p>Additional Information:</p>	<p>Standard Met? : Standard Met</p> <p>43 of 49 students (87.76%) achieved this SLO, such a small increase (+2.76%) from the previous year's average passing success rate of 85%, that it doesn't bear further reflection. (09/14/2017)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Brent Isaacs</p> <p>Faculty Contributing to Assessment: Michele Bynum. Brent Isaacs</p>	<p>and shared with the part-time instructors who will be teaching this course for the first time in the coming year. (09/14/2017)</p> <p>Action Category: Teaching Strategies</p>

ECC: ENGL 66 (Formerly AS 36):Sentence Errors and Punctuation

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #1 - Demonstrate competent writing that is reasonably proficient in correct grammar skills.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2013-14 (Spring 2014), 2014-15 (Spring 2015), 2015-16 (Spring 2016), 2016-17 (Spring 2017), 2017-18 (Spring 2018), 2018-19 (Spring 2019), 2019-20 (Spring 2020), 2020-21 (Spring 2021)</p> <p>Input Date: 12/10/2013</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>Essay/Written Assignment - Given an in class writing prompt, students will each write a 250-500 word composition that will demonstrate the student's grammar, sentence skills, and punctuation skills.</p> <p>Standard and Target for Success: 70%</p> <p>Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2016-17 (Spring 2017)</p> <p>Standard Met? : Standard Met</p> <p>Of the 44 students in two sections assessed, 31 (70.45%) met this standard. Reasons cited for students not meeting this standard include second-language and learning-disability issues along with specifically subject-verb agreement errors. (09/01/2017)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Briita Halonen</p> <p>Faculty Contributing to Assessment: Briita Halonen, Sarah Leinen</p>	<p>Action: Briita plans to reduce time spent teaching capitalization rules in order to allow more time for instruction and practice with identifying and correcting subject-verb agreement errors. (09/01/2017)</p> <p>Action Category: Teaching Strategies</p>
<p>SLO #2 - Demonstrate competent writing that is reasonably proficient in correct sentence structure.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2013-14 (Spring 2014), 2014-15 (Spring 2015), 2015-16 (Spring 2016), 2016-17 (Spring 2017), 2017-18 (Spring 2018), 2018-19 (Spring 2019), 2019-20 (Spring 2020), 2020-21 (Spring 2021)</p> <p>Input Date: 12/10/2013</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>Essay/Written Assignment - Given an in class writing prompt, students will each write a 250-500 word composition that will demonstrate the student's grammar, sentence skills, and punctuation skills.</p> <p>Standard and Target for Success: 70%</p> <p>Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2016-17 (Spring 2017)</p> <p>Standard Met? : Standard Met</p> <p>Of the 44 students in two sections evaluated, 34 of them met this standard (77.3%). Reasons for success here included the elimination of run-on sentences. The students who did not pass typically struggled more with fragments and comma splices. (09/01/2017)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Briita Halonen</p> <p>Faculty Contributing to Assessment: Briita Halonen, Sarah Leinen</p>	<p>Action: As this was Briita's first semester teaching AS 36, she has a few instructional changes planned, including more focused instruction on fragments and comma splices. (09/01/2017)</p> <p>Action Category: Teaching Strategies</p>
<p>SLO #3 - Demonstrate writing that is reasonably proficient in correct use of punctuation.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2013-14 (Spring 2014), 2014-15 (Spring 2015), 2015-16 (Spring 2016), 2016-17 (Spring 2017), 2017-18 (Spring</p>	<p>Essay/Written Assignment - Given an in class writing prompt, students will each write a 250-500 word composition that will demonstrate the student's grammar, sentence skills, and punctuation skills.</p> <p>Standard and Target for Success: 70%</p>	<p>Semester and Year Assessment Conducted: 2016-17 (Spring 2017)</p> <p>Standard Met? : Standard Met</p> <p>Of the 44 students assessed, 38 (86%) met this SLO. The instructors reported particular success with apostrophe usage. (09/01/2017)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Briita Halonen</p>	<p>Action: As this was the most successful of the three SLOs for this class, instructors should maintain their instructional approaches as relates to "correct use of punctuation." Any instructional modifications should focus on SLOs 1 & 2. (09/01/2017)</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
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2018), 2018-19 (Spring 2019), 2019-20 (Spring 2020), 2020-21 (Spring 2021)

Input Date: 12/10/2013

Inactive Date:

