

Overview of SLO Process Work for the Division

| Unit Name | Course/Service ID | Student Learning Outcome (SLO) | Assessment Method | Assessment Data Summary | Reflection and Analysis | Enhancement/Action |
|---------------------|-------------------|---|---|---|--|--|
| Dept - (LA) English | ELIT 10 | Analyze fiction in writing from multiple critical perspectives. | Students were assessed on their ability to analyze fiction through the means of short essay questions on an exam as well as writing a paper in which they had to analyze one or more of the assigned texts. | Assessment Data Summary: A total of 26 students completed the final exam and paper. For the final exam, 25 out of 26 students passed the final exam. For the final paper, 26 out of 26 students passed the final paper. | Reflection and Analysis: For the final exam, 96% of students successfully demonstrated the ability to analyze fiction from a variety of critical perspectives and 100% of students successfully demonstrated the ability to do so for the final paper. It is difficult to determine of this success is due to the learning that occurred during the quarter or if the students had these abilities coming into the class. While these results show excellent success, having a survey at the beginning of the quarter to show students' abilities and then again at the end of the quarter would assist in determining how much the students learned over the quarter. | * Have students take a diagnostic quiz to determine their ability to recognize key elements of fiction necessary in the analysis of fiction. |
| | | Analyze fiction in writing from multiple critical perspectives. | Students were assessed on their ability to analyze fiction through the means of short essay questions on an exam as well as writing a paper in which they had to analyze one or more of the assigned texts. | Assessment Data Summary: A total of 26 students completed the final exam and paper. For the final exam, 25 out of 26 students passed the final exam. For the final paper, 26 out of 26 students passed the final paper. | Reflection and Analysis: For the final exam, 96% of students successfully demonstrated the ability to analyze fiction from a variety of critical perspectives and 100% of students successfully demonstrated the ability to do so for the final paper. It is difficult to determine of this success is due to the learning that occurred during the quarter or if the students had these abilities coming into the class. While these results show excellent success, | * Have students take a self-assessment at the beginning of the quarter to determine their comfort level with analyzing fiction |

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| | | Analyze fiction in writing from multiple critical perspectives. | Students were assessed on their ability to analyze fiction through the means of short essay questions on an exam as well as writing a paper in which they had to analyze one or more of the assigned texts. | Assessment Data Summary: A total of 26 students completed the final exam and paper. For the final exam, 25 out of 26 students passed the final exam. For the final paper, 26 out of 26 students passed the final paper. | having a survey at the beginning of the quarter to show students' abilities and then again at the end of the quarter would assist in determining how much the students learned over the quarter. | * Have students take a self-assessment at the beginning of the quarter to determine their comfort level with analyzing fiction |
| | | Identify, articulate and evaluate the nature and variety of fictional texts, styles, conventions and techniques. | | | | |
| | | Identify, articulate and evaluate the nature and variety of fictional texts, styles, conventions and techniques. | We created a grading system that assesses if students are understanding the nature of narrative structure, figurative language, genre, literary periods, traditional to experimental styles when understanding themes within the work of fiction. | | | |
| ELIT 11 | | Analyze poems in writing from multiple critical and cultural perspectives. | | | | |
| | | Analyze poems in writing from multiple critical and cultural perspectives. | | | | |
| | | Identify, articulate, and evaluate poetic texts in English and in translation ranging from classical to contemporary and employing a variety of styles and techniques. | | | | |
| | | Identify, articulate, and evaluate poetic texts in English and in translation ranging from classical to contemporary and employing a variety of styles and techniques. | An essay to determine how well students understand both the techniques poets use and the content they convey. My rubric is I ask them to explicate a poem and judge them on their understanding of style and content. | | | |
| ELIT | | Analyze in writing plays from | | | | |

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| | 12 | multiple critical perspectives. Analyze in writing plays from multiple critical perspectives. | As part of the Fall 2012 Lit. Committee's SLO assessment survey, students will be asked to rank their comfort level with using critical perspectives in their analysis. | | | |
| | | Identify, articulate, and evaluate the nature and variety of dramatic texts, styles, and techniques. | | | | |
| | | Identify, articulate, and evaluate the nature and variety of dramatic texts, styles, and techniques. | The students in ELIT 12 will be assessed as part of the Lit. Committee's SLO assessment survey in Fall 2012. The students will be asked to rank their confidence level with identifying, articulating, and evaluating the nature of dramatic texts. | | | |
| | ELIT 17 | Demonstrate the ability to analyze social and cultural contexts in the poetic and dramatic literature of William Shakespeare. | | | | |
| | | Demonstrate the ability to analyze social and cultural contexts in the poetic and dramatic literature of William Shakespeare. | Julie Pesano used a final research essay to assess whether the students could apply the social and cultural contexts they had learned to a literature analysis. | | | |
| | | Produce analytical writing based on complex texts. | | | | |
| | | Produce analytical writing based on complex texts. | Research Paper Students will use a chapter of the Bedford Companion to Shakespeare as the inspiration for further research on background knowledge for understanding the plays and poems of William Shakespeare. | | | |
| | | Show the ability to examine the use of language in | | | | |

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| | | literature. Show the ability to examine the use of language in literature. | | | | |
| ELIT 19 | | Compare and contrast myth and narrative structures to other ancient Mediterranean and world literatures. | | | | |
| | | Compare and contrast myth and narrative structures to other ancient Mediterranean and world literatures. | Assignment ? Compare the story of Noah and the Flood to Utnapishtim?s flood story in Gilgamesh. | This assignment is part of a series of readings that give students a good amount of historical context in order to better understand the bible. The readings seemed to really help lay some of the groundwork. This assignment and post discussion helped students better understand the bible in the context of our larger world. | This assignment was eye-opening for the students. People who do not question the bible rarely see the many similarities it has to other world myths. We did this assignment a few weeks into the quarter, but in hindsight, I feel like I should have done this reading and this assignment earlier. Also, I should have presented additional examples of character, story and structure parallels. | ?Present earlier in the quarter ?Add more examples of parallels than just Gilgamesh |
| | | Identify and analyze a range of literary expression in the Old and New Testaments and Apocrypha. | | | | |
| | | Identify and analyze a range of literary expression in the Old and New Testaments and Apocrypha. | Reading Response to Leland Ryken?s How to Read the Bible as Literature ? I chose to accompany the Oxford College Bible with Leland Ryken?s How to Read the Bible as Literature. The book does a very good job of focus on the ?range of literary expression? in the bible. Every week the students had reading from the book and a reading response. | Student responses to the Ryken material was strong. I paired the appropriate Ryken readings with specific genres from the bible (parable, poetry, hero, etc) and this seemed to really help the students? understanding of the different literary expressions in the bible. | This was the first time I have taught this class, and so choosing texts was a challenge. I wasn?t sure if Ryken was going to be the best book, but in the end, I feel like it was an excellent book for this class. The students seemed to appreciate the focus the book gave on the different aspects of literature found in the bible. | ?Continue to become more familiar with Leland Ryken?s How to Read the Bible as Literature |
| | | Identify and analyze the stories and figures that are the basis for countless works of art, literary allusions, and | | | | |

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| | | philosophical constructs of the western tradition. | | | | |
| | | Identify and analyze the stories and figures that are the basis for countless works of art, literary allusions, and philosophical constructs of the western tradition. | Weekly Online Discussions: This is a hybrid class and the students are required to do a weekly online discussion assignment. The discussions are based on specific topics and questions that encourage students to use critically thinking in order to identify these bible stories and figures and analyze them in connection with a myriad of art, literary allusions, and philosophical constructs of the western tradition. | The Weekly Online Discussions work well. Through this weekly assignment, students are able to take our ideas from class discussion and other assignments and take them further by using their critical thinking skills to connect the bible's literary structures, stories and characters to other ancient and historical texts all the way into our contemporary society and culture. | I like the way the online discussions turned out. Since they were in addition to our class discussion and more specific assignments, the students seemed to be able to be more comfortable in them, which better enabled them to connect the readings to themselves and the world they live in. I made up the topics and questions each week, which allowed me to capitalize on ideas from class or encourage new direction. Also, the discussions were post on Ning.com, which is a social networking site. I feel like this also helped them feel more comfortable and contemporary. One thought is the students often had assignments to respond to other students, but they did not have to respond other students each week. I think they should. Also, to keep the ideas flowing online and in class, the discussions need to be graded immediately each week. | ?Continue to use a social networking site ?Require a discussion post and response each week ?Grade discussions quickly each week ?Find a faster way to grade discussions. |
| | | Identify, articulate and apply a range of possible interpretations of selected texts. | | | | |
| | | Identify, articulate and apply a range of possible interpretations of selected texts. | Mid Term and Final Essay. The midterm and the final essay are both essentially the same. Both are analytical essay in which they need to look at least two different | In general, the students did well on both the midterm and the final. They really seemed to be able to use critical analysis to present strong, individual interpretations of the | I was happy with the midterm and final essays. The students seemed to do a great job of presenting refreshing interpretations and interesting insight. | Continue with the assignment |

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| | | Identify, articulate and apply a range of possible interpretations of selected texts. | things (stories, characters, conflicts, etc.). The only difference is that the midterm focuses on the Old Testament readings and the Final focuses on the New Testament readings. | texts. | I was happy with the midterm and final essays. The students seemed to do a great job of presenting refreshing interpretations and interesting insight. | Continue with the assignment |
| | ELIT 20 | Analyze the defining thematic, formal and stylistic attributes of selected author(s) | | | | |
| | | Analyze the defining thematic, formal and stylistic attributes of selected author(s) | | | | |
| | | Assess the influence of socio-historical, cultural and political movements and events on the production and reception of selected author(s). | | | | |
| | | Assess the influence of socio-historical, cultural and political movements and events on the production and reception of selected author(s). | | | | |
| | | Develop critical thinking skills by applying a variety of critical and theoretical criteria to the evaluation of works by selected author(s). | | | | |
| | | Develop critical thinking skills by applying a variety of critical and theoretical criteria to the evaluation of works by selected author(s). | | | | |
| | ELIT 21 | Analyze influence of class, culture, and sexual orientation on women as writers, characters, subjects and leaders in literary texts. | | | | |
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| | | Demonstrate understanding of a variety of literary texts by and about women. | | | | |
| | | Demonstrate understanding of a variety of literary texts by and about women. | | | | |
| | ELIT 22 | Analyze elements, themes and motifs of myths, traditional stories and floktales. | | | | |
| | | Analyze elements, themes and motifs of myths, traditional stories and floktales. | | | | |
| | | Apply a variety of critical perspectives in the interpretations of myths, traditional stories, folktales and their cultural contexts. | | | | |
| | | Apply a variety of critical perspectives in the interpretations of myths, traditional stories, folktales and their cultural contexts. | End of quarter presentation. At the end of the quarter, students do a class presentation where they present their own interpretation and analysis of a character, story, or narrative structure from a world myth, folktale, legend or our contemporary, pop culture mythology (superheroes, comics, movies, etc.). | Summary: The presentations were a success. This is really a great way for students to express themselves and share their knowledge. The nature of a class like this attracts many students who have a strong interest in fantasy, comics, video games, anime, superheroes, pop culture, etc. This really gives them the freedom to explore the things they already love through a more enlightened, academic and critical lens. | This was a lot of fun. These students have such a wealth of knowledge and they have such interesting perspectives. This assignment gives many of them a chance to really show off their knowledge and unique perspective. My only concern is that some students only presented information without interpretation or true analysis. The analysis is the key to this, so I have rewrite the assignment to emphasize this. | Enhancement/Action: Rewrite assignment to emphasize analysis Show strong examples from this class next time. |
| | ELIT 39 | Demonstrate global, cultural, and social awareness by assessing the influence of contemporary culture, politics, psychology, and history within literature. | | | | |
| | | Demonstrate global, cultural, and social awareness by assessing the influence of contemporary culture, politics, psychology, and history within literature. | Assessment Method: Take Home Midterm & Take Home Final with multiple (15-20) prompts each; students are to choose at least two for midterm (for a total of 900+ | Students showed increasing skill from midterm to final at analyzing and writing about contemporary literary texts, and of integrating explanatorily powerful insights related to | Reflection and Analysis: In literature classes I foreground reading/interpreting while in a small way muting the importance of students' major formal written responses. | Also, at strategic intervals throughout the quarter ?come up for air? and remind the class why we're doing this, why we're studying literature? |

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| | | Demonstrate global, cultural, and social awareness by assessing the influence of contemporary culture, politics, psychology, and history within literature. | words, w/minimum wordcount of 350 per prompt) and three prompts for the final (1400 ? 2,000 words w/minimum 400 per prompt). Students are required choose prompts that force them to reference multiple texts. | cultural, psychological, political, and historical sources of contemporary literature. | Nonetheless, I do require 1-2 take home essays per quarter. However, I like and always assign take-home midterms and finals, writing opportunities requiring shorter responses that allow students to concentrate on their ideas and on marshaling apposite evidence. | because it?s pure oxygen for mind and spirit and has much to teach us about self and world. |
| | | Demonstrate global, cultural, and social awareness by assessing the influence of contemporary culture, politics, psychology, and history within literature. | Assessment Method: Take Home Midterm & Take Home Final with multiple (15-20) prompts each; students are to choose at least two for midterm (for a total of 900+ words, w/minimum wordcount of 350 per prompt) and three prompts for the final (1400 ? 2,000 words w/minimum 400 per prompt). Students are required choose prompts that force them to reference multiple texts. | Students showed increasing skill from midterm to final at analyzing and writing about contemporary literary texts, and of integrating explanatorily powerful insights related to cultural, psychological, political, and historical sources of contemporary literature. | Reflection and Analysis: In literature classes I foreground reading/interpreting while in a small way muting the importance of students? major formal written responses. Nonetheless, I do require 1-2 take home essays per quarter. However, I like and always assign take-home midterms and finals, writing opportunities requiring shorter responses that allow students to concentrate on their ideas and on marshaling apposite evidence. | Model, model, model?continue to archive samples of student writing excellence for midterms, finals, essays. Pass these out in class or upload them to class website to be clear about what I?m asking students to do, about my criteria for excellence. |
| | | Demonstrate the ability to analyze the diverse range of contemporary literary forms, focusing on works created after WWII. | | | | |
| | | Demonstrate the ability to analyze the diverse range of contemporary literary forms, focusing on works created after WWII. | The assessment methodology, the first analytical essay, shows whether students understand the elements of fiction and their ability to critically analyze the class texts from WWII and after. | | | |
| | ELIT 44 | Compare the issues raised by non-Western fiction and experience to American fiction and experience. | | | | |
| | | Compare the issues raised by non-Western fiction and | | | | |

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| | | experience to American fiction and experience. | | | | |
| | | Demonstrate knowledge of how different cultures produce different answers to timeless questions of human existence. | | | | |
| | | Demonstrate knowledge of how different cultures produce different answers to timeless questions of human existence. | | | | |
| | | Express understanding of how fictional works are shaped by historical circumstances. | | | | |
| | | Express understanding of how fictional works are shaped by historical circumstances. | | | | |
| | ELIT 46A | Acquire knowledge of the historical and cultural period, major writers, and key texts of Medieval and Renaissance British Literature. | | | | |
| | | Acquire knowledge of the historical and cultural period, major writers, and key texts of Medieval and Renaissance British Literature. | | | | |
| | | Develop critical thinking skills by applying a variety of critical and theoretical criteria to the evaluation of Medieval and Renaissance British Literature. | | | | |
| | | Develop critical thinking skills by applying a variety of critical and theoretical criteria to the evaluation of Medieval and Renaissance British Literature. | | | | |
| | | Students will identify and assess the development of literary styles, forms, and genres as well as the depiction of male and female roles and various ethnic and social classes in the literature of the | | | | |

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| | | period. Students will identify and assess the development of literary styles, forms, and genres as well as the depiction of male and female roles and various ethnic and social classes in the literature of the period. | | | | |
| | ELIT 46B | Acquire knowledge of the historical and cultural period, major writers, and key texts of Neo-Classical and Romantic British Literature. | | | | |
| | | Acquire knowledge of the historical and cultural period, major writers, and key texts of Neo-Classical and Romantic British Literature. | Historical and Cultural Presentations | Assessment Data Summary: Breakdown by grade of Presentations 23 A+, 14 A, 2 A-, 2 B+, 1 B, 0 C, 0 D, 0 F | Almost all students received an A on this assignment with only some receiving B?s. Everyone clearly passed with a 70% or higher. | In order for everyone to get an A, I would like to see the college make the course have a 1A prerequisite and have English Majors have priority registration. Some students who register are not prepared for high level communicating and thinking without these foundation courses. |
| | | Develop critical thinking skills by applying a variety of critical and theoretical criteria to the evaluation of Neo-Classical and Romantic British Literature. | | | | |
| | | Develop critical thinking skills by applying a variety of critical and theoretical criteria to the evaluation of Neo-Classical and Romantic British Literature. | Midterm exam | Assessment Data Summary: Breakdown by grade of Midterm exam 1 A+, 12 A, 6 A-, 5 B+, 10 B, 4 B-, 3 C+, 1 C, 0 D, 0 F | While not everyone received an A, all students passed the exam with at least a C 70% or higher. | In order for everyone to get an A, I would like to see the college make the course have a 1A advisory and have English majors have priority registration. Some students who register are not prepared for this high level writing and thinking without the foundation courses. |
| | ELIT 46C | Develop direct textual analysis skills and apply to understanding the Victorian social and psychological | | | | |

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| | ELIT 46C | pressures and desires. | | | | |
| | | Develop direct textual analysis skills and apply to understanding the Victorian social and psychological pressures and desires. | | | | |
| | | Understanding of the capitalist and religious bind of the Victorian period writers. | | | | |
| | | Understanding of the capitalist and religious bind of the Victorian period writers. | The assessment tool was selected as a means for evaluating student understanding, analysis, and synthesis of the course material. Using writing asks the students to construct meaning from connections between the texts and their ideas. | n/a | n/a | |
| | ELIT 48A | Acquire knowledge of the historical and cultural period, major writers, and key texts and documents of American Literature from 1620-1855. | | | | |
| | | Acquire knowledge of the historical and cultural period, major writers, and key texts and documents of American Literature from 1620-1855. | | | | |
| | | Develop critical thinking skills by applying a variety of critical and theoretical criteria to the evaluation of American literature from 1620-1855. | | | | |
| | | Develop critical thinking skills by applying a variety of critical and theoretical criteria to the evaluation of American literature from 1620-1855. | | | | |
| | ELIT 48B | Analyze the defining formal and stylistic attributes of a variety of American literary | | | | |

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| | ELIT 48B | genres, schools and movements, including realism and naturalism in American literature from the Civil War to the early 20th Century. | | | | |
| | | Analyze the defining formal and stylistic attributes of a variety of American literary genres, schools and movements, including realism and naturalism in American literature from the Civil War to the early 20th Century. | | | | |
| | | Assess the influence of sociohistorical, cultural and political movements and events on the production of literary texts during this period. | | | | |
| | | Assess the influence of sociohistorical, cultural and political movements and events on the production of literary texts during this period. | | | | |
| | ELIT 48C | Acquire knowledge of the historical and cultural period, major writers, and key texts and documents of American Literature from 1914 to present. | | | | |
| | | Acquire knowledge of the historical and cultural period, major writers, and key texts and documents of American Literature from 1914 to present. | The mid-term and final exam (weeks 6 and 12) are two-part assessments in-class to determine how well the students understand the historical significance of Modernism as well as the literary themes. Students are asked to identify, analyze, and make connections between details of the text and the | 53 Students Total: 25 As 20 Bs 6 Cs 2 Fs | The students engaged in process writing for both assignments by participating in class peer review before the due date. Many students came to office hours or discussed text/topics with my before of after class. Students posted questions about process and writing and specific quotes on the class Facebook page for | Smart classroom *online materials and lecture notes on faculty website * class Facebook page for class community-building, collaborative and supportive academic tool, writer's space |

