

COURSE SLO ASSESSMENT 4-YEAR TIMELINE REPORT (ECC)

HUMANITIES DIVISION - ACADEMIC STRATEGIES

Course SLO Assessment Cycle	Course ID	Course Name	Course SLO Title	Course SLO Statement
2013-14 (Spring 2014)	ECC: AS 20	Prewriting Workshop	SLO #1	Given an in-class essay assignment, students will use various pre-writing strategies to generate ideas for writing a college-level essay.
2013-14 (Spring 2014)	ECC: AS 20	Prewriting Workshop	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.
2013-14 (Spring 2014)	ECC: AS 20	Prewriting Workshop	SLO #3	Given an in-class essay assignment, students will provide primary supporting ideas to support the thesis.
2013-14 (Spring 2014)	ECC: AS 22	Vocabulary Building for College Students	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.
2013-14 (Spring 2014)	ECC: AS 22	Vocabulary Building for College Students	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.
2013-14 (Spring 2014)	ECC: AS 22	Vocabulary Building for College Students	SLO #3	Given worksheets and in-class tests the students will recall and use major roots and affixes to decipher and define unfamiliar words.
2013-14 (Spring 2014)	ECC: AS 30	Test-Taking Strategies	SLO #1	Students will demonstrate an ability to employ strategies for answering true/false questions.
2013-14 (Spring 2014)	ECC: AS 30	Test-Taking Strategies	SLO #2	Students will exhibit an ability to employ strategies for answering multiple choice questions.
2013-14 (Spring 2014)	ECC: AS 30	Test-Taking Strategies	SLO #3	Students will be able to correlate an application of acquired knowledge on subjective test questions with linguistically and structurally appropriate answers.
2013-14 (Spring 2014)	ECC: AS 36	Sentence Errors and Punctuation	SLO #1	Demonstrate competent writing that is reasonably proficient in correct grammar skills.
2013-14 (Spring 2014)	ECC: AS 36	Sentence Errors and Punctuation	SLO #2	Demonstrate competent writing that is reasonably proficient in correct sentence structure.
2013-14 (Spring 2014)	ECC: AS 36	Sentence Errors and Punctuation	SLO #3	Demonstrate writing that is reasonably proficient in correct use of punctuation.
2014-15 (Fall 2014)	ECC: AS 1	Individualized Academic Strategies	SLO #1	Students will demonstrate an increased proficiency level in English, reading or math through various skill building computer programs.
2014-15 (Fall 2014)	ECC: AS 1	Individualized Academic Strategies	SLO #2	Students will complete a minimum of 100 lessons in 54 hours or more.
2014-15 (Fall 2014)	ECC: AS 23	Spelling Techniques	SLO #1	Students will proofread college-level texts and identify most spelling errors.
2014-15 (Fall 2014)	ECC: AS 23	Spelling Techniques	SLO #2	Students will correct common spelling errors identified within a text.
2014-15 (Fall 2014)	ECC: AS 23	Spelling Techniques	SLO #3	Students will understand and correctly apply common spelling and usage rules to previously unfamiliar words.