Comments::

Additional Information:

Faculty Contributing to Assessment: Briita Halonen, Sarah Leinen

Action Category: Teaching Strategies

ECC: ENGL 78:Creative Writing: Screenwriting

Course SLOs	Assessment Method Description	Results	Actions
<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), 2017-18 (Spring 2018), 2018-19 (Spring 2019), 2019-20 (Spring 2020)</p> <p>Input Date: 11/12/2013</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>Essay/Written Assignment - 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>Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2016-17 (Spring 2017)</p> <p>Standard Met? : Standard Met</p> <p>30 of 30 students (100%) turned in properly formatted scenes. This is a perfect success rate, partly because this group was highly motivated, mature, and hard-working from the first day. I pressed students to format their scenes properly through written samples, lecture, and corrections and notes on their homework. They responded well. Any student errors in formatting were corrected during the course of the semester. By the time the semester ended, all students understood the fundamentals of proper scene format. (09/17/2017)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Kim Krizan</p> <p>Faculty Contributing to Assessment:</p>	<p>Action: I will continue my policy of teaching the students proper format early in the semester, while giving them ample opportunities to turn in formatted scenes so I can catch problems and correct them. (09/17/2017)</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), 2017-18 (Spring 2018), 2018-19 (Spring 2019), 2019-20 (Spring 2020)</p> <p>Input Date: 11/12/2013</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>Essay/Written Assignment - By semester's end, students turn in their final "working outline." This outline should include plot information for all three acts of their original film story.</p> <p>Standard and Target for Success: Students demonstrate the ability to turn in scene packets which include their working story outlines. There is no rubric and there are no percentages, because the instructor must rely on her/his subjective understanding of story to determine if the student has developed an original story idea.</p> <p>The student should demonstrate the ability to outline that includes some plot information for the first act, second act, and third act of their</p>	<p>Semester and Year Assessment Conducted: 2016-17 (Spring 2017)</p> <p>Standard Met? : Standard Met</p> <p>28 of 30 students (93%) turned in completed outlines. I consider this a very high rate of success. I had added an extra day of structure analysis (via a complex "test film") a few semesters ago; I have kept that addition in my lesson plan because I've found it gives me the opportunity to give a more detailed explanation of story structure. The two students who did not turn in their final outlines had turned in preliminary "working" outlines, and had participated in an outlining exercise we did in class, but neither student turned in a completed outline. I believe in both cases the students simply forgot to place the outlines in their packets, though it did negatively effect their grades. (09/17/2017)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Kim Krizan</p> <p>Faculty Contributing to Assessment:</p>	<p>Action: I will continue to use the "test film," because students respond well to the challenge of breaking down the structure of a complex story. I will also continually remind students to adjust, develop, and correct their "working outlines" over the course of the semester. Finally, I will continue to press the students to remember to turn in their final outlines along with their final packets. (09/17/2017)</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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story.

Additional Information:

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), 2018-19 (Spring 2019), 2019-20 (Spring 2020)</p> <p>Input Date: 01/13/2015</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>Exam/Test/Quiz - A passage written at the appropriate Lexile level is given; the students must write the implied main idea (1/1 is passing), identify the supporting details (3/4 is passing), define vocabulary words (5/7 is passing), and determine the author's purpose (1/1 is passing).</p> <p>Standard and Target for Success: 70%</p> <p>Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2016-17 (Spring 2017)</p> <p>Standard Met? : Standard Met Standard Met? Yes; 77%</p> <p>Assessment Method Explained</p> <p>In order to maintain consistency among assessment cycles, the department decided to use an annotation exercise as the assessment method for SLO1 again. SLO1 requires students to “demonstrate the ability to actively engage in the reading process.” Therefore, assessing students’ ability to annotate a reading is most appropriate because it allows for students to show their abilities to engage with a text (as compared to answering a multi-choice exam.)</p> <p>A committee met in Spring 2017 to determine an appropriate reading, its directions, and the grading rubric to be used by the instructors. Last year’s annotation assessment was the pilot, and while it had its successes, it needed some revision to make student response and instructor assessment and data collection easier. For instance, because annotation can be so subjective, the committee decided to create tasks that could be more easily answered by the student and more easily measured by the instructor. The students read a multi-paragraph passage, were asked to annotate it, and then complete four tasks. The students had to write in their own words the implied main idea of the passage; they had to identify at least 3 of the 4 supporting details; they had to use context clues to define 5 of the 7 underlined vocabulary words; and they had to analyze the text to determine the author’s purpose.</p> <p>Data and Analysis</p> <p>497 students completed this assessment. 384 out of 497</p>	<p>Action: Use this assessment method again so that results can be compared. The data collection process (rubric) was more effective than the previous, but it would be better and even more accurate if it were digitalized (turned into Excel spreadsheets). (08/21/2018)</p> <p>Action Category: SLO/PLO Assessment Process</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
		<p>students received a 70% or higher, meaning they answered at least 3 out of the 4 questions correctly on the annotation exercise. As a result, the standard was met, with a score of 77% (384/497=77%).</p> <p>While 77% exceeds the standard for SLO1, the score is lower than the previous assessment: 82%. This decrease may be due to several factors: 1) this year's reading was different and may have been more challenging (the previous year's reading was about chocolate; this year's was about men and success); 2) this assessment required students to fulfill 4 specific tasks that allowed for less subjectivity during the grading process; and 3) the tasks this cycle were different than the last (in last year's assessment, students were asked to identify the main idea (which was explicitly stated in the text), identify two major supporting details, use context clues to predict the meaning of unfamiliar vocabulary words, and write meaningful comments or questions in the margin.) It is possible that because the students were not being assessed for their "meaningful comments," had to write their own implied main idea, and had to identify an additional supporting detail, the test was more challenging and therefore lead to lower, but more accurate scores that reflect the students' abilities.</p> <p>Overall, the assessment method, data, and results for SLO1 were a success. This assessment should be used again in order to achieve even stronger consistency among cycles. (08/21/2017)</p> <p>% of Success for this SLO: Faculty Assessment Leader: Rhea Lewitzki Faculty Contributing to Assessment:</p>	
<p>SLO #2 - Students will demonstrate their ability to employ comprehension strategies necessary to comprehend non-fiction texts written at the college freshman level. Course SLO Status: Active</p>	<p>Exam/Test/Quiz - At the end of the semester, all English 84 students take the Townsend Press Final Exam (Form D), a 40-question multiple-choice test, with each question assigned to either SLO2 or SLO3. The</p>	<p>Semester and Year Assessment Conducted: 2016-17 (Spring 2017) Standard Met? : Standard Met Standard Met? Yes; 75% Assessment Method Explained</p>	<p>Action: It is imperative to use this same assessment method (Form D) and apply the same allocation of questions in order to strengthen the consistency between cycles. Additionally, the</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<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), 2018-19 (Spring 2019), 2019-20 (Spring 2020)</p> <p>Input Date: 01/13/2015</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>question/SLO breakdown is as follows:</p> <p>SLO 2: Main Ideas (9 questions): 1, 2, 3, 11, 12, 21, 22, 31, 32 Vocabulary in Context (4): 4, 13, 23, 33 Supporting Details (8): 5, 6, 14, 15, 24, 25, 34, 35 Relationships (6): 7, 16, 26, 27, 36, 37</p> <p>SLO 3: Inferences (7): 8, 9, 17, 18, 28, 38, 39 Fact and Opinion (3): 10, 19, 29 Purpose and Tone (3): 20, 30, 40</p> <p>Standard and Target for Success: 70%</p> <p>Additional Information:</p>	<p>SLO2 asks that students can demonstrate strategies necessary to comprehend a text. The Townsend Press Exam tests the students abilities in 7 different categories; it was determined that in order to assess the students' ability to apply comprehension strategies, we should look at their success at identifying main ideas, vocabulary in context, supporting details, and relationships.</p> <p>Data and Analysis</p> <p>30 sections of English 84 were assessed this semester. The data reveals the following: Main Ideas: 73% success rate Vocabulary: 81% success rate Supporting Details: 78% success rate Relationships: 68% success rate Total: 75%</p> <p>This data is exciting for two reasons: the sum of the four categories is passing (75%) and three of the four categories are also passing (70%). While the relationships category did not pass (68%,) it is still very close to our standard.</p> <p>During the last assessment cycle, the standard for SLO2 was not met. However, several factors may have influenced the increase in success from 68% to 75%. First, the test form used was different. Last year, the committee agreed upon Test Form B while this year Test Form D was used. Though the two exams are comparable in Lexile levels and content, it is possible that B was more challenging than D for the students. Additionally, the test questions were allocated differently since last year. 24 questions were used last year to analyze comprehension strategies; 27 questions were used this year.</p> <p>One contributing factor that may have led to an unreliable boost in this year's results is the vocabulary in context score, 81%. Last year, this was also mentioned that the high score of vocabulary might have inaccurately inflated the</p>	<p>data collection method should be the same, but a method to collect feedback from individual instructors is needed in order to write more meaningful reports about the data. Finally, it was recommended by committee members that we might look at the scores of the pre-assessment test (Form C), which is given at the beginning of the semester, and compare those to the final exam, to see whether or not the students are actually improving these seven skills over the course of 16 weeks, and if the test is actually capable of identifying those improvements, or if a different, more accurate assessment method is needed. (08/21/2018)</p> <p>Action Category: SLO/PLO Assessment Process</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
		<p>overall score. When vocabulary was removed from the sum of last year's total, the score decreased from 68% to 64%. Similarly, removing vocabulary from the total of this year's data, and combining the scores of only Main Idea, Supporting Detail, and Relationships, the score adds up to 73%. This shows a decrease in the score, but it still exceeds the standard. It can be concluded that the students continuously show an ability to define vocabulary words in context.</p> <p>It is possible that the students improved during this cycle because like the last cycle, they were allowed to annotate directly on the test, something that was not encouraged two cycles prior. Writing directly on the test should continue to be encouraged. Additionally, switching to Form D may have had an affect on the success rate. Finally, the allocation of test questions might also have affected the success rate.</p> <p>The flaw with this system of data collection (looking at the combined scores of each skills section on the exam) is that there is no instructor feedback included. In order to write an effective report, the SLO lead needs commentary from the individual instructors who can express why they believe the students succeeded or did not succeed at meeting the standard for this SLO. Without this information, only the data can be read, and it can only be speculated that it was changes in the assessment method that lead to the students' success; it would be more useful if we knew what instructors were doing in the classroom to help foster their students thus increasing the overall scores. (08/21/2017) % of Success for this SLO: Faculty Assessment Leader: Rhea Lewitzki Faculty Contributing to Assessment:</p>	
SLO #3 - Students will demonstrate their ability to analyze nonfiction texts written at the college freshman level.	Exam/Test/Quiz - At the end of the semester, all English 84 students take the Townsend Press Final Exam (Form D), a 40-question multiple-	Semester and Year Assessment Conducted: 2016-17 (Spring 2017) Standard Met? : Standard Met Standard Met? Yes; 72%	Action: It is necessary to use this same assessment method (Form D) and apply the same allocation of questions in order to