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| | | Acquire knowledge of the historical and cultural period, major writers, and key texts and documents of American Literature from 1914 to present. | literary history. Mid-term and Final Exam, Part 1: Passage Identification and Analysis Students must select from quotes, and first identify the author, title, year, and narrator, and then they are asked to analyze the details of the passage using literary terms (tone, metaphor, diction, point of view) and then connect to larger themes of American Modernism. The mid-term covers the first six weeks of reading, including Ernest Hemingway, William Faulkner, Langston Hughes, T.S. Eliot, Wallace Stevens. The final covers the last six weeks of reading, including Zora Neale Hurston, John Cheever, Raymond Carver, Sylvia Plath, Anne Sexton, Jhumpa Lahiri, Amy Hempel. Mid-Term and Final Exam, Part 2: Short Critical Answer Students must respond critically to specific short answer questions about Modernism and the literary movements included in American 20th century literature, such as: Southern Gothic, Harlem Renaissance, Psychological Realism, the Beat Movement, San Francisco Renaissance, Confessional Poetry, Pathetic Fallacy, Dirty Realism, Narrative Fiction. Students must also respond to literary terms using textual examples, such as ?how is Jake Barnes | 53 Students Total: 25 As 20 Bs 6 Cs 2 Fs | additional support. The students were successful. The only element for revision: a greater variety of student examples to show the range of successful possibilities in terms both of writing and analysis | Smart classroom *online materials and lecture notes on faculty website * class Facebook page for class community-building, collaborative and supportive academic tool, writer's space |

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| | | Acquire knowledge of the historical and cultural period, major writers, and key texts and documents of American Literature from 1914 to present. | an example of an unreliable narrator?? | 53 Students Total: 25 As 20 Bs 6 Cs 2 Fs | The students engaged in process writing for both assignments by participating in class peer review before the due date. Many students came to office hours or discussed text/topics with my before of after class. Students posted questions about process and writing and specific quotes on the class Facebook page for additional support. The students were successful. The only element for revision: a greater variety of student examples to show the range of successful possibilities in terms both of writing and analysis | Smart classroom *online materials and lecture notes on faculty website * class Facebook page for class community-building, collaborative and supportive academic tool, writer's space |
| | | Acquire knowledge of the historical and cultural period, major writers, and key texts and documents of American Literature from 1914 to present. | The mid-term and final exam (weeks 6 and 12) are two-part assessments in-class to determine how well the students understand the historical significance of Modernism as well as the literary themes. Students are asked to identify, analyze, and make connections between details of the text and the literary history. Mid-term and Final Exam, Part 1: Passage Identification and Analysis Students must select from quotes, and first identify the author, title, year, and narrator, and then they are asked to analyze the details of the passage using literary terms (tone, metaphor, diction, point of view) and then connect to larger themes of American Modernism. The mid-term covers the first six | 53 students total: 25 As 18 Bs 9 Cs 1 F | The students were offered two review sessions (during and outside of class) to prepare for both the mid-term and the final. Because EWRT 1A is a suggested prerequisite for ELIT 48C, not all of the students are skilled at college-level composition, so this assessment method allows for students to engage directly with the details of the texts, respond critically, and make textual and historical connections through writing but without writing a formal paper. The students who were most successful developed their ideas further with more cohesive and comprehensive development. The students cover an expansive amount of material and demonstrated great knowledge of the course readings and concepts. | Adding a Smart classroom as a requirement for the class: *online materials and lecture notes on faculty website * class Facebook page for class community-building, collaborative and supportive academic tool, writer's space |

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| | | Acquire knowledge of the historical and cultural period, major writers, and key texts and documents of American Literature from 1914 to present. | <p>weeks of reading, including Ernest Hemingway, William Faulkner, Langston Hughes, T.S. Eliot, Wallace Stevens. The final covers the last six weeks of reading, including Zora Neale Hurston, John Cheever, Raymond Carver, Sylvia Plath, Anne Sexton, Jhumpa Lahiri, Amy Hempel.</p> <p>Mid-Term and Final Exam, Part 2:</p> <p>Short Critical Answer</p> <p>Students must respond critically to specific short answer questions about Modernism and the literary movements included in American 20th century literature, such as: Southern Gothic, Harlem Renaissance, Psychological Realism, the Beat Movement, San Francisco Renaissance, Confessional Poetry, Pathetic Fallacy, Dirty Realism, Narrative Fiction. Students must also respond to literary terms using textual examples, such as ?how is Jake Barnes an example of an unreliable narrator??</p> | <p>53 students total:</p> <p>25 As</p> <p>18 Bs</p> <p>9 Cs</p> <p>1 F</p> | <p>The students were offered two review sessions (during and outside of class) to prepare for both the mid-term and the final. Because EWRT 1A is a suggested prerequisite for ELIT 48C, not all of the students are skilled at college-level composition, so this assessment method allows for students to engage directly with the details of the texts, respond critically, and make textual and historical connections through writing but without writing a formal paper. The students who were most successful developed their ideas further with more cohesive and comprehensive development. The students cover an expansive amount of material and demonstrated great knowledge of the course readings and concepts.</p> | <p>Adding a Smart classroom as a requirement for the class:</p> <p>*online materials and lecture notes on faculty website</p> <p>* class Facebook page for class community-building, collaborative and supportive academic tool, writer's space</p> |
| | | Develop critical thinking skills by applying a variety of critical and theoretical criteria to the evaluation of American literature from 1914 to the present. | | | | |
| | | Develop critical thinking skills by applying a variety of critical and theoretical criteria to the evaluation of American literature from 1914 to the present. | Students write 2 analytical responses (Weeks 4 and 9) that focus on the literary details of 2 quotes (tone, voice, images, irony) and/or the narrative form as a whole | | | |

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| | | Develop critical thinking skills by applying a variety of critical and theoretical criteria to the evaluation of American literature from 1914 to the present. | (narrator, characterization, conflict) that also considers how form, style, structure, themes, and voice reflect the Modernist literary period. Depending on quotes, may also consider critical details (social/internalized oppression, exoticism, double-consciousness). Analysis focuses closely on the details of the quotes, and then makes larger connections to the text as a whole (or related texts), course themes, literary histories, and/or personal reactions. Requirements include: 1) 3 page typed analysis of at least 2 quote (with author's name and page number using MLA format). Quote(s) at the top of the page with the analysis following. Analysis is detailed and links the quotes in some clear and developed way. 2) Although thesis isn't required, the relationship between evidence and thinking is clearly organized for writing cohesion. 3) Development of all ideas?especially details from the quotes?fully in connection to larger ideas within the text and literary genre. 4) Writing shows proficiency in voice, style, sentence variety and construction. | | | |
| | ELIT 58 | Demonstrate the ability to apply key methods of interpreting and evaluating literary texts written for children. | | | | |
| | | Demonstrate the ability to apply key methods of | | | | |

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| | | interpreting and evaluating literary texts written for children. | | | | |
| | | Demonstrate the knowledge of the role of literature as an educational tool. | | | | |
| | | Demonstrate the knowledge of the role of literature as an educational tool. | | | | |
| | ELIT 97 | Analyze the effect of the performance in successfully communicating the major themes presented in the texts. | | | | |
| | | Analyze the effect of the performance in successfully communicating the major themes presented in the texts. | | | | |
| | | Demonstrate an understanding of the scheduled plays through preparatory classes. | | | | |
| | | Demonstrate an understanding of the scheduled plays through preparatory classes. | | | | |
| | | Evaluate the success of the major production values upon the audience. | | | | |
| | | Evaluate the success of the major production values upon the audience. | | | | |
| | EWRT 1A | Practice writing as a multi-step process including planning and revising with attention to varying purposes, audiences, and rhetorical strategies. | | | | |
| | | Practice writing as a multi-step process including planning and revising with attention to varying purposes, audiences, and rhetorical strategies. | Analytical Essay Assignment, a thesis-driven examination of a short story or essay, which includes the following parts: a first draft with peer review, a final, revised version of approximately 750 words, a | Summary: Number of A grades=39/111 Number of B grades=45/111 Number of C grades=18/111 Number of D grades=5/111 Number of F grades=4/111 | An emphasis on analytical writing as PROCESS that begins with observations from reading and ends with a revised version in essay form enables instructors to address what appears for many | The department decided to create a common rubric for all 1A classes and to investigate using a portfolio as part of 1A. Additionally, the slo team felt that additional resource |

| Unit Name | Course/Service ID | Student Learning Outcome (SLO) | Assessment Method | Assessment Data Summary | Reflection and Analysis | Enhancement/Action |
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| | | Practice writing as a multi-step process including planning and revising with attention to varying purposes, audiences, and rhetorical strategies. | reflection on the writing process. Final grade evaluates performance of all parts--composing, reviewing, revising, reflecting--according to the following rubric. | Most of the students were successful with a grade of C and above with a mean of a grade of B. The results demonstrate the performance of students in their fourth out of a total of five essays with the same goals and requirements, a good sign as many students are progressing with their reading, composing, revising, and reflecting skills. The best essays demonstrate the ability of a student to articulate her understanding of a text in writing in a clear, precise and meaningful way with depth. This student not only shows the ability to produce a final version of the essay, but also an understanding of the drafting, reviewing and reflecting stages of the writing process. Students that struggle with this writing task show weaknesses in one or more of the stages, their final versions often lacking depth. | students like discrete skills?formulating a thesis, developing paragraphs, examining evidence, editing errors?in the context of completing a writing task. In other words, an instructor conveys to the students that these skills are all related and necessary parts for composing an effective analytical essay in response to reading. Special attention to a student?s ability to reflect on her writing process is important for she will be able to acknowledge her own strengths and address her weaknesses in order to develop as an analytical writer. | allocations for more full-time faculty positions; maintenance and upkeep of smart classrooms; training for technology; training for tutoring; maintenance and upkeep for existing support programs, Writing Center and counseling staff would help with the success rates. |
| | | Read and analyze rhetorically and culturally diverse narrative and expository texts from a variety of perspectives. | | | | |
| | | Read and analyze rhetorically and culturally diverse narrative and expository texts from a variety of perspectives. | Analytical essay, written in-class, examining a long text. A thesis-driven essay examining an issue or theme in Zadie Smith's novel, White Teeth. Students read the novel over the course of the term. The task is a cumulative one in which students synthesize prior assignments about the novel and articulate their | Summary Number of A grades=27/111 Number of B grades=49/111 Number of C grades=26/111 Number of D grades=5/111 Number of F grades=4/111 A cumulative task, the final exam essay provides students the opportunity to demonstrate what they have learned | Evaluating and then reflecting on a cumulative task such as a final exam, in-class essay enables one to review not only the reading material for the task, but also the steps and stages necessary for completing the task successfully. Selecting a long text which is appropriate for this task involves finding | The department began the process of creating a grading rubric for all 1A essays, and it also began investigating using a portfolio system for 1A. To fully implement these changes the department would require: Additional resource allocations for more full-time faculty positions; maintenance |

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| | | Read and analyze rhetorically and culturally diverse narrative and expository texts from a variety of perspectives. | understanding of it in essay form written with a two hour time constraint (final exam). | <p>throughout the term about reading and writing analytically. Over the course of the term they read, discuss, and write about White Teeth, a 450 page novel. Weeks of producing discussion and short writing assignments and receiving feedback lead up to the task of synthesizing and articulating their understanding of an issue or theme in the novel in essay form under time constraints. While writing in-class under time constraints poses a challenge for many 1A students, they have had over the course of the term several in-class writing exercises, including a midterm with the almost identical task on the same reading, to practice and to receive feedback. The in-class essay exam allows the student to demonstrate her or his facility with the writing process with one attempt?a task which complements the achievement demonstrated from a sequence of essay assignments (5) which Outcome 1 evaluates.</p> <p>The majority of the students in these 4 sections completed the assignment with a grade of C and above, with the grade of B as the mean. In the most successful essays, students demonstrated an ability to formulate and develop an evolving thesis, one that examines an issue or theme in the novel. For an in-class essay, the paragraphs were</p> | material that is not just engaging but also challenging. The text should allow students from diverse background to engage it in meaningful ways. For the cumulative assignment to work well, constant review of the reading-writing process?the stages and steps involved to produce a successful in-class essay exam?is crucial. One reviews the tasks and assignments directly related to the final exam and relevant long text AND the tasks and assignments related to the other essay assignments and related readings. BOTH lines of instruction have to be consistent in order for the cumulative assignment to work well. | and upkeep of smart classrooms; training for technology; training for tutoring; maintenance and upkeep for existing support programs, Writing Center and counseling staff. |

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| | | Read and analyze rhetorically and culturally diverse narrative and expository texts from a variety of perspectives. | Analytical essay, written in-class, examining a long text. A thesis-driven essay examining an issue or theme in Zadie Smith's novel, <i>White Teeth</i> . Students read the novel over the course of the term. The task is a cumulative one in which students synthesize prior assignments about the novel and articulate their understanding of it in essay form written with a two hour time constraint (final exam). | <p>concise but conveyed enough depth consistent with their idea. In the least successful essays, though students were able to address a theme or issue from the novel, their approach to explanation was plot summary. So while the paragraphs may have been lengthy, these weaker papers were not analytical enough.</p> <p>In-class essays tend to reveal second language issues with composing in standard, edited English. Students who attempted to articulate their understanding of the novel with some depth also produced more grammatical errors. Evaluation of an in-class essay with several grammatical errors was a challenge for one who acknowledges the errors which result from trying to convey a complex idea with depth. Since the essay exam is a closed book and closed notes task, ALL students demonstrated their writing proficiency without the aid of an outside source.</p> | <p>Evaluating and then reflecting on a cumulative task such as a final exam, in-class essay enables one to review not only the reading material for the task, but also the steps and stages necessary for completing the task successfully. Selecting a long text which is appropriate for this task involves finding material that is not just engaging but also challenging. The text should allow students from diverse background to engage it in meaningful ways. For the cumulative assignment to work well, constant review of the reading-writing process?the stages and steps involved to produce a successful in-class essay exam?is crucial. One reviews the tasks and assignments directly related to the final exam and relevant long text AND the tasks and assignments related to the other essay assignments and related readings. BOTH lines of instruction have to be consistent in order for the cumulative assignment to work</p> | <p>The department began the process of creating a grading rubric for all 1A essays, and it also began investigating using a portfolio system for 1A.</p> <p>To fully implement these changes the department would require: Additional resource allocations for more full-time faculty positions; maintenance and upkeep of smart classrooms; training for technology; training for tutoring; maintenance and upkeep for existing support programs, Writing Center and counseling staff.</p> |
| | EWRT 1B | Comparatively evaluate multiple points of view and integrate them in analytical research paper | | | | |
| | | Comparatively evaluate multiple points of view and integrate them in analytical research paper | Traditional documented research paper approx. 1500 words in length, based on other assignments done earlier in quarter. The general theme for the quarter was gender, and students had many choices of gender- | <p>The average grade for all students who did the paper was a solid B+, with the grades ranging from C to A+. (The average of final course grades for all students who completed the course was B.) This was partly due to the fact</p> | The assignment itself and the sequence of related assignments were successful, but the sequence was a little redundant. As a result, the students did well, but at the cost of some excitement. | The department began discussions of a formal rubric for this class to norm instructors, and also the department began to investigate using portfolios. |

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| | | Comparatively evaluate multiple points of view and integrate them in analytical research paper | related topics (including topics related to the representation of gender in literature and popular culture, though few students chose literary topics). | <p>that this paper was a direct revision and expansion of another paper; it was also connected to previous assignments as well as a group oral presentation.</p> <p>In general, the papers were very thoughtful and well-focused (clear, specific thesis). Most did a good job of using substantive outside sources to test and support a thesis, though sometimes research was skimpy and/or documentation was imprecise. Most students were able to compare and evaluate sources (strength of evidence, connection between evidence and claims), partly because an earlier paper asked them to do exactly that (with two sources). Most students put a lot of effort into this paper, but some put in very little. Most students liked the topics and felt that they had something to say.</p> <p>All in all, the assignment was successful, and students demonstrated their ability to comparatively evaluate multiple points of view and integrate them in an analytical research paper.</p> | <p>Similarly, most students liked the gender-related focus of the course, but a few students were bored by the focus on one central theme (mandated by the course outline).</p> <p>It might be wise to introduce more variety into the course and into the assignment sequence, at a possible cost in coherence and depth.</p> | The department began discussions of a formal rubric for this class to norm instructors, and also the department began to investigate using portfolios. |

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| | | Demonstrate analytical skills in the reading of literary (and non-literary) texts linked by common theme or issue | | | | |
| | | Demonstrate analytical skills in the reading of literary (and non-literary) texts linked by common theme or issue | Essay Assignment: Find a family issue that emerges from the assigned class readings in the ?Family? section of | Number of A Grades: 6/49 Number of B Grades: 26/49 Number of C Grades: 15/49 Number of D Grades: 2/49 | In future essays, I expect to see improvement of correct documentation using the MLA format, investigation of more | The department decided to create a common rubric to help instructors to be normed on essay standards, and the |

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| | | Demonstrate analytical skills in the reading of literary (and non-literary) texts linked by common theme or issue | Literature and Ourselves as well as from class discussion. Do substantive, MLA documented research to explore this issue further. Develop a thesis about this issue in a 4-6 page, typed, double-spaced essay that includes quotes and/or paraphrases from at least three different assigned readings in the Family section of LAO in addition to the quotes and paraphrases from your researched material. The title page will have the thesis copied onto it from wherever else it appears in the body of the paper. The Works Cited page will use the MLA documentation format. | <p>Number of F Grades: 0</p> <p>All students identified a family issue worth investigation and thought. All but one generated a workable thesis and supported it with examples from the literary works as well as information from the researched sources. Incorporating quotes and paraphrases from the researched sources presented more difficulty both in signaling the source effectively and in pointing to the corresponding Works Cited entry.</p> <p>The best papers synthesized information from many sources while the weaker ones relied too heavily on one source or did not make clear how the researched material illuminated their points.</p> <p>Encouragingly, even students having moderate to severe problems with Standard Edited English expressed engagement with the topic and insightful applications of the assigned readings to their chosen family issue.</p> | scholarly and scientific sources, and increased ability to state explicitly and thoroughly the ways the research contributes to the understanding of the issue. | department began investigating the creation of a 1A portfolio. |
| | | Demonstrate analytical, organizational, verbal, and research skills in writing focused on common theme or issue | | | | |
| | | Demonstrate analytical, organizational, verbal, and research skills in writing focused on common theme or issue | A series of papers on the central theme of gender, including a sequence of research-based assignments on a specific gender-related topic of the student's choosing. | The average grade on each paper (of the students who completed the assignment) was generally B, and the final course grade for all students who completed the course | Grammar and word usage were a challenge, especially since students were at very different levels and many were far below "grade level." Teachers could pursue | The department began work on a common grading rubric and investigated the idea of a 1B portfolio. |