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2014-15 (Fall 2014)	ECC: AS 25	Thinking Skills for College Courses	SLO #1	Demonstrate the use of a series of techniques necessary to analyze, compare, contrast, organize and execute verbal reasoning problems.
2014-15 (Fall 2014)	ECC: AS 25	Thinking Skills for College Courses	SLO #2	Demonstrate the use of a series of techniques necessary to analyze, compare, contrast, organize and execute trends and patterns.
2014-15 (Fall 2014)	ECC: AS 25	Thinking Skills for College Courses	SLO #3	Demonstrate the use of a series of techniques necessary to analyze, compare, contrast, organize and execute analogies.
2014-15 (Fall 2014)	ECC: AS 33	Memory Techniques	SLO #1	Students will be able to explain two different mnemonic systems for encoding the same cluster of information.
2014-15 (Fall 2014)	ECC: AS 33	Memory Techniques	SLO #2	Students will be able to demonstrate a method of rehearsal of previously retained information.
2014-15 (Fall 2014)	ECC: AS 33	Memory Techniques	SLO #3	Students will be able to recall information pegged to a specific mnemonic system.
2014-15 (Fall 2014)	ECC: AS 35	Listening and Notetaking Strategies	SLO #1	Students will be able to demonstrate the use of common abbreviations and speedwriting techniques.
2014-15 (Fall 2014)	ECC: AS 35	Listening and Notetaking Strategies	SLO #2	Students will be able to exhibit proper use of the Cornell note-taking system.
2014-15 (Fall 2014)	ECC: AS 35	Listening and Notetaking Strategies	SLO #3	Students will be able to demonstrate the use of concept mapping as a note-taking system.
2014-15 (Spring 2015)	ECC: AS 20	Prewriting Workshop	SLO #1	Given an in-class essay assignment, students will use various pre-writing strategies to generate ideas for writing a college-level essay.
2014-15 (Spring 2015)	ECC: AS 20	Prewriting Workshop	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.
2014-15 (Spring 2015)	ECC: AS 20	Prewriting Workshop	SLO #3	Given an in-class essay assignment, students will students will provide primary supporting ideas to support the thesis.
2014-15 (Spring 2015)	ECC: AS 22	Vocabulary Building for College Students	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.
2014-15 (Spring 2015)	ECC: AS 22	Vocabulary Building for College Students	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.
2014-15 (Spring 2015)	ECC: AS 22	Vocabulary Building for College Students	SLO #3	Given worksheets and in-class tests the students will recall and use major roots and affixes to decipher and define unfamiliar words.
2014-15 (Spring 2015)	ECC: AS 30	Test-Taking Strategies	SLO #1	Students will demonstrate an ability to employ strategies for answering true/false questions.
2014-15 (Spring 2015)	ECC: AS 30	Test-Taking Strategies	SLO #2	Students will exhibit an ability to employ strategies for answering multiple choice questions.
2014-15 (Spring 2015)	ECC: AS 30	Test-Taking Strategies	SLO #3	Students will be able to correlate an application of acquired knowledge on subjective test questions with linguistically and structurally appropriate answers.
2014-15 (Spring 2015)	ECC: AS 36	Sentence Errors and	SLO #1	Demonstrate competent writing that is reasonably proficient in correct