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
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), 2018-19 (Spring 2019), 2019-20 (Spring 2020) Input Date: 01/13/2015 Inactive Date: Comments::	<p>choice test, with each question assigned to either SLO2 or SLO3. The question/SLO breakdown is as follows:</p> <p>SLO 2: Main Ideas (9 questions): 1, 2, 3, 11, 12, 21, 22, 31, 32 Vocabulary in Context (4): 4, 13, 23, 33 Supporting Details (8): 5, 6, 14, 15, 24, 25, 34, 35 Relationships (6): 7, 16, 26, 27, 36, 37</p> <p>SLO 3: Inferences (7): 8, 9, 17, 18, 28, 38, 39 Fact and Opinion (3): 10, 19, 29 Purpose and Tone (3): 20, 30, 40</p> <p>Standard and Target for Success: 70% Additional Information:</p>	<p>Assessment Method Explained</p> <p>SLO3 asks that students can demonstrate strategies necessary to analyze a text. The Townsend Press Exam tests the students abilities in 7 different categories; it was determined that in order to assess the students' ability to apply analysis strategies, we should look at their success at making inferences, determining an author's purpose and tone, and distinguishing between fact and opinion.</p> <p>Data and Analysis</p> <p>30 sections of English 84 were assessed this semester. The data reveals the following: Inferences: 64% success rate Fact and Opinion: 81% success rate Purpose and Tone: 70% success rate Total: 72%</p> <p>This year's data reveals that the standard for SLO3 has been met, showing a significant increase from last year: The score made a jump from 49% to 72%. However, applauding this improvement must be done with caution.</p> <p>First, the allocation of test questions was done differently last year than this year. Records from last year show that only the answer questions to inferences and implied main ideas were calculated. Looking only at these two skill categories may have been the reason for such low scores; it was decided that distinguishing between fact and opinion and determining an author's purpose and tone fall under the category of analysis and that they should be included as part of the data collection for SLO3. By including P&T and F&O, the overall score is boosted significantly (72%); however looking only at inferences, we see that the students do not meet the standard (64%).</p> <p>These numbers are important for several reasons. First, the numbers show that it is necessary to include P&T and F&O</p>	<p>strengthen the consistency between cycles. Additionally, the data collection method should be the same, but a method to collect feedback from individual instructors is needed in order to write more meaningful reports about the data. (08/21/2018)</p> <p>Action Category: SLO/PLO Assessment Process</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
		<p>in the data for SLO3 as it does reflect the students' ability to apply analytical skills and it bolsters the overall score. Furthermore, the data shows that students still struggle with making inferences, information that is not shocking or new. As it was mentioned in last year's report, teaching students how to make inferences is one of the more difficult skills to teach because the students' ability to make an inference relies heavily upon a their prior knowledge, something that is formed prior to entering the classroom and something instructors do not have immediate control over. Thus the numbers reveal that students may or may not be coming into the classroom equipped with the prior knowledge needed to make inferences upon reading new material given in the classroom. While it has been mentioned in the past that "further training" is needed for instructors to teach students how to make inferences, part of the problem also lies in the fact that our developmental students are not equipped in doing so—hence why they are testing into our developmental courses to begin with.</p> <p>Again, it would be helpful to collect instructor feedback regarding this skill (making inferences) as well as all the analytical skills that are taught for this SLO. Without faculty contribution, conclusions can be made only based on the raw data taken from the exam, and these conclusions may or may not accurately reflect our students' success rates and/or what is happening in the classroom. (08/21/2017)</p> <p>% of Success for this SLO: Faculty Assessment Leader: Rhea Lewitzki Faculty Contributing to Assessment:</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 #2 - Students will evaluate poems, short stories, and art work.</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), 2018-19 (Spring 2019), 2019-20 (Spring 2020)</p> <p>Input Date: 11/12/2013</p> <p>Inactive Date:</p> <p>Comments:: SLO statement change per Pete Marcoux's 9.25.2016 e-mail.</p>	<p>Essay/Written Assignment -</p> <p>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).</p> <p>Standard and Target for Success:</p> <p>Literary Analysis Rubric (See Related Documents)</p> <p>Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2016-17 (Spring 2017)</p> <p>Standard Met? : Standard Met</p> <p>Seven out of eight students met the standard. The one student who didn't, did not turn in the assignment. Some students struggle with using the full potential of a blogging platform. Since most of the students are second or third year English majors with many literature classes under their belts, the majority handle this assignment with ease. (09/14/2017)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Pete Marcoux</p> <p>Faculty Contributing to Assessment: Pete Marcoux</p>	<p>Action: I will find a better system to monitor students' progress with this assignment to assure 100% completion. I will also develop online materials to help those students who are not English majors to be better prepared for this assignment. (09/15/2017)</p> <p>Action Category: Teaching Strategies</p>