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| | | Demonstrate analytical, organizational, verbal, and research skills in writing focused on common theme or issue | A series of papers on the central theme of gender, including a sequence of research-based assignments on a specific gender-related topic of the student's choosing. | <p>(which included a contribution/effort component) was also B. Although the average did not significantly change, many students did improve over the course.</p> <p>Most papers were thoughtful, well-focused, well-organized, and well-developed (relatively detailed evidence and examples), though some were unclear and under-developed. Research papers generally did a good job of using outside sources to test and support a clear thesis.</p> <p>Demonstration of grammar and word usage skills varied widely, despite the fact that grammar review (technically beyond the scope of EWRT 1B) played a part in the course: in class, on the class website, on papers, and so on. Some students showed good grammar skills; some were able to edit their papers and improve; but most either didn't try or simply weren't able. Some international students wrote insightful, well-developed papers but didn't show much progress in grammar and word usage despite their best efforts.</p> <p>More advanced writing strategies such as examining a key example in special depth and detail and showing the evolution of one's thesis (based on ideas in WRITING ANALYTICALLY by Rosenwasser and Stephen)</p> | <p>alternative teaching/learning strategies or devote less time and space to these issues on the theory that basic language learning is a gradual process and professional guidance won't speed up or change the process very much.</p> <p>Most students liked the gender-related focus of the course, but a few students were bored by the focus on one central theme (mandated by the course outline). It might be wise to introduce more variety into the course, at a possible cost in coherence and depth.</p> | The department began work on a common grading rubric and investigated the idea of a 1B portfolio. |

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| | | Demonstrate analytical, organizational, verbal, and research skills in writing focused on common theme or issue | A series of papers on the central theme of gender, including a sequence of research-based assignments on a specific gender-related topic of the student's choosing. | <p>had limited success. Only a few students were able to carry them out. Some students initially had trouble grasping what an example is; they couldn't distinguish between an example and an idea or a statement. But after practice and instruction, most were able to grasp the concept and most were able to support their ideas with some evidence and examples, if not in special depth and detail.</p> <p>All in all, the assignments were successful, and students demonstrated their analytical, organizational, verbal, and research skills in essays based on a common theme or issue. Most students liked the topics and felt that they had something to say.</p> | <p>Grammar and word usage were a challenge, especially since students were at very different levels and many were far below "grade level." Teachers could pursue alternative teaching/learning strategies or devote less time and space to these issues on the theory that basic language learning is a gradual process and professional guidance won't speed up or change the process very much.</p> <p>Most students liked the gender-related focus of the course, but a few students were bored by the focus on one central theme (mandated by the course outline). It might be wise to introduce more variety into the course, at a possible cost in coherence and depth.</p> | The department began work on a common grading rubric and investigated the idea of a 1B portfolio. |
| EWRT 1C | | Analyze the cultural and historical background of literary texts. | | | | |
| | | Analyze the cultural and historical background of literary texts. | We used reading quizzes, student presentations, an in-class essay-format exam, and four essays. Our methodology is to demand thinking from students, in questions testing literal events in a text to broad, philosophical, entire class discussion topics, and in discussions that range from focus on a single word to the most complex meanings a text may communicate. The goal is for students to have full engagement with the entire range of meanings and values that literary texts offer. | <p>Our assessment results indicated that students were mostly ignorant of the cultural and historical background of literary texts--this was revealed through testing and class discussion.</p> <p>Student performance in this area can be improved by assigned "research" homework, lectures on the cultural and historical background of literary texts and follow-up quizzes on said lectures.</p> | The department will use the assessment results in terms of recommending that faculty assign fewer literary works that demand knowledge of cultural and historical background in the beginning of the course. | The faculty began creating a list of suggested texts, assignments, and course pacing schedules for this class. |

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| | | Analyze the cultural and historical background of literary texts. | We used reading quizzes, student presentations, an in-class essay-format exam, and four essays. Our methodology is to demand thinking from students, in questions testing literal events in a text to broad, philosophical, entire class discussion topics, and in discussions that range from focus on a single word to the most complex meanings a text may communicate. The goal is for students to have full engagement with the entire range of meanings and values that literary texts offer. | Students did not meet our expectations of proficiency in this area. | The department will use the assessment results in terms of recommending that faculty assign fewer literary works that demand knowledge of cultural and historical background in the beginning of the course. | The faculty began creating a list of suggested texts, assignments, and course pacing schedules for this class. |
| | | Demonstrates a progressive knowledge of the literary texts in essays and discussion through increasing length and/or the inclusion of appropriate quotations and close readings. | | | | |
| | | Demonstrates a progressive knowledge of the literary texts in essays and discussion through increasing length and/or the inclusion of appropriate quotations and close readings. | We used reading quizzes, student presentations, an in-class, essay-format exam, and four essays. Our methodology was to demand from students in questions ranging from literal events in a text to broad, philosophical, entire class discussion topics and in discussions that range from focus on a single word to the most complex meanings a text may communicate, a full engagement with the entire range of meanings and values that literary texts offer. | Our assessment results indicate that students need a great deal more work in the close reading of literary texts, but that over eleven weeks they are capable of making great strides in that work. Student performance was outstanding in grappling with and writing about a play. Our students by the end of the quarter were somewhat proficient in close reading. | We will require more close reading in order to improve student learning and we will test for it. | The Department began work on a formal Essay Grading rubric and began investigating staff development for how to write clearer prompts. Needs: 1. More staff development for a best practices workshop series. 2. A tutoring workshop for students on textual analysis. 3. More full-time faculty trained in composition studies and literary analysis. |
| | | Identify the multiple levels of meaning of literary texts in journals, discussion, and essays. | | | | |

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| | | Identify the multiple levels of meaning of literary texts in journals, discussion, and essays. | We used reading quizzes, student presentation, an in-class essay-format exam, and four essays. Our methodology is to demand thinking from students, in questions testing literal events in a text to broad, philosophical, entire class discussion topics, and in discussions that range from focus on a single word to the most complex meanings a text may communicate. The goal is for students to have full engagement with the entire range of meanings and values that literary texts offer. | <p>The need for students to become better adult readers capable of basic literacy was revealed as well as the the need for greater analytical thinking.</p> <p>Student performance was outstanding in terms of the learning progression of several individual students.</p> <p>Overall student performance can be improved in terms of analytical writing.</p> <p>Our students overall did meet basic expectations of student proficiency.</p> | The department needs to improve the guidelines for student presentations and revise questions used for the poetry exam. | The department is planning on designing a new grading rubric for presentations and a a common grading rubric for analytical writing assignments |
| | | Write effectively organized, academic (analytical, argumentative) essays based on literary texts. | | | | |
| | | Write effectively organized, academic (analytical, argumentative) essays based on literary texts. | <p>Our methodology is to demand thinking from students, in questions testing literal events in a text to broad, philosophical, entire class discussion topics, and in discussions that range from focus on a single word to the most complex meanings a text may communicate. The goal is for students to have full engagement with the entire range of meanings and values that literary texts offer.</p> <p>We asked students to write four essays on literary texts.</p> | <p>Our assessment of students ability to successfully write essays on literary texts is that by the end of the quarter students had progressed greatly and were able to learn the intensely analytical writing taught for the writing assignments.</p> <p>Student writing can be improved by linking the essay assignments very carefully to daily class activity, by modeling student work on these assignments and by devoting class time to working on these assignments.</p> | Assessment results will be applied to the revision and improvement of essay assignments and to the planning of class activities in support of them. | <p>Enhancement (Part II): We see an increasing need for tutoring services for students whose writing skills are still developing. WRC CAT tutors might be ideal for this purpose. This is a course which does not review fundamentals, and students weak in their writing skills need more support to succeed.</p> <p>We also see an increasing need for "smart" classrooms that have Internet access available in the classroom. This is required for students to not only make their presentations successfully, but also to further provide literary contexts within</p> |

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| | | Write effectively organized, academic (analytical, argumentative) essays based on literary texts. | Our methodology is to demand thinking from students, in questions testing literal events in a text to broad, philosophical, entire class discussion topics, and in discussions that range from focus on a single word to the most complex meanings a text may communicate. The goal is for students to have full engagement with the entire range of meanings and values that literary texts offer. We asked students to write four essays on literary texts. | Our assessment of students ability to successfully write essays on literary texts is that by the end of the quarter students had progressed greatly and were able to learn the intensely analytical writing taught for the writing assignments. Student writing can be improved by linking the essay assignments very carefully to daily class activity, by modeling student work on these assignments and by devoting class time to working on these assignments. | Assessment results will be applied to the revision and improvement of essay assignments and to the planning of class activities in support of them. | the classroom discussions. |
| EWRT 2 | | Apply critical thinking skills to writing and complex readings. | | | | |
| | | Apply critical thinking skills to writing and complex readings. | In the beginning of the quarter, students were lined up against a wall and asked to close their eyes. Students were asked to take a step forward in accordance with their answer to a question. Four questions were asked: 1. Are you racist? 2. Are you sexist? 3. Are you homophobic or heterosexist? 4. Are you ableist? For each question that a student answered "yes" to, they took one step forward. Students were then allowed to open their eyes. The instructor recorded the number of steps each student took. The assessment was repeated | This assessment was aimed at measuring the application of critical thinking skills that students learned throughout the quarter. Since critical thinking requires individuals to question their beliefs, assumptions, and integrity, this assessment tool measured any change in the individual on these grounds. In the assessment for Fall 2010, all but 5 students took a different number of steps forward. This revealed a change of opinion, belief, or ideology. One assumes that this change was due to the material covered in class. | Assessment results will improve student learning outcomes by honing content and assignments to encourage students to think critically about their biases and self-delusions. For example, if the assessment revealed that no students changed their views on the topics in question, then content or assignments would be added to enlighten students to the intricacies of racism, sexism, homophobia, and ableism. | In order to add content or assignments pertaining to ableism, resources such as visiting speakers or field trips would be useful. Also, presentation of material relating to ableism and homophobia are often found on the internet or in digital format, so smart classrooms and access to the internet is essential. |

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| | | Apply critical thinking skills to writing and complex readings. | at the end of the quarter. The instructor recorded how many students took a different number of steps from the beginning of the quarter. | <p>This assessment was aimed at measuring the application of critical thinking skills that students learned throughout the quarter. Since critical thinking requires individuals to question their beliefs, assumptions, and integrity, this assessment tool measured any change in the individual on these grounds.</p> <p>In the assessment for Fall 2010, all but 5 students took a different number of steps forward. This revealed a change of opinion, belief, or ideology. One assumes that this change was due to the material covered in class.</p> | <p>Assessment results will improve student learning outcomes by honing content and assignments to encourage students to think critically about their biases and self-delusions. For example, if the assessment revealed that no students changed their views on the topics in question, then content or assignments would be added to enlighten students to the intricacies of racism, sexism, homophobia, and ableism.</p> | <p>In order to add content or assignments pertaining to ableism, resources such as visiting speakers or field trips would be useful. Also, presentation of material relating to ableism and homophobia are often found on the internet or in digital format, so smart classrooms and access to the internet is essential.</p> |
| | | Demonstrate academic (analytical, argumentative) writing based on reading of complex texts. | | | | |
| | | Demonstrate academic (analytical, argumentative) writing based on reading of complex texts. | They will write an analytical essay demonstrating their understanding of complex texts. | <p>Marilyn: In the two sections I assessed for Fall Quarter, twenty-five students succeeded at the A level in accomplishing all three goals. Twenty-eight succeeded at the B level, usually by falling short primarily on either strongly showing the two arguments equally or else in failing to focus on the effects of language within the argument. Seven students passed at the C level, generally due to under-development of the argument. Three students performed at the D level, lacking synthesis and clarity. Three students took</p> | <p>Student needs and issues: Some of the topics students chose were more difficult than others. Outstanding: The students made unique arguments and generally showed excellent grasp of critical thinking skills which we had been working on all quarter. Improvement is needed in all areas but particularly in the focus on showing two or three major points of view clearly. Yes, students met my expectations.</p> <p>Winter Quarter students met my expectations better than</p> | <p>The other issue for the students is that there is so little financial and staff support for the Writing and Reading Center that students at the EWRT 2 level are literally turned away when they request help. This leaves the entire drafting burden on me -- and I had about 107 students this quarter, about 1/4 to 1/3 of them international students. The WRC, which used to play a wonderful role in student success, was not helping when I needed help.</p> |

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| | | Demonstrate academic (analytical, argumentative) writing based on reading of complex texts. | They will write an analytical essay demonstrating their understanding of complex texts. | Incompletes. In the three sections I assessed for Winter Quarter, 2011, fifty-five students succeeded at the A or A- level, while twenty-three succeeded at the B or B- level, primarily due to "limited understanding of the ways in which language . . . and values . . . inform an argument," and eight passed at the C level, generally due to lack of attention to weak documentation and lack of attention to more than one perspective | students in my Fall Quarter classes. One of the reasons was that I focused on ensuring that we had adequate technological support and partly because I changed the sequencing of the course and included two essays devoted to this particular outcome instead of just one. | The other issue for the students is that there is so little financial and staff support for the Writing and Reading Center that students at the EWRT 2 level are literally turned away when they request help. This leaves the entire drafting burden on me -- and I had about 107 students this quarter, about 1/4 to 1/3 of them international students. The WRC, which used to play a wonderful role in student success, was not helping when I needed help. |
| | | Demonstrate academic (analytical, argumentative) writing based on reading of complex texts. | They will write an analytical essay demonstrating their understanding of complex texts. | Marilyn: In the two sections I assessed for Fall Quarter, twenty-five students succeeded at the A level in accomplishing all three goals. Twenty-eight succeeded at the B level, usually by falling short primarily on either strongly showing the two arguments equally or else in failing to focus on the effects of language within the argument. Seven students passed at the C level, generally due to under-development of the argument. Three students performed at the D level, lacking synthesis and clarity. Three students took Incompletes. In the three sections I assessed for Winter Quarter, 2011, fifty-five students succeeded at the A or A- level, while twenty-three succeeded at the B or B- level, primarily due to "limited understanding of the ways in which language . . . and values . . . inform an | Student needs and issues: Some of the topics students chose were more difficult than others. Outstanding: The students made unique arguments and generally showed excellent grasp of critical thinking skills which we had been working on all quarter. Improvement is needed in all areas but particularly in the focus on showing two or three major points of view clearly. Yes, students met my expectations. Winter Quarter students met my expectations better than students in my Fall Quarter classes. One of the reasons was that I focused on ensuring that we had adequate technological support and partly because I changed the sequencing of the course and included two essays devoted to this particular outcome instead of just one. | Because this learning outcome should be at all stages directly integrated with use of technology, my students and I were consistently hampered in every way by the lack of available technology. Lack of classroom computers, lack of projectors, and lack of computer lab time for directed research were the three technology hindrances to performance. I do believe that if we had technology available within our classrooms and more computer lab time, at least half the students who performed at B level could have risen to the A level. |

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| | | Demonstrate academic (analytical, argumentative) writing based on reading of complex texts. | They will write an analytical essay demonstrating their understanding of complex texts. | argument," and eight passed at the C level, generally due to lack of attention to weak documentation and lack of attention to more than one perspective | | Because this learning outcome should be at all stages directly integrated with use of technology, my students and I were consistently hampered in every way by the lack of available technology. Lack of classroom computers, lack of projectors, and lack of computer lab time for directed research were the three technology hindrances to performance. I do believe that if we had technology available within our classrooms and more computer lab time, at least half the students who performed at B level could have risen to the A level. |
| | | Demonstrate analysis, comparison, synthesis, and documentation of independent research. | | | | |
| | | Demonstrate analysis, comparison, synthesis, and documentation of independent research. | Students will complete an annotated bibliography assignment that demonstrates their ability to analyze, synthesize, and document their research. | | | |
| | EWRT 30 | Demonstrate a personal creative process in multiple literary genres. | | | | |
| | | Demonstrate a personal creative process in multiple literary genres. | Assessment Method: Since a creative process involves facing both technical (?how do I write a radio play??) and psychological (fear of judgment, writers? block, fear of exposing art to criticism, fear of unearthing strong emotions) hurdles, students will face and accomplish many of the steps in class. | | | |

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|-----------|-------------------|--|---|-------------------------|-------------------------|--------------------|
| | | Demonstrate a personal creative process in multiple literary genres. | <ul style="list-style-type: none"> ?Start small with 15-minute exercises in class ?Learn from instructor and textbooks how to provide helpful and appropriate feedback. Apply this to classmate's portfolio of 10+ pages of creative work ?Accomplish significant revision by turning a poem into creative nonfiction on the same material, a memoir piece into fiction. (More advanced students have option of a third iteration: poem into nonfiction into fiction) ?Learn through reading and guest writers how professional creative writers manage time, fear, and blocks ?Examine and practice techniques individually, e.g., echoing/repetition, narrative/plot arc, significant detail, metaphor and apply them in class to their in-progress pieces (revising). | | | |

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|--|--|--|--|---|--|--|
| | | Demonstrate a personal creative process in multiple literary genres. | In EWRT 30, students are split into peer workshops for each genre of writing they practice (non-fiction, fiction, poetry and drama). During each of these workshops, students must read their peers' work and provide critical commentary about its strengths and weaknesses. By evaluating the work of other students in these workshops, students learn how to think critically about the creative process and how this process applies to their own work as well. The final portfolio is another crucial methodology for this | Assessment Data Summary: As of May 24, 2012, all in-class writings had been completed by 21/25 students. 21/25 had completed two double versions (poem into nonfiction, nonfiction into fiction). 12/25 had done an optional third iteration. 24/25 had completed work in three genres for a portfolio. 23/25 had completed feedback on a creative work | Enhancement/Action: Creative writing students may be more prone than many to psychological difficulties such as depression, self-harm, harsh self-criticism. Five students reported serious depression. One needed to be hospitalized. Counseling resources on campus might be expanded to include family therapists and experienced depression counselors. Students also struggled to meet goals of attending class because of childcare difficulties and working full-time while going to school full- | Enhancement/Action: Creative writing students may be more prone than many to psychological difficulties such as depression, self-harm, harsh self-criticism. Five students reported serious depression. One needed to be hospitalized. Counseling resources on campus might be expanded to include family therapists and experienced depression counselors. Students also struggled to meet goals of attending class because of childcare difficulties and working full-time while going to school full-time. Many |
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|-----------|-------------------|--|---|---|---|--|
| | | Demonstrate a personal creative process in multiple literary genres. | student learning outcome. Students must submit a portfolio which consists of two significantly revised drafts in different genres chosen from the four assignments they've submitted during the course of the quarter. These final revisions represent the critical and creative gains they've achieved through reading works by professional writers, crafting their own imaginative works and participating in the peer review process. Once students gain skills to assess the strengths and weaknesses in any creative work, they can employ these strategies to make their drafts more coherent, unified and complex. | Assessment Data Summary: As of May 24, 2012, all in-class writings had been completed by 21/25 students. 21/25 had completed two double versions (poem into nonfiction, nonfiction into fiction). 12/25 had done an optional third iteration. 24/25 had completed work in three genres for a portfolio. 23/25 had completed feedback on a creative work | time. Many students need more financial aid especially book grants and inexpensive means of printing and photocopying. I'd like to request funding for five copies of the textbooks to be placed on reserve in the library and for each student who needs it to have a \$20 printing/photocopying card. | students need more financial aid especially book grants and inexpensive means of printing and photocopying. I'd like to request funding for five copies of the textbooks to be placed on reserve in the library and for each student who needs it to have a \$20 printing/photocopying card. |
| | | Evaluate one's peers' and one's own imaginative writing. | | | | |
| | | Evaluate one's peers' and one's own imaginative writing. | In EWRT 30, students are split into peer workshops for each genre of writing they practice (non-fiction, fiction, poetry and drama). During each of these workshops, students must read their peers' work and provide critical commentary about its strengths and weaknesses. By evaluating the work of other students in these workshops, students learn how to think critically about the creative process and how this process applies to their own work as well. The final portfolio is another crucial methodology for this student learning outcome. Students must submit a portfolio which consists of two significantly revised drafts in | | | |