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2015)		Punctuation		grammar skills.
2014-15 (Spring 2015)	ECC: AS 36	Sentence Errors and Punctuation	SLO #2	Demonstrate competent writing that is reasonably proficient in correct sentence structure.
2014-15 (Spring 2015)	ECC: AS 36	Sentence Errors and Punctuation	SLO #3	Demonstrate writing that is reasonably proficient in correct use of punctuation.
2015-16 (Fall 2015)	ECC: AS 1	Individualized Academic Strategies	SLO #1	Students will demonstrate an increased proficiency level in English, reading or math through various skill building computer programs.
2015-16 (Fall 2015)	ECC: AS 1	Individualized Academic Strategies	SLO #2	Students will complete a minimum of 100 lessons in 54 hours or more.
2015-16 (Fall 2015)	ECC: AS 23	Spelling Techniques	SLO #1	Students will proofread college-level texts and identify most spelling errors.
2015-16 (Fall 2015)	ECC: AS 23	Spelling Techniques	SLO #2	Students will correct common spelling errors identified within a text.
2015-16 (Fall 2015)	ECC: AS 23	Spelling Techniques	SLO #3	Students will understand and correctly apply common spelling and usage rules to previously unfamiliar words.
2015-16 (Fall 2015)	ECC: AS 25	Thinking Skills for College Courses	SLO #1	Demonstrate the use of a series of techniques necessary to analyze, compare, contrast, organize and execute verbal reasoning problems.
2015-16 (Fall 2015)	ECC: AS 25	Thinking Skills for College Courses	SLO #2	Demonstrate the use of a series of techniques necessary to analyze, compare, contrast, organize and execute trends and patterns.
2015-16 (Fall 2015)	ECC: AS 25	Thinking Skills for College Courses	SLO #3	Demonstrate the use of a series of techniques necessary to analyze, compare, contrast, organize and execute analogies.
2015-16 (Fall 2015)	ECC: AS 33	Memory Techniques	SLO #1	Students will be able to explain two different mnemonic systems for encoding the same cluster of information.
2015-16 (Fall 2015)	ECC: AS 33	Memory Techniques	SLO #2	Students will be able to demonstrate a method of rehearsal of previously retained information.
2015-16 (Fall 2015)	ECC: AS 33	Memory Techniques	SLO #3	Students will be able to recall information pegged to a specific mnemonic system.
2015-16 (Fall 2015)	ECC: AS 35	Listening and Notetaking Strategies	SLO #1	Students will be able to demonstrate the use of common abbreviations and speedwriting techniques.
2015-16 (Fall 2015)	ECC: AS 35	Listening and Notetaking Strategies	SLO #2	Students will be able to exhibit proper use of the Cornell note-taking system.
2015-16 (Fall 2015)	ECC: AS 35	Listening and Notetaking Strategies	SLO #3	Students will be able to demonstrate the use of concept mapping as a note-taking system.
2015-16 (Spring 2016)	ECC: AS 20	Prewriting Workshop	SLO #1	Given an in-class essay assignment, students will use various pre-writing strategies to generate ideas for writing a college-level essay.
2015-16 (Spring 2016)	ECC: AS 20	Prewriting Workshop	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.
2015-16 (Spring 2016)	ECC: AS 20	Prewriting Workshop	SLO #3	Given an in-class essay assignment, students will students will provide primary supporting ideas to support the thesis.
2015-16 (Spring 2016)	ECC: AS 22	Vocabulary Building for College	SLO #1	Given worksheets and in-class tests the students will demonstrate

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2016)		Students		the appropriate use of a thesaurus in identifying and correctly using denotations, connotations and euphemisms.
2015-16 (Spring 2016)	ECC: AS 22	Vocabulary Building for College Students	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.
2015-16 (Spring 2016)	ECC: AS 22	Vocabulary Building for College Students	SLO #3	Given worksheets and in-class tests the students will recall and use major roots and affixes to decipher and define unfamiliar words.
2015-16 (Spring 2016)	ECC: AS 30	Test-Taking Strategies	SLO #1	Students will demonstrate an ability to employ strategies for answering true/false questions.
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2015-16 (Spring 2016)	ECC: AS 36	Sentence Errors and Punctuation	SLO #1	Demonstrate competent writing that is reasonably proficient in correct grammar skills.
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2015-16 (Spring 2016)	ECC: AS 36	Sentence Errors and Punctuation	SLO #3	Demonstrate writing that is reasonably proficient in correct use of punctuation.
2016-17 (Fall 2016)	ECC: AS 1	Individualized Academic Strategies	SLO #1	Students will demonstrate an increased proficiency level in English, reading or math through various skill building computer programs.
2016-17 (Fall 2016)	ECC: AS 1	Individualized Academic Strategies	SLO #2	Students will complete a minimum of 100 lessons in 54 hours or more.
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2016-17 (Fall 2016)	ECC: AS 25	Thinking Skills for College Courses	SLO #1	Demonstrate the use of a series of techniques necessary to analyze, compare, contrast, organize and execute verbal reasoning problems.
2016-17 (Fall 2016)	ECC: AS 25	Thinking Skills for College Courses	SLO #2	Demonstrate the use of a series of techniques necessary to analyze, compare, contrast, organize and execute trends and patterns.
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2016)				mnemonic system.
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2016-17 (Spring 2017)	ECC: AS 20	Prewriting Workshop	SLO #1	Given an in-class essay assignment, students will use various pre-writing strategies to generate ideas for writing a college-level essay.
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