<p>SLO #3 - Students will participate in the production of a literary magazine.</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), 2018-19 (Spring 2019), 2019-20 (Spring 2020)</p> <p>Input Date: 11/12/2013</p> <p>Inactive Date:</p> <p>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.</p> <p>Standard and Target for Success:</p> <p>Literary Analysis Rubric (See Related Documents)</p> <p>Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2016-17 (Spring 2017)</p> <p>Standard Met? : Standard Met</p> <p>All of the students participated in the production of the literary magazine. They read and rated all submissions. They then edited the accepted, written submissions. They also worked with a graphic design class to design the layout and the production of the magazine. Over 1200 copies of the magazine were printed and distributed throughout the campus. Because the students use a software program called Submittable, I am can easily track and encourage students to read and rate all submissions. I have found since using this software, the students are not only engaged with the submissions during class time, but often read and rate the submissions on their own time. There is always a challenge when working with the graphic design class in terms of process and communication, but this year seemed to go pretty smoothly. (09/14/2017)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Pete Marcoux</p> <p>Faculty Contributing to Assessment: Pete Marcoux</p>	<p>Action: I will continue to do as I do in regards to reading and rating the submissions using Submittable. However, a change is afoot in terms of the graphic design class. The teacher, Joyce Dallal is on pre-retirement. So I will have to ensure a solid communication link with her replacement. (09/15/2017)</p> <p>Action Category: Teaching Strategies</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 Course SLO Assessment Cycle: 2013-14 (Spring 2014), 2014-15 (Spring 2015), 2015-16 (Spring 2016), 2016-17 (Spring 2017), 2017-18 (Spring 2018), 2018-19 (Spring 2019), 2019-20 (Spring 2020) Input Date: 11/12/2013 Inactive Date: Comments::</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>Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2016-17 (Spring 2017) Standard Met? : Standard Met 94% of students (598 out of 638) achieved the first SLO, which is an increase compared to 84% last year. This is a testament to the instructors' commitment to create a rigorous, cohesive, and pedagogically-sound course. The previous action plan from Spring 2015 has potentially helped the division to arrive at this successful pass rate; a focus on expository writing (and less personal writing), and lots of it, has offered students repeated practice and engagement with thesis-driven essays. Additionally, early introduction of the writing process and drafting has created lots of opportunity for students to write multiple drafts and participate in peer review. (09/14/2017) % of Success for this SLO: Faculty Assessment Leader: Stephanie Merz Faculty Contributing to Assessment:</p>	<p>Action: Because the success rate is so high for this SLO, we are skeptical of this number and are going to continue norming sessions each semester to ensure that faculty agree on standards and ensure the reliability of our assessment methods. We will also look at how we submit and analyze our data. Additional efforts will be made to include part-time faculty. (09/14/2017) Action Category: SLO/PLO Assessment Process</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 Course SLO Assessment Cycle: 2013-14 (Spring 2014), 2014-15 (Spring 2015), 2015-16 (Spring 2016), 2016-17 (Spring 2017), 2017-18 (Spring 2018), 2018-19 (Spring 2019), 2019-20 (Spring 2020) Input Date: 11/12/2013 Inactive Date: Comments::</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,</p>	<p>Semester and Year Assessment Conducted: 2016-17 (Spring 2017) Standard Met? : Standard Met 89% of students (571 out of 637) achieved the second SLO, which is an increase from last year's 83%. This is due to a focus on expository essays (less personal essays as recommended in previous SLO reports). While this number is certainly an improvement that demonstrates our efforts to more effectively teach this concept, there does remain a fair number of students who are not meeting this SLO. As stated in the SLO report from Spring 2015, we must help more students meet this SLO so they can successfully complete the course. (09/14/2017)</p>	<p>Action: In order to allow faculty to share their best practices on integrating outside sources, we will look into creating a shared digital space to upload teaching materials that all English A instructors can access. Additionally, we discussed encouraging faculty to use the integrated librarians, and the possibility of requiring students to visit the Writing Center. As instructors stated in the SLO data,</p>