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|-----------|-------------------|---|---|-------------------------|-------------------------|--------------------|
| | | Evaluate one's peers' and one's own imaginative writing. | different genres chosen from the four assignments they've submitted during the course of the quarter. These final revisions represent the critical and creative gains they've achieved through reading works by professional writers, crafting their own imaginative works and participating in the peer review process. Once students gain skills to assess the strengths and weaknesses in any creative work, they can employ these strategies to make their drafts more coherent, unified and complex. | | | |
| | | Identify and apply major technical and stylistic elements of imaginative writing. | | | | |
| | | Identify and apply major technical and stylistic elements of imaginative writing. | Students were required to submit two pieces--one nonfiction, one fiction--and a "self-reflective" memo as their final portfolio. The self-reflective memo allowed them to frame their submissions in the context of their efforts to develop a personal creative process (a "voice" in both genres); it also gave them a chance to reflect on the progress they'd made throughout the quarter--as close readers, as peer-critiquers, and as independent creative writers. | | | |
| | EWRT 40 | Demonstrate a personal creative process in fiction writing. | | | | |

Demonstrate a personal

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| | | creative process in fiction writing. | | | | |
| | | Evaluate one's peers' and one's own stories. | | | | |
| | | Evaluate one's peers' and one's own stories. | | | | |
| | | Identify and apply major technical and stylistic elements of fiction. | | | | |
| | | Identify and apply major technical and stylistic elements of fiction. | | | | |
| EWRT 41 | | Demonstrate a personal creative process in poetry writing. | | | | |
| | | Demonstrate a personal creative process in poetry writing. | Students keep a poet's notebook devoted entirely to their own process. This includes class notes, rough drafts, in-class writings, personal jottings, ideas for pieces, beginnings or even snatches of dialogue or just single images?and in many cases favorite poems or quotes either copied or pasted in scrapbook-style?even newspaper clippings. Students are also invited to include art or draw in their notebooks or illustrate them. A poet's notebook needs to be discrete?solely a notebook for writing?not also a notebook for other coursework. A three ring | Half of the notebooks from winter, 2011 were ?thin,? which is to say, minimal or worse.. This is an assignment that needs to evolve, perhaps partly because so many students now write on laptops, iPads, or mobile devices. I may want to change the assignment to choosing between either a notebook or a blog?or an equivalent level of participation on the course listserv. Two problems: 1) notebooks are private, and blogs and listservs aren't?and second, notebooks are for rough material as opposed to polished. So I'll have to figure out a way to make a bog or | Reflection and Analysis: Half of the notebooks from winter, 2011 were ?thin,? which is to say, minimal or worse.. This is an assignment that needs to evolve, perhaps partly because so many students now write on laptops, iPads, or mobile devices. I may want to change the assignment to choosing between either a notebook or a blog?or an equivalent level of participation on the course listserv. Two problems: 1) notebooks are private, and blogs and listservs aren't?and second, notebooks are for rough material as opposed to polished. So I'll have to figure | Enhancement/Action: This reflection points out once again the need for well-funded, ongoing staff development funding (as well as conference funding) ?for teachers still transitioning into new media and technologies. As I learn to bring assignments/ assessment methods like this one into the digital age, I'll want institutional backing and commitment to well-funded labs, training programs, and dissemination of best practices. |

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|-----------|-------------------|--|--|--|---|---|
| | | Demonstrate a personal creative process in poetry writing. | <p>binder is fine since then notebook can then also hold copies, handouts, printouts of word-processed drafts, other inserted materials, but students can also create a notebook in terms of size, type, and shape (etc), that most reflects their personal style.</p> <p>Engaging the daily activity and developing a personal writing process that they can celebrate and discuss is so central to the work of young poets that students are given 200 points or 1/5th of their course grade based on the quality of this notebook. The rubric emphasizes engagement?and (an almost) daily practice. It also emphasizes the generation of new material and at least some evidence of revision/ editing/ multiple drafts/ rewrites.</p> | electronic option for the assignment that foregrounds creative process and not just public sharing. | out a way to make a bog or electronic option for the assignment that foregrounds creative process and not just public sharing. | Enhancement/Action: This reflection points out once again the need for well-funded, ongoing staff development funding (as well as conference funding) ?for teachers still transitioning into new media and technologies. As I learn to bring assignments/ assessment methods like this one into the digital age, I?ll want institutional backing and commitment to well-funded labs, training programs, and dissemination of best practices. |
| | | Evaluate one's peers' and one's own poems. | | | | |
| | | Evaluate one's peers' and one's own poems. | Weekly small group peer feedback sessions running between 30-40 minutes include providing both verbal and written feedback to peers. Poets read their poems aloud and also provide each other with written copies; students are given a protocol and a checklist that directs them to practice readerly/ experiential feedback while responding both from the gut and with appropriate vocabulary from | During the winter of 2012, I had good success with this assessment. Only students with chronic attendance problems received ?C? or worse in this component of the course. Out of 20 students, 16 received either an ?A? or a ?B? on this assessment, which I measured in two ways: observation during group sessions, and collection and analysis of student feedback when I took the poems home | This is a crucial assignment and a necessary ongoing measure. Early in the quarter, students are absorbing a) how to talk about poetry using specific criteria and vocabulary; b) how to be positive and helpful readers while asking tough/ honest questions and offering praise and/or constructive criticism; and c) how to accept feedback gracefully and in some cases revise one?s own work and | At best, the arts inspire and form highly charged communities of diverse and engaged critical thinkers. Core values are forged and tested in those fires. Measures of how students evaluate and interrelate as artists in community can be applied to how we all might interrelate as institutional visionaries and citizens in a democratic society. Beauty is truth, truth beauty?that is all ye know on |

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|-----------|-------------------|--|--|---|---|---|
| | | Evaluate one's peers' and one's own poems. | the discipline?feedback sessions guide them to talk to each other about poetry as well as practice editing techniques studied in class. Poetry isn't fully alive until it is read; students learn a great deal by testing their work out on audiences (peers, instructor). | that night and could read written peer comments as well. | approach to poetry writing based on course teachings and the course community. I also use the course listserv as a way for students to read each others? work and give feedback; I could offer this electronic environment as a makeup option at least once per quarter for those who miss their in-class face-to-face feedback group. It's important that students inspire each other as much or more than the instructor or textbook. Poetry needs to be alive in these ways. Peer poetry evaluation, if done properly and in the right spirit, greatly facilitates learning. | earth, and all ye need to know. Let's save two things: our cultural commitment to community college education, and our cultural commitment to arts education. |
| | | Identify and apply major technical and stylistic elements of poetry. | | | | |
| | | Identify and apply major technical and stylistic elements of poetry. | | | | |
| EWRT 42 | | Demonstrate a personal creative process in the writing of memoir and creative non-fiction. | | | | |
| | | Demonstrate a personal creative process in the writing of memoir and creative non-fiction. | Through a series of writing assignments, demonstrate how past memories can be interpreted and embellished in artistic form through voice, humor, portrayal of characters and setting. | 94% of students properly completed the coursework, transforming previous facts from their lives into literary works of art (in progress). | Students who enroll in EWRT 42 generally have a creative bent, which allows them to successfully interpret their life through a creative lens. The few students who don?t feel creatively inclined should be | 1) The school could sponsor a published writer to attend the campus. The author would discuss his or her creative process of writing. 2) Identify a book or set of essays that describes the creative process |

| Unit Name | Course/Service ID | Student Learning Outcome (SLO) | Assessment Method | Assessment Data Summary | Reflection and Analysis | Enhancement/Action |
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| | | Demonstrate a personal creative process in the writing of memoir and creative non-fiction. | Through a series of writing assignments, demonstrate how past memories can be interpreted and embellished in artistic form through voice, humor, portrayal of characters and setting. | 94% of students properly completed the coursework, transforming previous facts from their lives into literary works of art (in progress). | paired with more creative students in hopes that they will learn new techniques and become engaged in the creative process. In addition, anxiety can stifle creativity, and some of our students may have a traumatic past which can elicit angst. In these cases, we allow students to reshape their memoirs toward themes that are easier to write about. | and how to tap into it for the purpose of writing. |
| | | Evaluate one's peers' and one's own creative non-fiction. | | | | |
| | | Evaluate one's peers' and one's own creative non-fiction. | Through written and oral presentation, student work is evaluated by student peers. Evaluations are based on constructive, thoughtful feedback on how effectively the work in question has implemented elements of memoir, and suggested areas of strength and weakness with respect to the implementation. | 99% of students fulfilled this SLO requirement. | Because art is subjective, students were permitted to highlight areas of theirs and others? writing that required revision according to their aesthetic standards. To avoid broad and abstract discussions of these aesthetics, students were supplied with explicit terminology to assist them in articulating their critiques, and thus making their feedback much more concrete and effective. | : 1) In order to ensure that students receive useful critiques that can help them further develop their craft, it would be ideal to evaluate peer critiques and give student-critics feedback on how to better identify and articulate areas of creative improvement in this genre. 2) For group critique?s, assign students specific elements/literary devices to focus on; this will encourage a diversity of critiques for a given work, and avoid duplicate suggestions for the work. 3) Provide models of high-quality critiques design an in-class process for using critiques to arrive upon an example-backed conception of what constitutes the art of the memoir. |
| | | Identify and apply major technical and stylistic elements of creative non-fiction. | | | | |
| | | Identify and apply major technical and stylistic | Through the development of students? written work (rough- | 96% of the class fulfilled the SLO requirement. | The memoir that I used as a text modeled great stylistics | 1) Some students feel like only people with ?talent? or some ? |

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| | | elements of creative non-fiction. | draft through final-draft), determine if their memoir is shaping a dramatic story arc that incorporates the vehicles of the memoir genre: pacing, dialogue, characterization, theme, and structure. | 96% of the class fulfilled the SLO requirement. | elements, such as tone and voice, but the story, as a whole, was very dramatic in nature. Perhaps I should have included a published memoir that finds a way to transform the banal into dramatic tension, or a text that better illustrates this issue. This would allow students to then incorporate stylistic elements to the technical component of the memoir. | magic tough? can write a good memoir, so by having professional writers? discuss mechanics/strategies/ learned techniques, students can see that success comes not just from innate creative ability, but by using learned techniques to help shape and guide their writing. 2) Present paragraphs in class that lack some necessary elements of narrative flair and, as a class, provide stylistic enhancements and witness how the writing is transformed to fulfill SLO requirement. |
| | EWRT 65, 65X | Apply design principles and production skills to publish a literary magazine. | | | | |
| | | Apply design principles and production skills to publish a literary magazine. | Each spring, students in EWRT/JOUR 65 engage in the ultimate class project: they produce a book that indelibly & transparently reflects everything they've learned and accomplished. Through creating a book, they are applying design principles and production skills to publish a literary magazine?in this case an approximately 125 pp. anthology of the best De Anza student creative writing and art from the current academic year. EWRT/JOUR 65 students produce the book in eleven weeks, culminating in a literary reading and book party during finals. Much of the first half of the quarter involves solicitation of student work and reading and voting on manuscripts. Starting in week six and seven, however, | Each year about 2/3rds of spring EWRT/JOUR 65 students perform with outstanding teamwork and individual passion in producing the journal on deadline while about 1/3rd of the class feels overwhelmed with other time pressures and stays on the margins in terms of skillful participation and commitment. This year (spring, 2012), 14 out of 21 students threw themselves into the design and production phases and contributed significantly to meeting the necessary deadlines, while 7 students coasted on the margins. | Some range in student participation in the design and production phase of the magazine class is inevitable. What I'd like to test out next year is to complement the usual specialty team/ subcommittee work with a series of self-assessments, say during weeks 5, 8, and 11, in which students are able to express to me on their own a) what and how much they feel they are accomplishing/ contributing in their specialty areas, and b) if they have any additional goals or ways in which they would like to contribute down the stretch. I schedule extra afternoon and evening sessions (as one might for theatrical and musical performances) during weeks seven through ten in | Institutional commitment to a well-staffed, state-of-the-art Student Publications Lab is essential to the life of a campus committed to free speech, the empowerment of student voices, creative expression, and the importance of publishing in print and online in the digital age. The possibility of linking EWRT/JOUR 65 to InDesign courses taught through Foothill College (if they still exist?) is a thought to consider as well. I'd also like to enhance Red Wheelbarrow?s online presence both as an online journal and as a better maintained website; institutional support for these enhancements and actions would be appreciated. |

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|-----------|-------------------|---|---|---|---|--|
| | | Apply design principles and production skills to publish a literary magazine. | design and production?the physical process of publishing?move front and center. Student subcommittees are formed to help with manuscript revision & editing, volume order, layout, copy-editing, page design, art quality and layout/composition, art distribution within the journal, cover design, and proofreading. Students volunteer for subcommittees early in the quarter and often focus their work in a particular genre or design area?but everyone is also a generalist required to take part to at least some degree in copy editing and proofreading as well. Managing editors, genre editors, and student designers lead subcommittee teams to ensure that work is done on deadline. Students are charged with making a book with high production values that they can sell and that makes the contributors?, their friends and families, and campus proud, so students are highly motivated to effectively apply their knowledge. A massive publication project is very much like a public performance, demanding a similar level of preparation, focus, and teamwork. | Each year about 2/3rds of spring EWRT/JOUR 65 students perform with outstanding teamwork and individual passion in producing the journal on deadline while about 1/3rd of the class feels overwhelmed with other time pressures and stays on the margins in terms of skillful participation and commitment. This year (spring, 2012), 14 out of 21 students threw themselves into the design and production phases and contributed significantly to meeting the necessary deadlines, while 7 students coasted on the margins. | the student publications lab?and will continue to do so in order to involve as many people as possible in the production and design processes. In fact, I should probably consider adding a lab component to the course that schedules these extra sessions in. | |
| | | Establish and apply aesthetic criteria to selection of material for magazine. | | | | |
| | | Establish and apply aesthetic criteria to selection of material | Assessment Method: EWRT/JOUR 65. Red | Assessment Data Summary: This assignment works pretty | Reflection and Analysis: During week two of the | Institutional commitment to well-staffed, state-of-the-art |

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|-----------|-------------------|--|---|---|--|---|
| | | for magazine. | Wheelbarrow, the literary magazine class, has two incarnations per year: in winter it is a national journal in which course students play an advisory editorial role in their evaluation of professional writing from across the country?while in spring, the quarter I'm assessing here, students have the final say (the teacher has one vote as do the students) in creating an annual anthology of the best student creative writing and art front that academic year at De Anza. So spring course outcomes | well in stimulating early involvement and debate among new staff and orienting students to the online environment and the nature of course thought and discussion. In 2012, I had 82% (18/22) involvement in the online demonstration & articulation of criteria and ranking of manuscripts. This is similar to what I had in 2011 (actually up from 2011, which had 80% acceptable completion of the assignment?16/20). Since I start the assignment in class, student interactivity on this assignment is routine, but interactivity is also measured by students doing a minimum of two qualitative online responses to peers. 70-75% (both years) engaged in the interactive online aspect of the assignment successfully | quarter, students are often still having issues engaging all aspects of the online shell. This accounts for for four-five students per year not following through with the assignment online. Still, I think with some more careful implementation, I should be able to reach my target and significantly deepen the impact of the assignment in reaching its predicted outcome as well. 1)In the future, to reach my target, I'll take the class over to the ATC English Computer Lab during week two so as to all | English computer lab classrooms is essential to complementing best practices in hybrid instruction. I say this because: 1)In the future, to reach my target, I'll take the class over to the ATC English Computer Lab during week two so as to all login and interact online together as well as F2F on this assignment, and troubleshoot together in that way. This may be the perfect assignment to integrate with an early lab visit. I'll focus on the outcome more explicitly by having students actually draw up their own rough personal evaluation rubrics/ rating sheets as part of the assignment we carry into the lab with us?and then we'll all draw up a preliminary consensus class rubric together /in the lab using the overhead projector. In so doing, maybe the assignment is evolving from a ?Demonstration? of applied principles and critical thinking to a demonstration culminating in a ?Class Project? that follows up on and deepens the initial assignment?s effectiveness. |
| | EWRT 200 | Approach and interact confidently with a variety of texts. | | | | |
| | | Approach and interact confidently with a variety of texts. | The English department decided to survey students at the beginning of the quarter and the end of the quarter to assess their confidence | | | |

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| | | Approach and interact confidently with a variety of texts. | interacting with a variety of tests. The pre-test was administered in week 1 of the Fall 2011 quarter to all students taking EWRT 200 and the post-test was administered week 11 of the Fall 2012 quarter to all students taking EWRT 200. The survey questions that assessed their confidence were: ?How confident are you in reading skills? and ?what reading skills do you want to work on?? | | | |
| | | Approach and interact confidently with a variety of texts. | The English department decided to survey students at the beginning of the quarter and the end of the quarter to assess their confidence interacting with a variety of texts. The pre-test was administered in week 1 of the Fall 2011 quarter to all students taking EWRT 200 and the post-test was administered week 11 of the Fall 2012 quarter to all students taking EWRT 200. The survey questions that assessed their confidence were: ?How confident are you in reading skills? and ?what reading skills do you want to work on?? | <p>Assessment Data Summary:</p> <p>The pre-survey data did reveal that 90% of students lacked confidence in their reading abilities and reported a desire to work on vocabulary, reading analytically, and 20% of students wanted to learn how to use quotes better.</p> <p>The post-survey revealed that 90% of EWRT 200 Students were more confident in their reading abilities, but 20% revealed that they now lacked confidence in using quotes in their writing.</p> | <p>Reflection and Analysis:</p> <p>The survey data revealed that, while students were being exposed to a variety of text and gaining confidence in their reading abilities, they were not making the connection between the reading and their writing. Instead, the 20% who reported lacking confidence in their abilities to use quotes/text in their essays made the SLO assessment team realize their might be a flaw in the SLO and how teachers were incorporating that into their classes.</p> | We feel that the question was not specific enough to get at the students? confidence in using texts within their writing, so the department will review and potentially re-write the SLO and the course outline to better gauge the students? ability to use a variety of texts in their writing e.g. non-fiction, fiction, visual, etc. Then, re-survey the students with a more specific question. |
| | | Approach and interact confidently with a variety of texts. | To assess confident student interaction with a variety of texts, we used a reading journal to evaluate reading comprehension and critical/personal understanding. Students will be required to use at least 5 new vocabulary words in their journal. | | | |

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| | | Approach and interact confidently with a variety of texts. | This assessment will require students to read assigned texts, write a 1-2 paragraph response to a reading responding to a critical question. Their reading journal will incorporate their interpretation of the text, their personal connections, and new vocabulary. | | | |
| | | Follow a writing process in order to convey focused, developed ideas in paragraph form. | | | | |
| | | Follow a writing process in order to convey focused, developed ideas in paragraph form. | Portfolio of student's writing at the end of the quarter. | | | |
| | | Follow a writing process in order to convey focused, developed ideas in paragraph form. | The English department decided to survey students at the beginning of the quarter and the end of the quarter to assess their confidence in writing focused paragraphs. The pre-test was administered in week 1 of the Fall 2011 quarter to all students taking EWRT 200 and the post-test was administered week 11 of the Fall 2012 quarter to all students taking EWRT 200. The survey questions that assessed their confidence were: ?How confident are you in writing skills? and ?what writing skills do you want to work on?? | <p>Assessment Data Summary:</p> <p>Pre-Survey Results:</p> <p>95% of students reported that they lacked confidence in their ability to write paragraphs, essays, and sentences. However, the question ?What Writing Skills Do You Want to Work On? revealed that zero students wanted to work on their paragraphing skills; instead, the students mostly reported that they wanted help with essay structure and grammar.</p> <p>Post-Survey Results:</p> <p>The Post-Survey results revealed that 90% of students were more confident in their writing abilities at the end of the quarter. However, they reported that they felt their</p> | The SLO team was pleased that students were reporting a higher confidence in their writing skills at the end of the quarter, but the team felt that the data revealed a disconnect between students' ability to recognize progress in their writing of essays as being connected to their paragraphing skills. | <p>Enhancement/Action:</p> <p>The SLO team decided that the survey should be tweaked for the 2012-2013 school year to specifically ask about the students' paragraphing skills and whether the students felt that their paragraphs were contributing to their writing of essays.</p> <p>The SLO team also felt that staff development was needed for EWRT 200 instructors to norm them on the terms they should be stressing in their class, as well as the connection between parts of writing e.g. sentences and paragraphs and the product of writing e.g. an essay.</p> |

| Unit Name | Course/Service ID | Student Learning Outcome (SLO) | Assessment Method | Assessment Data Summary | Reflection and Analysis | Enhancement/Action |
|-----------|-------------------|---|--|--|--|---|
| | | Follow a writing process in order to convey focused, developed ideas in paragraph form. | The English department decided to survey students at the beginning of the quarter and the end of the quarter to assess their confidence in writing focused paragraphs. The pre-test was administered in week 1 of the Fall 2011 quarter to all students taking EWRT 200 and the post-test was administered week 11 of the Fall 2012 quarter to all students taking EWRT 200. The survey questions that assessed their confidence were: ?How confident are you in writing skills? and ?what writing skills do you want to work on?? | essays were stronger, but they did not identify their paragraphs as getting stronger. | The SLO team was pleased that students were reporting a higher confidence in their writing skills at the end of the quarter, but the team felt that the data revealed a disconnect between students' ability to recognize progress in their writing of essays as being connected to their paragraphing skills. | <p>Enhancement/Action:</p> <p>The SLO team decided that the survey should be tweaked for the 2012-2013 school year to specifically ask about the students' paragraphing skills and whether the students felt that their paragraphs were contributing to their writing of essays.</p> <p>The SLO team also felt that staff development was needed for EWRT 200 instructors to norm them on the terms they should be stressing in their class, as well as the connection between parts of writing e.g. sentences and paragraphs and the product of writing e.g. an essay.</p> |
| | | Follow a writing process in order to convey focused, developed ideas in paragraph form. | The English department decided to survey students at the beginning of the quarter and the end of the quarter to assess their confidence in writing focused paragraphs. The pre-test was administered in week 1 of the Fall 2011 quarter to all students taking EWRT 200 and the post-test was administered week 11 of the Fall 2012 quarter to all students taking EWRT 200. The survey questions that assessed their confidence were: ?How confident are you in writing skills? and ?what writing skills do you want to work on?? | <p>Assessment Data Summary:</p> <p>Pre-Survey Results:</p> <p>95% of students reported that they lacked confidence in their ability to write paragraphs, essays, and sentences. However, the question ?What Writing Skills Do You Want to Work On? revealed that zero students wanted to work on their paragraphing skills; instead, the students mostly reported that they wanted help with essay structure and grammar.</p> <p>Post-Survey Results:</p> <p>The Post-Survey results revealed that 90% of students</p> | The SLO team was pleased that students were reporting a higher confidence in their writing skills at the end of the quarter, but the team felt that the data revealed a disconnect between students' ability to recognize progress in their writing of essays as being connected to their paragraphing skills. | The SLO team also felt that staff development was needed for EWRT 200 instructors to norm them on the terms they should be stressing in their class, as well as the connection between parts of writing e.g. sentences and paragraphs and the product of writing e.g. an essay. |

| Unit Name | Course/Service ID | Student Learning Outcome (SLO) | Assessment Method | Assessment Data Summary | Reflection and Analysis | Enhancement/Action |
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| | | Follow a writing process in order to convey focused, developed ideas in paragraph form. | The English department decided to survey students at the beginning of the quarter and the end of the quarter to assess their confidence in writing focused paragraphs. The pre-test was administered in week 1 of the Fall 2011 quarter to all students taking EWRT 200 and the post-test was administered week 11 of the Fall 2012 quarter to all students taking EWRT 200. The survey questions that assessed their confidence were: ?How confident are you in writing skills? and ?what writing skills do you want to work on?? | were more confident in their writing abilities at the end of the quarter. However, they reported that they felt their essays were stronger, but they did not identify their paragraphs as getting stronger. | The SLO team was pleased that students were reporting a higher confidence in their writing skills at the end of the quarter, but the team felt that the data revealed a disconnect between students? ability to recognize progress in their writing of essays as being connected to their paragraphing skills. | The SLO team also felt that staff development was needed for EWRT 200 instructors to norm them on the terms they should be stressing in their class, as well as the connection between parts of writing e.g. sentences and paragraphs and the product of writing e.g. an essay. |
| | | Follow a writing process in order to convey focused, developed ideas in paragraph form. | The English department decided to survey students at the beginning of the quarter and the end of the quarter to assess their confidence in writing focused paragraphs. The pre-test was administered in week 1 of the Fall 2011 quarter to all students taking EWRT 200 and the post-test was administered week 11 of the Fall 2012 quarter to all students taking EWRT 200. The survey questions that assessed their confidence were: ?How confident are you in writing skills? and ?what writing skills do you want to work on?? | <p>Assessment Data Summary:</p> <p>Pre-Survey Results:</p> <p>95% of students reported that they lacked confidence in their ability to write paragraphs, essays, and sentences. However, the question ?What Writing Skills Do You Want to Work On? revealed that zero students wanted to work on their paragraphing skills; instead, the students mostly reported that they wanted help with essay structure and grammar.</p> <p>Post-Survey Results:</p> <p>The Post-Survey results revealed that 90% of students were more confident in their writing abilities at the end of the quarter. However, they reported that they felt their essays were stronger, but they did not identify their</p> | The SLO team was pleased that students were reporting a higher confidence in their writing skills at the end of the quarter, but the team felt that the data revealed a disconnect between students? ability to recognize progress in their writing of essays as being connected to their paragraphing skills. | The SLO team decided that the survey should be tweaked for the 2012-2013 school year to specifically ask about the students? paragraphing skills and whether the students felt that their paragraphs were contributing to their writing of essays. |

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| | | Follow a writing process in order to convey focused, developed ideas in paragraph form. | The English department decided to survey students at the beginning of the quarter and the end of the quarter to assess their confidence in writing focused paragraphs. The pre-test was administered in week 1 of the Fall 2011 quarter to all students taking EWRT 200 and the post-test was administered week 11 of the Fall 2012 quarter to all students taking EWRT 200. The survey questions that assessed their confidence were: ?How confident are you in writing skills? and ?what writing skills do you want to work on?? | paragraphs as getting stronger. | The SLO team was pleased that students were reporting a higher confidence in their writing skills at the end of the quarter, but the team felt that the data revealed a disconnect between students? ability to recognize progress in their writing of essays as being connected to their paragraphing skills. | The SLO team decided that the survey should be tweaked for the 2012-2013 school year to specifically ask about the students? paragraphing skills and whether the students felt that their paragraphs were contributing to their writing of essays. |
| | | Recognize and generate effective writing at the sentence level. | | | | |
| | | Recognize and generate effective writing at the sentence level. | The English department decided to survey students at the beginning of the quarter and the end of the quarter to assess their confidence in recognizing and generating effective sentences. The pre-test was administered in week 1 of the Fall 2011 quarter to all students taking EWRT 200 and the post-test was administered week 11 of the Fall 2012 quarter to all students taking EWRT 200. The survey questions that assessed their confidence were: ?How confident are you in writing skills? and ?what writing skills do you want to work on?? | <p>Assessment Data Summary:</p> <p>Pre-Survey Results: 95% of students reported lacking confidence in their writing skills. Over 70% of students reported lacking confidence in grammar concepts and their ability to write sentences clearly.</p> <p>Post-Survey Results: 90% of students reported being more confident in their writing ability, but over 30% reported a desire to learn more about grammar and sentence level writing.</p> | <p>Reflection and Analysis:</p> <p>The SLO team felt encouraged that students were gaining confidence in their writing, but the team was concerned about the students who were still desiring more instruction on grammar and sentence level writing. ?The team would like to know whether the desire comes from being more aware of grammar and sentence structure or a continued lack of awareness. ?The team was also interested in surveying instructors to see how they are teaching sentence level grammar.</p> | <p>Enhancement/Action:</p> <p>1.To tweak the survey language to ask specifically about their confidence with grammar in the pre and post survey 2.To add a question to the survey to ask which grammar concerns they had at the beginning and which they had at the end. 3.To do a faculty focus group on how grammar is taught in their 200 classroom. 4.To offer faculty ?Best Practices Workshops? on teaching grammar to 200 level students.</p> |
| | | Recognize and generate effective writing at the | To assess effective writing at the sentence level, we will give | | | |

| Unit Name | Course/Service ID | Student Learning Outcome (SLO) | Assessment Method | Assessment Data Summary | Reflection and Analysis | Enhancement/Action |
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| | | sentence level. | <p>a quiz after a 2-3 week unit. This quiz will assess student control of sentence boundaries, focusing on run-on sentences and sentence fragments.</p> <p>The quiz will require students to identify/correct run-ons and fragments and to write original sentences free of run-on sentences and fragments.</p> <p>Students will be required to demonstrate competence in the following areas: use of punctuation (periods and commas) and conjunctions (coordinating and subordinating).</p> | | | |
| EWRT 211 | | 1. Clear ability to respond critically to one's own and others' experiences and ideas | | | | |
| | | 1. Clear ability to respond critically to one's own and others' experiences and ideas | <p>We chose to use the portfolio as an assessment standard because it more accurately reflects student growth in reading, writing and critical thinking during the entire course of the quarter as well as demonstrating the students' learning outcomes. The students are able to learn department agreed upon standards for writing and apply them to their own writing, in addition.</p> | <p>Out of 45 students in the two sections of EWRT 211, 15 and 16, 41 students passed. Of the 4 students who failed, two did not turn in portfolios at all and two students were deemed by the team of portfolio unready to take EWRT 1A because of the lack of English proficiency.</p> <p>At least half of the students turned in portfolios that were judged as strongly passing, indicating a high probability that those students will receive a B or better in EWRT 1A.</p> | <p>One area in which the portfolio process could be improved is in a push to have the students turn in all strongly passing work, instead of doing the minimum required to pass a pass/ no pass class.</p> | <p>The students need support in the following areas:</p> <ol style="list-style-type: none"> 1. Better and more access to computers so that have more time to revise under supervision so that they better understand writing as a recursive process. 2. More connection to the EDC and DSS so that the students can take advantage of the services which can enable their success. 3. More connection counselors so that students can get help with the life issues that prevent their successfully completing their work for the course. |

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| | | 1. Clear ability to respond critically to one's own and others' experiences and ideas | We chose to use the portfolio as an assessment standard because it more accurately reflects student growth in reading, writing and critical thinking during the entire course of the quarter as well as demonstrating the students' learning outcomes. The students are able to learn department agreed upon standards for writing and apply them to their own writing, in addition. | <p>Out of 45 students in the two sections of EWRT 211, 15 and 16, 41 students passed. Of the 4 students who failed, two did not turn in portfolios at all and two students were deemed by the team of portfolio unready to take EWRT 1A because of the lack of English proficiency.</p> <p>At least half of the students turned in portfolios that were judged as strongly passing, indicating a high probability that those students will receive a B or better in EWRT 1A.</p> | One area in which the portfolio process could be improved is in a push to have the students turn in all strongly passing work, instead of doing the minimum required to pass a pass/ no pass class. | 4. More well-trained tutors who can help students, particularly ESL and Generation 1.5, with the ongoing sentence-level work and usage problems. |
| | | 1. Clear ability to respond critically to one's own and others' experiences and ideas | We chose to use the portfolio as an assessment standard because it more accurately reflects student growth in reading, writing and critical thinking during the entire course of the quarter as well as demonstrating the students' learning outcomes. The students are able to learn department agreed upon standards for writing and apply them to their own writing, in addition. | <p>Out of 45 students in the two sections of EWRT 211, 15 and 16, 41 students passed. Of the 4 students who failed, two did not turn in portfolios at all and two students were deemed by the team of portfolio unready to take EWRT 1A because of the lack of English proficiency.</p> <p>At least half of the students turned in portfolios that were judged as strongly passing, indicating a high probability that those students will receive a B or better in EWRT 1A.</p> | One area in which the portfolio process could be improved is in a push to have the students turn in all strongly passing work, instead of doing the minimum required to pass a pass/ no pass class. | <p>Will ask for funding of:</p> <p>1. Smart classrooms for all 211 classes.</p> <p>2. More staffing for EDC and DSS.</p> <p>3. More staffing for counseling.</p> <p>4. More tutors for students at risk.</p> <p>5. More staff development for training of tutors.</p> |
| | | 2. Clear sequential relationship between supporting ideas and central argument/controlling idea | | | | |
| | | 2. Clear sequential relationship between supporting ideas and central argument/controlling idea | We chose to use the portfolio as an assessment standard because it more accurately reflects student growth in | Out of 30 students in the one section of EWRT 211, 26 students passed. The grading breakdown was as follows: | To work with other areas of the campus to support students in the following areas: | <p>Request funding for:</p> <p>1. Smart classrooms for all 211 classes.</p> <p>2. More staffing for EDC and</p> |

| Unit Name | Course/Service ID | Student Learning Outcome (SLO) | Assessment Method | Assessment Data Summary | Reflection and Analysis | Enhancement/Action |
|-----------|-------------------|---|--|---|---|---|
| | | | reading, writing and critical thinking during the entire course of the quarter as well as demonstrating the students' learning outcomes. The students are able to learn department agreed upon standards for writing and apply them to their own writing, in addition | Strong Pass 5; Pass 17; Borderline Pass 4; No Pass 4. Historically, students who take EWRT 211 during the spring quarter may possess a weaker skill set to begin the course. This section of students did fall into that pattern. Consequently, the rate of Strong Pass was lower than for the winter sections. | 1. Better and more access to computers so that have more time to revise under supervision so that they better understand writing as a recursive process. 2. More connection to the EDC and DSS so that the students can take advantage of the services which can enable their success. 3. More connection counselors so that students can get help with the life issues that prevent their successfully completing their work for the course. 4. More well-trained tutors who can help students, particularly ESL and Generation 1.5, with the ongoing sentence-level work and usage problems. | DSS. 3. More staffing for counseling. 4. More tutors for students at risk. 5. More staff development for training of tutors. |
| | | 3. Evidence of strong synthesis, argumentation, analysis, and/or problem-solving skills | | | | |
| | | 3. Evidence of strong synthesis, argumentation, analysis, and/or problem-solving skills | We chose to use the portfolio as an assessment standard because it more accurately reflects student growth in reading, writing and critical thinking during the entire course of the quarter as well as demonstrating the students' learning outcomes. The students are able to learn department agreed upon standards for writing and apply them to their own writing, in addition. | Out of 30 students in the one section of EWRT 211, 26 students passed. The grading breakdown was as follows: Strong Pass 5; Pass 17; Borderline Pass 4; No Pass 4. Historically, students who take EWRT 211 during the spring quarter may possess a weaker skill set to begin the course. This section of students did fall into that pattern. Consequently, the rate of Strong Pass was lower than for the winter sections. Some | To work with other areas of the campus to create pathways for student in the following areas: The students need support in the following areas: 1. Better and more access to computers so that have more time to revise under supervision so that they better understand writing as a recursive process. 2. More connection to the EDC | To request funds for: 1. Smart classrooms for all 211 classes. 2. More staffing for EDC and DSS. 3. More staffing for counseling. 4. More tutors for students at risk. 5. More staff development for training of tutors. |

| Unit Name | Course/Service ID | Student Learning Outcome (SLO) | Assessment Method | Assessment Data Summary | Reflection and Analysis | Enhancement/Action |
|--|-------------------|---|--|--|---|---|
| | | 3. Evidence of strong synthesis, argumentation, analysis, and/or problem-solving skills | We chose to use the portfolio as an assessment standard because it more accurately reflects student growth in reading, writing and critical thinking during the entire course of the quarter as well as demonstrating the students' learning outcomes. The students are able to learn department agreed upon standards for writing and apply them to their own writing, in addition. | students also struggled with the level of reading required. Since many of the writing assignments in the course were based upon textual analysis, the wide range of writing performance reflected the lesser reading skills. | and DSS so that the students can take advantage of the services which can enable their success. 3. More connection counselors so that students can get help with the life issues that prevent their successfully completing their work for the course. 4. More well-trained tutors who can help students, particularly ESL and Generation 1.5, with the ongoing sentence-level work and usage problems. | To request funds for: 1. Smart classrooms for all 211 classes. 2. More staffing for EDC and DSS. 3. More staffing for counseling. 4. More tutors for students at risk. 5. More staff development for training of tutors. |
| Dept - (LA) English as a Second Language | ESL 200 | Comprehend, analyze and respond to reading and listening materials. | | | | |
| | | Comprehend, analyze and respond to reading and listening materials. | | | | |
| | | Demonstrate understanding and usage of level-specific grammar and vocabulary in reading, writing, listening and speaking. | | | | |
| | | Demonstrate understanding and usage of level-specific grammar and vocabulary in reading, writing, listening and speaking. | | | | |
| | | Write a group of topic-related sentences using level specific grammar and vocabulary. | | | | |
| | | Write a group of topic-related sentences using level specific grammar and vocabulary. | | | | |
| | ESL 210 | Demonstrate level appropriate communication skills in a | | | | |

| Unit Name | Course/Service ID | Student Learning Outcome (SLO) | Assessment Method | Assessment Data Summary | Reflection and Analysis | Enhancement/Action |
|-----------|-------------------|--|-------------------|-------------------------|-------------------------|--------------------|
| | ESL 210 | conversational setting with speakers of different languages and cultural backgrounds. | | | | |
| | | Demonstrate level appropriate communication skills in a conversational setting with speakers of different languages and cultural backgrounds. | | | | |
| | | Demonstrate the ability to express personal opinions and experiences related to a variety of different cross-cultural topics. | | | | |
| | | Demonstrate the ability to express personal opinions and experiences related to a variety of different cross-cultural topics. | | | | |
| | | Demonstrate the ability to participate actively in unrehearsed and extended conversations. | | | | |
| | | Demonstrate the ability to participate actively in unrehearsed and extended conversations. | | | | |
| | ESL 211 | Demonstrate the ability to listen and respond critically to speakers in a variety of different contexts, such as news programs, talk shows, and films. | | | | |
| | | Demonstrate the ability to listen and respond critically to speakers in a variety of different contexts, such as news programs, talk shows, and films. | | | | |
| | | Demonstrate the ability to listen effectively and supportively to peers in multi-cultural discussions. | | | | |

| Unit Name | Course/Service ID | Student Learning Outcome (SLO) | Assessment Method | Assessment Data Summary | Reflection and Analysis | Enhancement/Action |
|-----------|-------------------|---|-------------------|-------------------------|-------------------------|--------------------|
| | | Demonstrate the ability to listen effectively and supportively to peers in multi-cultural discussions. | | | | |
| | ESL 213 | Demonstrate the ability to recall idioms and expressions and use them in unrehearsed situations. | | | | |
| | | Demonstrate the ability to recall idioms and expressions and use them in unrehearsed situations. | | | | |
| | | Demonstrate the ability to use idioms and expressions in original sentences, dialogues, and in short stories, both orally and in writing. | | | | |
| | | Demonstrate the ability to use idioms and expressions in original sentences, dialogues, and in short stories, both orally and in writing. | | | | |
| | | Recognize Idioms and expressions used commonly in conversation, in print, in films, and on television. | | | | |
| | | Recognize Idioms and expressions used commonly in conversation, in print, in films, and on television. | | | | |
| | ESL 214 | Demonstrate the ability to comprehend and analyze academic reading passages. | | | | |
| | | Demonstrate the ability to comprehend and analyze academic reading passages. | | | | |
| | | Demonstrate the ability to comprehend and respond critically to the key ideas in an academic lecture. | | | | |
| | | Demonstrate the ability to comprehend and respond critically to the key ideas in an | | | | |