Course SLOs	Assessment Method Description	Results	Actions
	<p>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>Additional Information:</p>	<p>% of Success for this SLO: Faculty Assessment Leader: Stephanie Merz Faculty Contributing to Assessment:</p>	<p>earlier introduction of integrating sources should be incorporated into the assignment sequencing. (09/14/2017)</p> <p>Action Category: Teaching Strategies</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</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), 2018-19 (Spring 2019), 2019-20 (Spring 2020)</p> <p>Input Date: 11/12/2013</p> <p>Inactive Date:</p> <p>Comments::</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>Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2016-17 (Spring 2017)</p> <p>Standard Met? : Standard Met 89.3% (571 out of 639) of students achieved this SLO, also an improvement from last year's 79%. Many instructors attribute this success to writing process; when students write multiple drafts from the beginning of the semester, they receive more feedback on errors in their writing and they have more opportunities to address their errors. Instructors also attribute this success rate to support students have outside the classroom, such as in the Writing Center and KEAS. (09/14/2017)</p> <p>% of Success for this SLO: Faculty Assessment Leader: Stephanie Merz Faculty Contributing to Assessment:</p>	<p>Action: There will be a continued focus on sharing best practices for teaching grammar, mechanics, and usage through the shared digital space that will be set up. Best practices for teaching grammar should also be addressed in the best practices series offered by the Basic Skills Initiative. And, faculty should help students understand where else they can get assistance with grammar, mechanics, and usage, such as the Writing Center, KEAS, and the Learning Resource Center for our ESL students. (09/14/2017)</p> <p>Action Category: Teaching Strategies</p>
<p>SLO #4 MLA Use - Use correct MLA style for formatting and documentation.</p> <p>Course SLO Status: Active</p> <p>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: 2016-17 (Spring 2017)</p> <p>Standard Met? : Standard Met 88% (563 out of 637) of students achieved this SLO, which is a significant increase from 71% from last year's SLO report.</p>	<p>Action: • Require MLA on all assignments to ensure that it is taught early and often throughout the semester.</p> <ul style="list-style-type: none"> • Collaborate with the