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|-----------|-------------------|---|-------------------|-------------------------|-------------------------|--------------------|
| | | academic lecture. | | | | |
| | | Demonstrate the ability to take effective notes on an academic lecture and summarize the content to peers. | | | | |
| | | Demonstrate the ability to take effective notes on an academic lecture and summarize the content to peers. | | | | |
| | ESL 216 | Demonstrate the ability to interact with other readers to gain a wider understanding of the text and to share differing points of view. | | | | |
| | | Demonstrate the ability to interact with other readers to gain a wider understanding of the text and to share differing points of view. | | | | |
| | | Demonstrate the ability to respond critically and personally to an extended text, such as a novel or an autobiography. | | | | |
| | | Demonstrate the ability to respond critically and personally to an extended text, such as a novel or an autobiography. | | | | |
| | ESL 222 | Demonstrate the ability to analyze the main ideas of stories reported by the media. | | | | |
| | | Demonstrate the ability to analyze the main ideas of stories reported by the media. | | | | |
| | | Demonstrate the ability to interact with other readers to understand different opinions and cultural perspectives. | | | | |

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| | | Demonstrate the ability to interact with other readers to understand different opinions and cultural perspectives. | | | | |
| | | Demonstrate the ability to respond to the ideas of a current news topic from a personal point of view. | | | | |
| | | Demonstrate the ability to respond to the ideas of a current news topic from a personal point of view. | | | | |
| | ESL 223 | Demonstrate an appreciation for reading in English by becoming actively engaged in sharing ideas in response to a level appropriate text, such as a short novel or autobiography. | | | | |
| | | Demonstrate an appreciation for reading in English by becoming actively engaged in sharing ideas in response to a level appropriate text, such as a short novel or autobiography. | | | | |
| | | Demonstrate the ability to read extended texts comprehensively without stopping to look up every word. | | | | |
| | | Demonstrate the ability to read extended texts comprehensively without stopping to look up every word. | | | | |
| | ESL 230 | Comprehend the main ideas in a variety of listening contexts, including short television and film clips, songs, and other audio resources. | | | | |
| | | Comprehend the main ideas in a variety of listening contexts, including short television and | | | | |

| Unit Name | Course/Service ID | Student Learning Outcome (SLO) | Assessment Method | Assessment Data Summary | Reflection and Analysis | Enhancement/Action |
|-----------|-------------------|--|--|-------------------------|-------------------------|--------------------|
| | | film clips, songs, and other audio resources. | | | | |
| | | Demonstrate the ability to listen effectively and respond clearly in conversation to both native speakers and speakers of other languages. | | | | |
| | | Demonstrate the ability to listen effectively and respond clearly in conversation to both native speakers and speakers of other languages. | | | | |
| | | Demonstrate the ability to understand and critique American customs as they are compared to the customs of other world cultures. | | | | |
| | | Demonstrate the ability to understand and critique American customs as they are compared to the customs of other world cultures. | | | | |
| | ESL 234 | Comprehend, analyze and respond to reading and listening low-intermediate materials. | | | | |
| | | Comprehend, analyze and respond to reading and listening low-intermediate materials. | ESL 234 faculty met two times as well as kept email correspondence during the spring quarter of 2012. The faculty met in the middle of the spring quarter and again in the last week of instruction in the spring quarter. Due to conflicting teaching schedules, 234 faculty used email correspondence to review the SLOs for ESL 234 and share relevant findings from the assessments. They agreed that the SLOs were a great way to get a better understanding of how students are meeting course | | | |

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| | | Comprehend, analyze and respond to reading and listening low-intermediate materials. | <p>expectations and how to create more opportunities for student success.</p> <p>For the first face-to-face meeting in the middle of the spring quarter, ESL 234 faculty shared rubrics, assessments and some student work. Because ESL 234 is a multi-skill course including listening, speaking, reading, and writing, the faculty agreed to 2 different assessments to assess the different skill areas. One assessment was a reading followed by comprehension and vocabulary questions and a writing component in response to the reading. The other assessment tool was an oral presentation assignment requiring that students work in groups to practice giving presentations and listening to each other's presentations and then present their speech in front of the class. The SLOAC 234 faculty created a rubric for each assessment.</p> <p>At the final meeting, the ESL 234 faculty brought the scored rubrics for each assessment. The faculty discussed the results of each assessment and whether students met the SLOs and ways to improve student success in ESL 234.</p> | | | |
| | | Demonstrate understanding and usage of level-specific grammar and vocabulary in | | | | |

| Unit Name | Course/Service ID | Student Learning Outcome (SLO) | Assessment Method | Assessment Data Summary | Reflection and Analysis | Enhancement/Action |
|-----------|-------------------|---|---|-------------------------|-------------------------|--------------------|
| | | reading, writing, listening and speaking. | | | | |
| | | Demonstrate understanding and usage of level-specific grammar and vocabulary in reading, writing, listening and speaking. | ESL 234 faculty met two times as well as kept email correspondence during the spring quarter of 2012. The faculty met in the middle of the spring quarter and again in the last week of instruction in the spring quarter. Due to conflicting teaching schedules, 234 faculty used email correspondence to review the SLOs for ESL 234 and share relevant findings from the assessments. They agreed that the SLOs were a great way to get a better understanding of how students are meeting course expectations and how to create more opportunities for student success. | | | |
| | | | For the first face-to-face meeting in the middle of the spring quarter, ESL 234 faculty shared rubrics, assessments and some student work. Because ESL 234 is a multi-skill course including listening, speaking, reading, and writing, the faculty agreed to 2 different assessments to assess the different skill areas. One assessment was a reading followed by comprehension and vocabulary questions and a writing component in response to the reading. The other assessment tool was an oral presentation assignment requiring that students work in groups to practice giving presentations and listening to | | | |

| Unit Name | Course/Service ID | Student Learning Outcome (SLO) | Assessment Method | Assessment Data Summary | Reflection and Analysis | Enhancement/Action |
|-----------|-------------------|---|---|-------------------------|-------------------------|--------------------|
| | | Demonstrate understanding and usage of level-specific grammar and vocabulary in reading, writing, listening and speaking. | each other's presentations and then present their speech in front of the class. The SLOAC 234 faculty created a rubric for each assessment. | | | |
| | | Write a group of topic-related sentences using level specific grammar and vocabulary. | | | | |
| | | Write a group of topic-related sentences using level specific grammar and vocabulary. | ESL 234 faculty met two times as well as kept email correspondence during the spring quarter of 2012. The faculty met in the middle of the spring quarter and again in the last week of instruction in the spring quarter. Due to conflicting teaching schedules, 234 faculty used email correspondence to review the SLOs for ESL 234 and share relevant findings from the assessments. They agreed that the SLOs were a great way to get a better understanding of how students are meeting course expectations and how to create more opportunities for student success. | | | |
| | | | For the first face-to-face meeting in the middle of the spring quarter, ESL 234 faculty shared rubrics, assessments and some student work. Because ESL 234 is a multi-skill course including listening, speaking, reading, and writing, the faculty agreed to 2 different assessments to assess the different skill areas. One assessment was a reading followed by comprehension | | | |

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|-----------|-------------------|---|---|-------------------------|-------------------------|--------------------|
| | | Write a group of topic-related sentences using level specific grammar and vocabulary. | and vocabulary questions and a writing component in response to the reading. The other assessment tool was an oral presentation assignment requiring that students work in groups to practice giving presentations and listening to each other's presentations and then present their speech in front of the class. The SLOAC 234 faculty created a rubric for each assessment. | | | |
| | ESL 244 | Comprehend, analyze and respond to reading and listening low-intermediate materials. | | | | |
| | | Comprehend, analyze and respond to reading and listening low-intermediate materials. | | | | |
| | | Demonstrate understanding and usage of level-specific grammar and vocabulary in reading, writing, listening and speaking. | | | | |
| | | Demonstrate understanding and usage of level-specific grammar and vocabulary in reading, writing, listening and speaking. | | | | |
| | | Write a group of topic-related sentences using level specific grammar and vocabulary. | | | | |
| | | Write a group of topic-related sentences using level specific grammar and vocabulary. | | | | |
| | ESL 251 | Demonstrate understanding of essential points of discussions or speeches on selected topics. | | | | |
| | | Demonstrate understanding of essential points of discussions | | | | |

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| | | or speeches on selected topics. | | | | |
| | | Recognize and demonstrate level-appropriate spoken American English in class discussions and speeches on selected topics. | | | | |
| | | Recognize and demonstrate level-appropriate spoken American English in class discussions and speeches on selected topics. | | | | |
| | ESL 252 | Demonstrate comprehension of literal and inferred meaning of level-specific reading materials. | | | | |
| | | Demonstrate comprehension of literal and inferred meaning of level-specific reading materials. | Instructors provided students a 1-page article appropriate for ESL 252. Students wrote a summary of the article as their final exam by paraphrasing the main ideas. Students' summaries were evaluated/assessed using the ESL Departments standardized summary rubric specific to this level. | | | |
| | | Demonstrate understanding and usage of level-specific vocabulary in readings. | | | | |
| | | Demonstrate understanding and usage of level-specific vocabulary in readings. | Instructors provided students a 1-page article appropriate for ESL 252. Students wrote a summary of the article as their final exam by paraphrasing the main ideas. Students' summaries were evaluated/assessed using the ESL Departments standardized summary rubric specific to this level. | | | |
| | | Identify organization and rhetorical modes of extended reading materials. | | | | |

| Unit Name | Course/Service ID | Student Learning Outcome (SLO) | Assessment Method | Assessment Data Summary | Reflection and Analysis | Enhancement/Action |
|-----------|-------------------|---|---|-------------------------|-------------------------|--------------------|
| | | Identify organization and rhetorical modes of extended reading materials. | Instructors provided students a 1-page article appropriate for ESL 252. Students wrote a summary of the article as their final exam by paraphrasing the main ideas. Students' summaries were evaluated/assessed using the ESL Departments standardized summary rubric specific to this level. | | | |
| | | Identify the main and supporting ideas of a level-appropriate text. | | | | |
| | | Identify the main and supporting ideas of a level-appropriate text. | Instructors provided students a 1-page article appropriate for ESL 252. Students wrote a summary of the article as their final exam by paraphrasing the main ideas. Students' summaries were evaluated/assessed using the ESL Departments standardized summary rubric specific to this level. | | | |
| | ESL 253 | Demonstrate understanding and usage of level-specific grammar and vocabulary in writing. | | | | |
| | | Demonstrate understanding and usage of level-specific grammar and vocabulary in writing. | | | | |
| | | Evaluate own writing for rhetorical structure, grammatical correctness, and for clarity by means of revision and editing. | | | | |
| | | Evaluate own writing for rhetorical structure, grammatical correctness, and for clarity by means of revision and editing. | | | | |
| | | Write well developed, single | | | | |

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|-----------|-------------------|--|-------------------|-------------------------|-------------------------|--------------------|
| | | and connected narrative, descriptive, and analytical paragraphs demonstrating level specific grammar and vocabulary in response to reading materials. | | | | |
| | | Write well developed, single and connected narrative, descriptive, and analytical paragraphs demonstrating level specific grammar and vocabulary in response to reading materials. | | | | |
| | ESL 254 | Demonstrate the ability to compare and evaluate American customs from different cultural perspectives in response to the content of American television and films. | | | | |
| | | Demonstrate the ability to compare and evaluate American customs from different cultural perspectives in response to the content of American television and films. | | | | |
| | | Demonstrate the ability to comprehend and respond critically to American television and English language films. | | | | |
| | | Demonstrate the ability to comprehend and respond critically to American television and English language films. | | | | |
| | ESL 260 | Apply the knowledge of the sound system and patterns of spoken English by orally producing level appropriate speech that is intelligible and accurate. | | | | |
| | | Apply the knowledge of the sound system and patterns of spoken English by orally producing level appropriate speech that is intelligible and | | | | |

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| | | accurate. | | | | |
| | | Comprehend and respond appropriately to the patterns of spoken English. | | | | |
| | | Comprehend and respond appropriately to the patterns of spoken English. | | | | |
| | | Demonstrate knowledge of the sound system and patterns of spoken English. | | | | |
| | | Demonstrate knowledge of the sound system and patterns of spoken English. | | | | |
| | | Demonstrate the ability to analyze one's own speech mistakes and correct these mistakes independently. | | | | |
| | | Demonstrate the ability to analyze one's own speech mistakes and correct these mistakes independently. | | | | |
| | ESL 261 | Demonstrate effective speaking skills in a variety of academic settings. | | | | |
| | | Demonstrate effective speaking skills in a variety of academic settings. | | | | |
| | | Demonstrate listening comprehension of a variety of level-specific materials, including academic lectures, newscasts, dialogues and formal speeches by taking notes and answering questions. | | | | |
| | | Demonstrate listening comprehension of a variety of level-specific materials, including academic lectures, newscasts, dialogues and formal speeches by taking notes and answering questions. | | | | |

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|-----------|-------------------|---|-------------------|-------------------------|-------------------------|--------------------|
| | ESL 262 | Demonstrate comprehension of literal and inferred meaning of level-specific academic reading materials and fiction. | | | | |
| | | Demonstrate comprehension of literal and inferred meaning of level-specific academic reading materials and fiction. | | | | |
| | | Demonstrate understanding and usage of level-specific vocabulary in academic readings. | | | | |
| | | Demonstrate understanding and usage of level-specific vocabulary in academic readings. | | | | |
| | | Identify and analyze organization and rhetorical modes of extended reading materials. | | | | |
| | | Identify and analyze organization and rhetorical modes of extended reading materials. | | | | |
| | | Identify the main and supporting ideas of a level-appropriate text. | | | | |
| | | Identify the main and supporting ideas of a level-appropriate text. | | | | |
| | ESL 263 | Evaluate own writing for unity, coherence, clarity and development rhetorical structure and clarity to revise and edit. | | | | |
| | | Evaluate own writing for unity, coherence, clarity and development rhetorical structure and clarity to revise and edit. | | | | |
| | | Write well-developed, single and connected analytical paragraphs demonstrating | | | | |

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|-----------|-------------------|---|-------------------|-------------------------|-------------------------|--------------------|
| | | level-specific grammar and vocabulary in response to reading materials. | | | | |
| | | Write well-developed, single and connected analytical paragraphs demonstrating level-specific grammar and vocabulary in response to reading materials. | | | | |
| | ESL 272 | Demonstrate comprehension of literal and inferred meaning of fiction and nonfiction texts, and identify main and supporting ideas of expository prose. | | | | |
| | | Demonstrate comprehension of literal and inferred meaning of fiction and nonfiction texts, and identify main and supporting ideas of expository prose. | | | | |
| | | Demonstrate critical analysis and evaluation of ideas, persuasive techniques, and/or validity of argument found in readings through responsive writing. | | | | |
| | | Demonstrate critical analysis and evaluation of ideas, persuasive techniques, and/or validity of argument found in readings through responsive writing. | | | | |
| | | Demonstrate in writing understanding and usage of academic vocabulary and language that is relatively free of basic errors. | | | | |
| | | Demonstrate in writing understanding and usage of | | | | |

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| | | academic vocabulary and language that is relatively free of basic errors. | | | | |
| | ESL 273 | Demonstrate level-specific grammar, sentence structures and vocabulary in writing. | | | | |
| | | Demonstrate level-specific grammar, sentence structures and vocabulary in writing. | | | | |
| | | Evaluate own writing for rhetorical structure and clarity by means of revision and editing. | | | | |
| | | Evaluate own writing for rhetorical structure and clarity by means of revision and editing. | | | | |
| | | Write well-developed essays that analyze and synthesize main ideas and differing viewpoints from a variety of academic reading materials. | | | | |
| | | Write well-developed essays that analyze and synthesize main ideas and differing viewpoints from a variety of academic reading materials. | | | | |
| | ESL 274 | Analyze and use English grammar, usage and mechanics for correctness in writing for various academic purposes. | | | | |
| | | Analyze and use English grammar, usage and mechanics for correctness in writing for various academic purposes. | | | | |
| | | Critically read, discuss, and analyze various genres and analytically respond in writing. | | | | |
| | | Critically read, discuss, and analyze various genres and analytically respond in writing. | | | | |

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| | | Evaluate own writing to edit and proofread effectively. | | | | |
| | | Evaluate own writing to edit and proofread effectively. | | | | |
| ESL 5 | | Analyze and evaluate college-level fiction & nonfiction texts. | | | | |
| | | Analyze and evaluate college-level fiction & nonfiction texts. | The ESL 5 SLOAC team consisted of both full-time and part-time faculty teaching this course. We had a total of three meetings. In the first meeting, we reviewed the SLOs and course objectives on the course outline for ESL 5; shared materials (textbooks, packets, novels), types of assignments, and rubrics (the department's ESL 5 Rubric, as well as individual ones developed for specific assignments). In the second meeting, we decided that we would use the final exam essays for assessment and the Department's ESL 5 Rubric as assessment tool. We agreed that the final exam would be an in-class essay that required students to analyze, synthesize texts/readings and to express ideas with sentence variety. Each instructor on the team would bring a set of final exam samples on high pass (A/B+), pass (C), (low pass (C-/D), and no pass (F), along with the final exam prompt and materials that helped team members to assess the samples. In the third meeting, we traded papers and read one another's sets of samples, assigned grade and wrote brief comments on each | For instructors who brought in their final exam samples, only one instructor met the target of eighty-percent of students passing. The others did not. | Design assignments for analysis and synthesis of text-based materials. Students could bring personal experience and reflections to the tasks of text-based assignments. Provide opportunities for students to practice the skills of integrating academic sources. Require these skills in every assignment in a progressive manner?from one to two sources in beginning assignments to multiple works in the research paper assigned towards the end of the quarter. To improve reading skills: Design tasks, such as journal writing to summarize and reflect on the main ideas in the reading, for students to practice and demonstrate their skills in interacting with texts. Explore the use of theme-based assignments, which make it easier for students to acquire skills in analysis, synthesis, and critical in-depth thinking. For example, a food-based curriculum that involves journal writing, field trips, and the reading of texts or articles that approach the topic from different perspectives, ranging from cultural, psychological, social, to political. | More practices on skills of paraphrasing and synthesizing materials. Embed small bits of research-based components in each assignment. Explore a theme-based approach in course materials and assignments. Among instructors: Standardize assignments by providing models and trading assignments. For grammar points: More instruction on parallelism, noun clauses, relative clauses, and transitions. Arrange library orientations conducted by reference librarians to equip students with research skills. Planned actions: Need smart classrooms and computer labs for Internet access and writing practices during class time. Identify students with lower language proficiency early and send them to ESL 274 or WRC for tutors. Bring class to WRC in the first two weeks to familiarize students with their services. Use Catalyst to enhance teaching. |

| Unit Name | Course/Service ID | Student Learning Outcome (SLO) | Assessment Method | Assessment Data Summary | Reflection and Analysis | Enhancement/Action |
|-----------|-------------------|--|---|--|---|---|
| | | Analyze and evaluate college-level fiction & nonfiction texts. | paper. Then, we proceeded to discuss if students met the SLO standards, if the assessment was reliable and valid, and if the instructional aspects of the course could be improved. | For instructors who brought in their final exam samples, only one instructor met the target of eighty-percent of students passing. The others did not. | Design assignments for analysis and synthesis of text-based materials. Students could bring personal experience and reflections to the tasks of text-based assignments. Provide opportunities for students to practice the skills of integrating academic sources. Require these skills in every assignment in a progressive manner?from one to two sources in beginning assignments to multiple works in the research paper assigned towards the end of the quarter. To improve reading skills: Design tasks, such as journal writing to summarize and reflect on the main ideas in the reading, for students to practice and demonstrate their skills in interacting with texts. Explore the use of theme-based assignments, which make it easier for students to acquire skills in analysis, synthesis, and critical in-depth thinking. For example, a food-based curriculum that involves journal writing, field trips, and the reading of texts or articles that approach the topic from different perspectives, ranging from cultural, psychological, social, to political. | More practices on skills of paraphrasing and synthesizing materials. Embed small bits of research-based components in each assignment. Explore a theme-based approach in course materials and assignments. Among instructors: Standardize assignments by providing models and trading assignments. For grammar points: More instruction on parallelism, noun clauses, relative clauses, and transitions. Arrange library orientations conducted by reference librarians to equip students with research skills. Planned actions: Need smart classrooms and computer labs for Internet access and writing practices during class time. Identify students with lower language proficiency early and send them to ESL 274 or WRC for tutors. Bring class to WRC in the first two weeks to familiarize students with their services. Use Catalyst to enhance teaching. |
| | | Apply research skills and documentation conventions in citing sources. | | | | |
| | | Apply research skills and documentation conventions in | The ESL 5 SLOAC team consisted of both full-time and | For instructors who brought in their final exam samples, only | Design assignments for analysis and synthesis of text- | More practices on skills of paraphrasing and synthesizing |