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>14 (Spring 2014), 2014-15 (Spring 2015), 2015-16 (Spring 2016), 2016-17 (Spring 2017), 2017-18 (Spring 2018), 2018-19 (Spring 2019), 2019-20 (Spring 2020)</p> <p>Input Date: 01/15/2014</p> <p>Inactive Date:</p> <p>Comments::</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>Additional Information:</p>	<p>Instructors commented that this success is due to early and increased exposure to MLA formatting in the form of lectures, in-class assignments, and multiple tutorials. Additionally, instructors offered models of MLA all semester long and required students to use MLA for each assignment. Compared to the success rates of the other SLOs for this course, students are clearly struggling with this SLO the most. (09/14/2017)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Stephanie Merz</p> <p>Faculty Contributing to Assessment:</p>	<p>library to create accurate and up-to-date MLA formatting guidelines, as well as information about helpful MLA websites.</p> <ul style="list-style-type: none"> • Offer presentations from embedded librarians on MLA formatting in English A classrooms. • Offer MLA workshops for students at the Writing Center. • Post assignments on MLA formatting on the shared digital space. • Introduce students to MLA formatting in reading courses by requiring students to write. (09/14/2017) <p>Action Category: Teaching Strategies</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), 2019-20 (Spring 2020)</p> <p>Input Date: 09/19/2014</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>Essay/Written Assignment -</p> <p>Students will write an essay describing significant works of film, drama, music, literature, painting, sculpture, and architecture</p> <p>Standard and Target for Success: It is expected that 70% of students will score 75% or higher on this</p> <p>Additional Information: Past assessments have shown that practicing describing in in class activities is helpful for students with this SLO</p>	<p>Semester and Year Assessment Conducted: 2016-17 (Spring 2017)</p> <p>Standard Met? : Standard Met</p> <p>47 of 49 students performed satisfactorily on this SLO; that 95.92%. This is an excellent number. Instructors should continue practicing describing in class. (08/30/2017)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Laura Welsh</p> <p>Faculty Contributing to Assessment: Janet Madden and Laura Welsh</p>	<p>Action: Instructors should continue using class time to practice description. (08/30/2017)</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), 2019-20 (Spring 2020)</p> <p>Input Date: 09/18/2014</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>Essay/Written Assignment -</p> <p>Students will compose an essay that analyzes and interprets significant works of film, drama, music, literature, painting, sculpture, and architecture.</p> <p>Standard and Target for Success: It is expected that 70% of students will score 75% or higher on this.</p> <p>Additional Information: Showing students research sources and discussing possible interpretations in class is helpful.</p>	<p>Semester and Year Assessment Conducted: 2016-17 (Spring 2017)</p> <p>Standard Met? : Standard Met</p> <p>45 of 49 students performed satisfactorily on this SLO; that is 91.84% (08/30/2017)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Laura Welsh</p> <p>Faculty Contributing to Assessment: Janet Madden and Laura Welsh</p>	<p>Action: Faculty should continue modeling research skills to improve student analysis of works. (08/30/2017)</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</p>	<p>Essay/Written Assignment -</p> <p>Students will write an essay connecting the works to historical eras in which they were produced, explaining the concepts that defined</p>	<p>Semester and Year Assessment Conducted: 2016-17 (Spring 2017)</p> <p>Standard Met? : Standard Met</p> <p>41 of 49 students performed satisfactorily on this SLO (08/30/2017)</p>	<p>Action: Continue giving students handouts that summarize historical periods. (08/30/2017)</p> <p>Action Category: Teaching Strategies</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>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 2017), 2017-18 (Spring 2018), 2018-19 (Spring 2019), 2019-20 (Spring 2020)</p> <p>Input Date: 09/18/2014</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>the works and the artists who produced them</p> <p>Standard and Target for Success: It is expected 70% of students will score 75% or higher on this.</p> <p>Additional Information: Students have benefited from having a handout of historical periods and referring to it during class discussions</p>	<p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Laura Welsh</p> <p>Faculty Contributing to Assessment: Janet Madden and Laura Welsh</p>	