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| | | citing sources. | part-time faculty teaching this course. We had a total of three meetings. In the first meeting, we reviewed the SLOs and course objectives on the course outline for ESL 5; shared materials (textbooks, packets, novels), types of assignments, and rubrics (the department's ESL 5 Rubric, as well as individual ones developed for specific assignments). In the second meeting, we decided that we would use the final exam essays for assessment and the Department's ESL 5 Rubric as assessment tool. We agreed that the final exam would be an in-class essay that required students to analyze, synthesize texts/readings and to express ideas with sentence variety. Each instructor on the team would bring a set of final exam samples on high pass (A/B+), pass (C), (low pass (C-/D), and no pass (F), along with the final exam prompt and materials that helped team members to assess the samples. In the third meeting, we traded papers and read one another's sets of samples, assigned grade and wrote brief comments on each paper. Then, we proceeded to discuss if students met the SLO standards, if the assessment was reliable and valid, and if the instructional aspects of the course could be improved. | one instructor met the target of eighty-percent of students passing. The others did not. | <p>based materials. Students could bring personal experience and reflections to the tasks of text-based assignments.</p> <p>Provide opportunities for students to practice the skills of integrating academic sources. Require these skills in every assignment in a progressive manner from one to two sources in beginning assignments to multiple works in the research paper assigned towards the end of the quarter.</p> <p>To improve reading skills: Design tasks, such as journal writing to summarize and reflect on the main ideas in the reading, for students to practice and demonstrate their skills in interacting with texts.</p> <p>Explore the use of theme-based assignments, which make it easier for students to acquire skills in analysis, synthesis, and critical in-depth thinking. For example, a food-based curriculum that involves journal writing, field trips, and the reading of texts or articles that approach the topic from different perspectives, ranging from cultural, psychological, social, to political.</p> | <p>materials. Embed small bits of research-based components in each assignment. Explore a theme-based approach in course materials and assignments. Among instructors: Standardize assignments by providing models and trading assignments. For grammar points: More instruction on parallelism, noun clauses, relative clauses, and transitions. Arrange library orientations conducted by reference librarians to equip students with research skills.</p> <p>Planned actions: Need smart classrooms and computer labs for Internet access and writing practices during class time. Identify students with lower language proficiency early and send them to ESL 274 or WRC for tutors. Bring class to WRC in the first two weeks to familiarize students with their services. Use Catalyst to enhance teaching.</p> |

| Unit Name | Course/Service ID | Student Learning Outcome (SLO) | Assessment Method | Assessment Data Summary | Reflection and Analysis | Enhancement/Action |
|-----------|-------------------|---|---|--|---|--|
| | | Demonstrate college-level grammar, sentence structure, and vocabulary in writing. | | | | |
| | | Demonstrate college-level grammar, sentence structure, and vocabulary in writing. | The ESL 5 SLOAC team consisted of both full-time and part-time faculty teaching this course. We had a total of three meetings. In the first meeting, we reviewed the SLOs and course objectives on the course outline for ESL 5; shared materials (textbooks, packets, novels), types of assignments, and rubrics (the department's ESL 5 Rubric, as well as individual ones developed for specific assignments). In the second meeting, we decided that we would use the final exam essays for assessment and the Department's ESL 5 Rubric as assessment tool. We agreed that the final exam would be an in-class essay that required students to analyze, synthesize texts/readings and to express ideas with sentence variety. Each instructor on the team would bring a set of final exam samples on high pass (A/B+), pass (C), (low pass (C-/D), and no pass (F), along with the final exam prompt and materials that helped team members to assess the samples. In the third meeting, we traded papers and read one another's sets of samples, assigned grade and wrote brief comments on each paper. Then, we proceeded to discuss if students met the SLO standards, if the assessment was reliable and | For instructors who brought in their final exam samples, only one instructor met the target of eighty-percent of students passing. The others did not. | <p>Design assignments for analysis and synthesis of text-based materials. Students could bring personal experience and reflections to the tasks of text-based assignments.</p> <p>Provide opportunities for students to practice the skills of integrating academic sources. Require these skills in every assignment in a progressive manner?from one to two sources in beginning assignments to multiple works in the research paper assigned towards the end of the quarter.</p> <p>To improve reading skills: Design tasks, such as journal writing to summarize and reflect on the main ideas in the reading, for students to practice and demonstrate their skills in interacting with texts.</p> <p>Explore the use of theme-based assignments, which make it easier for students to acquire skills in analysis, synthesis, and critical in-depth thinking. For example, a food-based curriculum that involves journal writing, field trips, and the reading of texts or articles that approach the topic from different perspectives, ranging from cultural, psychological, social, to political.</p> | <p>Design assignments for analysis and synthesis of text-based materials. Students could bring personal experience and reflections to the tasks of text-based assignments.</p> <p>Provide opportunities for students to practice the skills of integrating academic sources. Require these skills in every assignment in a progressive manner?from one to two sources in beginning assignments to multiple works in the research paper assigned towards the end of the quarter. To improve reading skills: Design tasks, such as journal writing to respond and reflect on the main ideas in the reading, to demonstrate their skills in interacting with texts. Explore the use of theme-based assignments, which make it easier for students to acquire skills in analysis, synthesis, and critical in-depth thinking. For example, a food-based curriculum that involves journal writing, field trips, and the reading of texts or articles that approach the topic from different aspects ranging from cultural, psychological, social, to political.</p> <p>Planned actions: Need smart classrooms and computer labs for Internet access and writing practices during class time. Identify students with lower language proficiency early and</p> |

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|-----------|-------------------|---|--|--|---|--|
| | | Demonstrate college-level grammar, sentence structure, and vocabulary in writing. | valid, and if the instructional aspects of the course could be improved. | For instructors who brought in their final exam samples, only one instructor met the target of eighty-percent of students passing. The others did not. | <p>Design assignments for analysis and synthesis of text-based materials. Students could bring personal experience and reflections to the tasks of text-based assignments.</p> <p>Provide opportunities for students to practice the skills of integrating academic sources. Require these skills in every assignment in a progressive manner?from one to two sources in beginning assignments to multiple works in the research paper assigned towards the end of the quarter.</p> <p>To improve reading skills: Design tasks, such as journal writing to summarize and reflect on the main ideas in the reading, for students to practice and demonstrate their skills in interacting with texts.</p> <p>Explore the use of theme-based assignments, which make it easier for students to acquire skills in analysis, synthesis, and critical in-depth thinking. For example, a food-based curriculum that involves journal writing, field trips, and the reading of texts or articles that approach the topic from different perspectives, ranging from cultural, psychological, social, to political.</p> | send them to ESL 274 or WRC for tutors. Bring class to WRC in the first two weeks to familiarize students with their services. Use Catalyst to enhance teaching. |
| | | Write well-developed expository and argumentative essays based on personal experience, critical responses | | | | |

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|-----------|-------------------|--|---|--|---|--|
| | | to readings, and research materials. | | | | |
| | | Write well-developed expository and argumentative essays based on personal experience, critical responses to readings, and research materials. | The ESL 5 SLOAC team consisted of both full-time and part-time faculty teaching this course. We had a total of three meetings. In the first meeting, we reviewed the SLOs and course objectives on the course outline for ESL 5; shared materials (textbooks, packets, novels), types of assignments, and rubrics (the department's ESL 5 Rubric, as well as individual ones developed for specific assignments). In the second meeting, we decided that we would use the final exam essays for assessment and the Department's ESL 5 Rubric as assessment tool. We agreed that the final exam would be an in-class essay that required students to analyze, synthesize texts/readings and to express ideas with sentence variety. Each instructor on the team would bring a set of final exam samples on high pass (A/B+), pass (C), (low pass (C-/D), and no pass (F), along with the final exam prompt and materials that helped team members to assess the samples. In the third meeting, we traded papers and read one another's sets of samples, assigned grade and wrote brief comments on each paper. Then, we proceeded to discuss if students met the SLO standards, if the assessment was reliable and valid, and if the instructional | For instructors who brought in their final exam samples, only one instructor met the target of eighty-percent of students passing. The others did not. | <p>Design assignments for analysis and synthesis of text-based materials. Students could bring personal experience and reflections to the tasks of text-based assignments.</p> <p>Provide opportunities for students to practice the skills of integrating academic sources. Require these skills in every assignment in a progressive manner?from one to two sources in beginning assignments to multiple works in the research paper assigned towards the end of the quarter.</p> <p>To improve reading skills: Design tasks, such as journal writing to summarize and reflect on the main ideas in the reading, for students to practice and demonstrate their skills in interacting with texts.</p> <p>Explore the use of theme-based assignments, which make it easier for students to acquire skills in analysis, synthesis, and critical in-depth thinking. For example, a food-based curriculum that involves journal writing, field trips, and the reading of texts or articles that approach the topic from different perspectives, ranging from cultural, psychological, social, to political.</p> | <p>More practices on skills of paraphrasing and synthesizing materials. Embed small bits of research-based components in each assignment. Explore a theme-based approach for course materials and assignments. Among instructors: Standardize assignments by providing models and trading assignments. For grammar points: More instruction on parallelism, noun clauses, relative clauses, and transitions. Arrange library orientations conducted by reference librarians to equip students with research skills. Planned actions: Need smart classrooms and computer labs for Internet access and writing practices during classes. Identify students with less language proficiency early and send them to ESL 274 or WRC for tutors. Bring class to WRC in the first two weeks to familiarize students with their services. Use Catalyst to enhance teaching.</p> <p>Planned actions: Need smart classrooms and computer labs for Internet access and writing practices during class time. Identify students with lower language proficiency early and send them to ESL 274 or WRC for tutors. Bring class to WRC in the first two weeks to familiarize students with their services. Use Catalyst to enhance teaching.</p> |

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|-----------|-------------------|--|--|--|---|--|
| | | Write well-developed expository and argumentative essays based on personal experience, critical responses to readings, and research materials. | aspects of the course could be improved. | For instructors who brought in their final exam samples, only one instructor met the target of eighty-percent of students passing. The others did not. | <p>Design assignments for analysis and synthesis of text-based materials. Students could bring personal experience and reflections to the tasks of text-based assignments.</p> <p>Provide opportunities for students to practice the skills of integrating academic sources. Require these skills in every assignment in a progressive manner?from one to two sources in beginning assignments to multiple works in the research paper assigned towards the end of the quarter.</p> <p>To improve reading skills: Design tasks, such as journal writing to summarize and reflect on the main ideas in the reading, for students to practice and demonstrate their skills in interacting with texts.</p> <p>Explore the use of theme-based assignments, which make it easier for students to acquire skills in analysis, synthesis, and critical in-depth thinking. For example, a food-based curriculum that involves journal writing, field trips, and the reading of texts or articles that approach the topic from different perspectives, ranging from cultural, psychological, social, to political.</p> | <p>More practices on skills of paraphrasing and synthesizing materials. Embed small bits of research-based components in each assignment. Explore a theme-based approach for course materials and assignments. Among instructors: Standardize assignments by providing models and trading assignments. For grammar points: More instruction on parallelism, noun clauses, relative clauses, and transitions. Arrange library orientations conducted by reference librarians to equip students with research skills. Planned actions: Need smart classrooms and computer labs for Internet access and writing practices during classes. Identify students with less language proficiency early and send them to ESL 274 or WRC for tutors. Bring class to WRC in the first two weeks to familiarize students with their services. Use Catalyst to enhance teaching.</p> <p>Planned actions: Need smart classrooms and computer labs for Internet access and writing practices during class time. Identify students with lower language proficiency early and send them to ESL 274 or WRC for tutors. Bring class to WRC in the first two weeks to familiarize students with their services. Use Catalyst to enhance teaching.</p> |

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|-----------|-------------------|--|---|---|--|---|
| | ESL 6 | academic vocabulary in writing. | | | | |
| | | Demonstrate correct grammar, sentence structure, and academic vocabulary in writing. | ESL 6, the highest level of writing class in the ESL program, is offered once a year in the spring quarter. One full-time faculty member (Clara Lam) has been the sole instructor teaching this course for the past fifteen years. For the ESL 6 SLOAC, two other faculty members (one full-time and one part-time) who teach ESL 5, the previous level, were invited to participate in the assessment. A total of two meetings were held. In the first meeting, we reviewed the ESL 6 SLOs and green sheet, and came to an agreement that we would use the in-class final exam essay as the assessment tool. Because the final exam was based on a lengthy article, team members were emailed the article, exam prompt, and a set of four sample essays on high pass (A/B+), pass (C), (low pass (C-/D), and no pass (F), ahead of time. In the second meeting, we reviewed the rubric that the ESL 6 instructor brought in and agreed that it covers all the essential elements (critical thinking, argumentation strategies, sentence variety, and grammar accuracy) for assessing the samples. Except for one essay, all three instructors were in total agreement on the grade assigned to each of the samples. For the essay in question, one ESL 5 instructor thought that it should score | Over 80 percent of the students passed the final exam with a C or better grade. | Extensive practices on skills of paraphrasing sources and integrating quotes. Embed small bits of research-based components in each assignment. Speed up the return of papers back to students so that they can benefit from the instructor's feedback before they begin the next assignment. For writing and critical thinking skills: Focus on thesis statement, topic sentences, and reflection of ideas at different levels: personal, cultural, social, environmental, and political. Arrange multiple library orientations conducted by reference librarians to equip students with research skills. For grammar: Focus instruction on parallelism, verb tenses, and subject-verb agreement. Arrange multiple library orientations conducted by reference librarians to equip students with research skills. | Provide opportunities for students to practice the skills of integrating academic sources. Require these skills in every assignment in a progressive manner?from one to two sources in beginning assignments to multiple works in the research paper assigned towards the end of the quarter. Improve reading skills by designing tasks, such as journal writing, for students to respond and reflect on the main ideas in the reading to demonstrate their skills in interacting with texts. Planned actions: Need smart classrooms and computer labs for Internet access and writing practices during class time. Identify students with lower language proficiency early and send them to WRC for tutors. Bring class to WRC in the first two weeks to familiarize students with their services. Use Catalyst to enhance teaching. |

| Unit Name | Course/Service ID | Student Learning Outcome (SLO) | Assessment Method | Assessment Data Summary | Reflection and Analysis | Enhancement/Action |
|-----------|-------------------|--|--|--|--|---|
| | | Demonstrate correct grammar, sentence structure, and academic vocabulary in writing. | higher than the grade given by the ESL 6 instructor. The question was resolved after the instructors engaged themselves in a discussion on their respective rationales for their grades. | Over 80 percent of the students passed the final exam with a C or better grade. | Extensive practices on skills of paraphrasing sources and integrating quotes. Embed small bits of research-based components in each assignment. Speed up the return of papers back to students so that they can benefit from the instructor's feedback before they begin the next assignment. For writing and critical thinking skills: Focus on thesis statement, topic sentences, and reflection of ideas at different levels: personal, cultural, social, environmental, and political. Arrange multiple library orientations conducted by reference librarians to equip students with research skills. For grammar: Focus instruction on parallelism, verb tenses, and subject-verb agreement. Arrange multiple library orientations conducted by reference librarians to equip students with research skills. | Provide opportunities for students to practice the skills of integrating academic sources. Require these skills in every assignment in a progressive manner?from one to two sources in beginning assignments to multiple works in the research paper assigned towards the end of the quarter. Improve reading skills by designing tasks, such as journal writing, for students to respond and reflect on the main ideas in the reading to demonstrate their skills in interacting with texts. Planned actions: Need smart classrooms and computer labs for Internet access and writing practices during class time. Identify students with lower language proficiency early and send them to WRC for tutors. Bring class to WRC in the first two weeks to familiarize students with their services. Use Catalyst to enhance teaching. |
| | | Develop analytical, interpretive, and integrative reading skills in readings that reflect multiple forms of diversity. | | | | |
| | | Develop analytical, interpretive, and integrative reading skills in readings that reflect multiple forms of diversity. | ESL 6, the highest level of writing class in the ESL program, is offered once a year in the spring quarter. One full-time faculty member (Clara Lam) has been the sole instructor teaching this course for the past fifteen years. For the ESL 6 SLOAC, two other faculty members (one full-time | Over 80 percent of the students passed the in-class final exam with a C or better grade. | Extensive practices on skills of paraphrasing sources and integrating quotes. Embed small bits of research-based components in each assignment. Speed up the return of papers back to students so that they can benefit from the instructor's feedback before they begin | Provide opportunities for students to practice the skills of integrating academic sources. Require these skills in every assignment in a progressive manner?from one to two sources in beginning assignments to multiple works in the research paper assigned towards the end of the quarter. |

| Unit Name | Course/Service ID | Student Learning Outcome (SLO) | Assessment Method | Assessment Data Summary | Reflection and Analysis | Enhancement/Action |
|-----------|-------------------|--|---|--|---|---|
| | | Develop analytical, interpretive, and integrative reading skills in readings that reflect multiple forms of diversity. | and one part-time) who teach ESL 5, the previous level, were invited to participate in the assessment. A total of two meetings were held. In the first meeting, we reviewed the ESL 6 SLOs and green sheet, and came to an agreement that we would use the in-class final exam essay as the assessment tool. Because the final exam was based on a lengthy article, team members were emailed the article, exam prompt, and a set of four sample essays on high pass (A/B+), pass (C), (low pass (C-/D), and no pass (F), ahead of time. In the second meeting, we reviewed the rubric that the ESL 6 instructor brought in and agreed that it covers all the essential elements (critical thinking, argumentation strategies, sentence variety, and grammar accuracy) for assessing the samples. Except for one essay, all three instructors were in total agreement on the grade assigned to each of the samples. For the essay in question, one ESL 5 instructor thought that it should score higher than the grade given by the ESL 6 instructor. The question was resolved after the instructors engaged themselves in a discussion on their respective rationales for their grades. | Over 80 percent of the students passed the in-class final exam with a C or better grade. | the next assignment. For writing and critical thinking skills: Focus on thesis statement, topic sentences, and reflection of ideas at different levels: personal, cultural, social, environmental, and political. Arrange multiple library orientations conducted by reference librarians to equip students with research skills. For grammar: Focus instruction on parallelism, verb tenses, and subject-verb agreement. | <p>Improve reading skills by designing tasks, such as journal writing, for students to respond and reflect on the main ideas in the reading to demonstrate their skills in interacting with texts.</p> <p>Planned actions: Need smart classrooms and computer labs for Internet access and writing practices during class time. Identify students with lower language proficiency early and send them to WRC for tutors. Bring class to WRC in the first two weeks to familiarize students with their services. Use Catalyst to enhance teaching.</p> |
| | | Write well developed, analytical essays based on critical readings of literary texts and research. | | | | |

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| Dept - (LA) Journalism and Mass Communication | JOUR 2 | Analyze and critique the impact of mass media and the controversies and biases inherent in legal and ethical aspects of the media. | | | | |
| | | Analyze and critique the impact of mass media and the controversies and biases inherent in legal and ethical aspects of the media. | | | | |
| | | Demonstrate knowledge of the history, operation and culture of different forms of mass | | | | |

| Unit Name | Course/Service ID | Student Learning Outcome (SLO) | Assessment Method | Assessment Data Summary | Reflection and Analysis | Enhancement/Action |
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| | | media. | | | | |
| | | Demonstrate knowledge of the history, operation and culture of different forms of mass media. | | | | |
| | | Explain and illustrate the basic facets of communication theory. | | | | |
| | | Explain and illustrate the basic facets of communication theory. | | | | |
| | | Investigate career opportunities in the mass media. | | | | |
| | | Investigate career opportunities in the mass media. | | | | |
| | JOUR 21A | Demonstrate the use of ethical principles in reporting a news story. | | | | |
| | | Demonstrate the use of ethical principles in reporting a news story. | | | | |
| | | Evaluate and access sources to report a multi-source news story and develop it for publication in print or online. | | | | |
| | | Evaluate and access sources to report a multi-source news story and develop it for publication in print or online. | | | | |
| | | Judge and rank characteristics of a news story. | | | | |
| | | Judge and rank characteristics of a news story. | | | | |
| | | Synthesize important details to create the lead for a news story. | | | | |
| | | Synthesize important details to create the lead for a news story. | | | | |
| | JOUR | Appraise and critique feature | | | | |

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|-----------|-------------------|---|---|-------------------------|-------------------------|--------------------|
| | 21B | stories for originality, sourcing and writing style. | | | | |
| | | Appraise and critique feature stories for originality, sourcing and writing style. | | | | |
| | | Illustrate how to present feature stories in non-print formats. | | | | |
| | | Illustrate how to present feature stories in non-print formats. | | | | |
| | | Produce opinion and critique stories using students' own observations and sourcing. | | | | |
| | | Produce opinion and critique stories using students' own observations and sourcing. | | | | |
| | | Report and construct original multi-source feature stories including incorporating ethical principles and defending the use of sources. | | | | |
| | | Report and construct original multi-source feature stories including incorporating ethical principles and defending the use of sources. | | | | |
| | JOUR 61 | Construct news, feature and opinion pieces for a print newspaper and at least one electronic medium. | | | | |
| | | Construct news, feature and opinion pieces for a print newspaper and at least one electronic medium. | | | | |
| | | Demonstrate judgement of what makes a news story and how to go about gathering information. | | | | |
| | | Demonstrate judgement of what makes a news story and how to go about gathering information. | Review news stories in students' portfolios to evaluate news values and use of sources. | | | |

| Unit Name | Course/Service ID | Student Learning Outcome (SLO) | Assessment Method | Assessment Data Summary | Reflection and Analysis | Enhancement/Action |
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| | | Develop a portfolio of work suitable for publication in a newspaper or for a news organization Web site. | | | | |
| | | Develop a portfolio of work suitable for publication in a newspaper or for a news organization Web site. | | | | |
| | JOUR 62 | Demonstrate the ability to complete assignments within specified deadlines. | | | | |
| | | Demonstrate the ability to complete assignments within specified deadlines. | | | | |
| | | Develop content for a media outlet, suitable for publication or presentation. | | | | |
| | | Develop content for a media outlet, suitable for publication or presentation. | | | | |
| | JOUR 63 | Demonstrate an understanding of a newspaper's business operations. | | | | |
| | | Demonstrate an understanding of a newspaper's business operations. | | | | |
| | | Demonstrate the process of how to work with an advertising client. | | | | |
| | | Demonstrate the process of how to work with an advertising client. | | | | |
| | | Design and produce an advertisement. | | | | |
| | | Design and produce an advertisement. | | | | |
| | JOUR 77W | Special Projects - These are projects that students propose and carry through with lab supervision, but not classroom instruction (FYI - no load) | | | | |

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| | | Special Projects - These are projects that students propose and carry through with lab supervision, but not classroom instruction (FYI - no load) | | | | |
| | JOUR 78W | The student chooses the topic and it's a traditional class. Past topics: Sports journalism, careers in writing, the image of the journalist in popular culture. | | | | |
| | | The student chooses the topic and it's a traditional class. Past topics: Sports journalism, careers in writing, the image of the journalist in popular culture. | | | | |
| Dept - (LA) Language Arts | LART 200 | 1. Students will recognize and generate effective writing at the sentence level. | | | | |
| | | 1. Students will recognize and generate effective writing at the sentence level. | A survey of all FALL 2011 LART 200 students. | <p>Assessment Data Summary:</p> <p>Pre-Survey Results: 95% of students reported lacking confidence in their writing skills. Over 70% of students reported lacking confidence in grammar concepts and their ability to write sentences clearly.</p> <p>Post-Survey Results: 90% of students reported being more confident in their writing ability, but over 30% reported a desire to learn more about grammar and sentence level writing.</p> | <p>Reflection and Analysis:</p> <p>The SLO team felt encouraged that students were gaining confidence in their writing, but the team was concerned about the students who were still desiring more instruction on grammar and sentence level writing. ?The team would like to know whether the desire comes from being more aware of grammar and sentence structure or a continued lack of awareness. ?The team was also interested in surveying instructors to see how they are teaching sentence level grammar.</p> | <p>Enhancement/Action:</p> <p>1.To tweak the survey language to ask specifically about their confidence with grammar in the pre and post survey 2.To add a question to the survey to ask which grammar concerns they had at the beginning and which they had at the end. 3.To do a faculty focus group on how grammar is taught in their 200 classroom. 4.To offer faculty ?Best Practices Workshops? on teaching grammar to 200 level students.</p> |
| | | 2. Students will demonstrate knowledge and aptitude with | | | | |

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| | | the writing process in order to convey focused, developed ideas in paragraph form. | | | | |
| | | 2. Students will demonstrate knowledge and aptitude with the writing process in order to convey focused, developed ideas in paragraph form. | <p>Assessment Method:</p> <p>The English department decided to survey students at the beginning of the quarter and the end of the quarter to assess their confidence in writing focused paragraphs. The pre-test was administered in week 1 of the Fall 2011 quarter to all students taking EWRT 200 and the post-test was administered week 11 of the Fall 2012 quarter to all students taking EWRT 200. The survey questions that assessed their confidence were: ?How confident are you in writing skills? and ?what writing skills do you want to work on??</p> | <p>Assessment Data Summary:</p> <p>Pre-Survey Results: 95% of students reported that they lacked confidence in their ability to write paragraphs, essays, and sentences. However, the question ?What Writing Skills Do You Want to Work On? revealed that zero students wanted to work on their paragraphing skills; instead, the students mostly reported that they wanted help with essay structure and grammar.</p> <p>Post-Survey Results: The Post-Survey results revealed that 90% of students were more confident in their writing abilities at the end of the quarter. However, they reported that they felt their essays were stronger, but they did not identify their paragraphs as getting stronger.</p> | <p>Reflection and Analysis:</p> <p>The SLO team was pleased that students were reporting a higher confidence in their writing skills at the end of the quarter, but the team felt that the data revealed a disconnect between students? ability to recognize progress in their writing of essays as being connected to their paragraphing skills.</p> | <p>Enhancement/Action:</p> <p>The SLO team decided that the survey should be tweaked for the 2012-2013 school year to specifically ask about the students? paragraphing skills and whether the students felt that their paragraphs were contributing to their writing of essays.</p> |
| | | 2. Students will demonstrate knowledge and aptitude with the writing process in order to convey focused, developed ideas in paragraph form. | <p>Assessment Method:</p> <p>The English department decided to survey students at the beginning of the quarter and the end of the quarter to assess their confidence in writing focused paragraphs. The pre-test was administered in week 1 of the Fall 2011 quarter to all students taking EWRT 200 and the post-test</p> | <p>Assessment Data Summary:</p> <p>Pre-Survey Results: 95% of students reported that they lacked confidence in their ability to write paragraphs, essays, and sentences. However, the question ?What Writing Skills Do You Want to Work On? revealed that zero students wanted to work on their paragraphing skills;</p> | <p>Reflection and Analysis:</p> <p>The SLO team was pleased that students were reporting a higher confidence in their writing skills at the end of the quarter, but the team felt that the data revealed a disconnect between students? ability to recognize progress in their writing of essays as being connected to their</p> | <p>The SLO team also felt that staff development was needed for EWRT 200 instructors to norm them on the terms they should be stressing in their class, as well as the connection between parts of writing e.g. sentences and paragraphs and the product of writing e.g. an essay.</p> |

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| | | 2. Students will demonstrate knowledge and aptitude with the writing process in order to convey focused, developed ideas in paragraph form. | was administered week 11 of the Fall 2012 quarter to all students taking EWRT 200. The survey questions that assessed their confidence were: ?How confident are you in writing skills? and ?what writing skills do you want to work on?? | <p>instead, the students mostly reported that they wanted help with essay structure and grammar.</p> <p>Post-Survey Results:</p> <p>The Post-Survey results revealed that 90% of students were more confident in their writing abilities at the end of the quarter. However, they reported that they felt their essays were stronger, but they did not identify their paragraphs as getting stronger.</p> | <p>paragraphing skills.</p> <p>The SLO team also felt that staff development was needed for EWRT 200 instructors to norm them on the terms they should be stressing in their class, as well as the connection between parts of writing e.g. sentences and paragraphs and the product of writing e.g. an essay.</p> | |
| | | 3. Students will demonstrate ability through writing to approach and interact confidently with a variety of texts | | | | |
| | | 3. Students will demonstrate ability through writing to approach and interact confidently with a variety of texts | The English department decided to survey students at the beginning of the quarter and the end of the quarter to assess their confidence interacting with a variety of tests. The pre-test was administered in week 1 of the Fall 2011 quarter to all students taking LART 200 and the post-test was administered week 11 of the Fall 2012 quarter to all students taking LART 200. The survey questions that assessed their confidence were: ?How confident are you in reading skills? and ?what reading skills do you want to work on?? | <p>Assessment Data Summary:</p> <p>The pre-survey data did reveal that 90% of students lacked confidence in their reading abilities and reported a desire to work on vocabulary, reading analytically, and 20% of students wanted to learn how to use quotes better.</p> <p>The post-survey revealed that 90% of LART 200 Students were more confident in their reading abilities, but 20% revealed that they now lacked confidence in using quotes in their writing.</p> | The survey data revealed that, while students were being exposed to a variety of text and gaining confidence in their reading abilities, they were not making the connection between the reading and their writing. Instead, the 20% who reported lacking confidence in their abilities to use quotes/text in their essays made the SLO assessment team realize their might be a flaw in the SLO and how teachers were incorporating that into their classes. | We feel that the question was not specific enough to get at the students? confidence in using texts within their writing, so the department will review and potentially re-write the SLO and the course outline to better gauge the students? ability to use a variety of texts in their writing e.g. non-fiction, fiction, visual, etc. Then, re-survey the students with a more specific question |
| | | 4.Students will demonstrate the ability to decide on the use | | | | |

| Unit Name | Course/Service ID | Student Learning Outcome (SLO) | Assessment Method | Assessment Data Summary | Reflection and Analysis | Enhancement/Action |
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| | | of appropriate reading strategies to improve reading comprehension. | | | | |
| | | 4.Students will demonstrate the ability to decide on the use of appropriate reading strategies to improve reading comprehension. | <p>For the past year, our department has worked with the English department to create a linked Reading and Writing portfolio for the 200 level. The purpose of this was to increase the success rates of students moving from 200 to English 1A. For the reading side of the portfolio, we included: a reading and writing reflective paper, a textual response paper, a vocabulary paragraph, and a tutoring report. These items were chosen by the Reading Department during the Spring 2011 retreat, where we also created a rubric with which to evaluate the portfolio.</p> <p>Students were given the grading rubric prior to turning in their portfolio so as to increase their understanding of the portfolio process. The portfolios were graded holistically according to the following categories: students' literal knowledge and comprehension of the reading, their application of specific reading strategies, their analysis of text, and their vocabulary knowledge, comprehension, and application.</p> <p>Within these categories, we evaluated students using the following scale: no pass, pass, and strong pass. The LART 200 Reading and Writing</p> | <p>Students performed well on the application of specific strategies with 55% pass, 40% strong pass, and only 5% no pass. They also performed well on the literal knowledge and comprehension of the reading with 60% pass, 30% strong pass, and 10% no pass. In analysis of text, they performed less well but still were strong: 50% pass, 30% strong pass, and 20% no pass. In vocabulary, students scored 60% pass, 30% strong pass, and 10% no pass.</p> | <p>Students' strong responses on this assessment reflect the success of the portfolio process. Currently, approximately 35% of students who test into 200 go onto complete ENG 1A. The purpose of the portfolio is to increase this number by building connections between reading and writing so that students have transferable skills for success. The portfolio reinforces the notion that reading and writing are processes which take practice and reflection. Consequently, rather than giving up, students persist with their reading and writing assignments by continuing to revise and make them better. This is evident in the section students performed best, choosing and appropriate strategy, because after much practice with this process, they were able to perform this successfully with only 5% not mastering the skill.</p> | <p>Since the 200 portfolio was a pilot this year, we suggest that the portfolio be implemented in all sections of EWRT and READ 200 so as to continue and build on this success rate. Much like the EWRT 211 portfolio, this will ensure that more students successfully make it to ENG 1A while also maintaining department standards.</p> |

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| | | 4.Students will demonstrate the ability to decide on the use of appropriate reading strategies to improve reading comprehension. | instructors met at the end of the quarter to share and evaluate portfolios. | Students performed well on the application of specific strategies with 55% pass, 40% strong pass, and only 5% no pass. They also performed well on the literal knowledge and comprehension of the reading with 60% pass, 30% strong pass, and 10% no pass. In analysis of text, they performed less well but still were strong: 50% pass, 30% strong pass, and 20% no pass. In vocabulary, students scored 60% pass, 30% strong pass, and 10% no pass. | Students' strong responses on this assessment reflect the success of the portfolio process. Currently, approximately 35% of students who test into 200 go onto complete ENG 1A. The purpose of the portfolio is to increase this number by building connections between reading and writing so that students have transferable skills for success. The portfolio reinforces the notion that reading and writing are processes which take practice and reflection. Consequently, rather than giving up, students persist with their reading and writing assignments by continuing to revise and make them better. This is evident in the section students performed best, choosing and appropriate strategy, because after much practice with this process, they were able to perform this successfully with only 5% not mastering the skill. | Since the 200 portfolio was a pilot this year, we suggest that the portfolio be implemented in all sections of EWRT and READ 200 so as to continue and build on this success rate. Much like the EWRT 211 portfolio, this will ensure that more students successfully make it to ENG 1A while also maintaining department standards. |
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| | | 4. Students will demonstrate the ability to decide on the use of appropriate reading strategies to improve reading comprehension. | <p>Department during the Spring 2011 retreat, where we also created a rubric with which to evaluate the portfolio.</p> <p>Students were given the grading rubric prior to turning in their portfolio so as to increase their understanding of the portfolio process. The portfolios were graded holistically according to the following categories: students' literal knowledge and comprehension of the reading, their application of specific reading strategies, their analysis of text, and their vocabulary knowledge, comprehension, and application.</p> <p>Within these categories, we evaluated students using the following scale: no pass, pass, and strong pass. The LART 200 Reading and Writing instructors met at the end of the quarter to share and evaluate portfolios.</p> | Students performed well on the application of specific strategies with 55% pass, 40% strong pass, and only 5% no pass. They also performed well on the literal knowledge and comprehension of the reading with 60% pass, 30% strong pass, and 10% no pass. In analysis of text, they performed less well but still were strong: 50% pass, 30% strong pass, and 20% no pass. In vocabulary, students scored 60% pass, 30% strong pass, and 10% no pass. | and reflection. Consequently, rather than giving up, students persist with their reading and writing assignments by continuing to revise and make them better. This is evident in the section students performed best, choosing and appropriate strategy, because after much practice with this process, they were able to perform this successfully with only 5% not mastering the skill. | To enable the longevity of the portfolio process, we suggest that the division and the college sponsor staff development workshops on the portfolio process so as to introduce faculty to the portfolio process and ensure proper implementation. |
| | LART 211 | 2. Students will demonstrate knowledge of a clear sequential relationship between supporting ideas and central argument/controlling ideas in their writing and reading | | | | |
| | | 2. Students will demonstrate knowledge of a clear sequential relationship between supporting ideas and | | | | |

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| | | central argument/controlling ideas in their writing and reading | | | | |
| | | 1. Students will demonstrate a clear ability to respond critically to one's own and others' experiences and ideas in writing | | | | |
| | | 1. Students will demonstrate a clear ability to respond critically to one's own and others' experiences and ideas in writing | We expected students, on average, to achieve 70% or better on this assessment. | | | |
| | | 3. Students will defend a choice of meaning of vocabulary words appropriate to context. | | | | |
| | | 3. Students will defend a choice of meaning of vocabulary words appropriate to context. | Students were given a college level expository newspaper article titled?He Wails for the World by Ben Fong-Torres. We chose this article as a department because the subject matter was engaging for students since it is about popular rock icon, Carlos Santana. We underlined ten academic words for students to apply and comprehend the definitions of in context. The results of this assessment were shared among the LART 211 teachers. | | | |
| | | 4.Students will show evidence of strong synthesis, argumentation, analysis, and/or problem-solving skills in their writing. | | | | |
| | | 4.Students will show evidence of strong synthesis, argumentation, analysis, and/or problem-solving skills in | | | | |

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|-----------|-------------------|--|--|--|---|---|
| | | their writing. | | | | |
| | | 5. Students will demonstrate the ability to critique and analyze readings. | | | | |
| | | 5. Students will demonstrate the ability to critique and analyze readings. | During their midterm exam, students were given a college level expository newspaper article. After reading and annotating the article, students were asked to write a summary paragraph. Prior to the exam, students were given a rubric to help guide them in writing a successful summary. We chose summary writing because it requires literal comprehension as well as analysis of the hierarchy of ideas. We designed the rubric specifically to assess the components of a summary: main idea, identifying and organizing supporting details, quoting and paraphrasing, length, concluding sentence, and proofreading. Students were graded on a scale of no pass, pass, and strong pass. The LART 211 Reading instructors met to share results. | In writing a main idea, student's scored lowest with 50% pass, 25% strong pass, and 25% no pass. Students' responses were highest in identifying and organizing, supporting details with 70% receiving pass scores, 20% strong pass, and 10% no pass. Students also scored well on length with 50% receiving pass scores, 30% strong pass, and 10% no pass. In proofreading, students scored 50% pass, 35% strong pass, and 15% no pass. | In sharing our results, we determined that students' difficulty with creating the main idea illustrates a problem in distinguishing between writing a summary paragraph and writing an expository essay. In an expository essay, students must begin with a hook or attention grabber; however, the first sentence of a summary must be the main idea, which includes the author's name, article title, and the author's opinion on the topic. Approximately 70% of the students who did not pass the main idea did so because they included an attention grabber before their main idea. This suggests that the reading and writing teachers must include more specific instructions on the differences between expository and summary writing. On the other hand, we theorized that students performed well on identifying and organizing supporting details, length, concluding sentence, and proofreading because they were in a linked class, in which both the Reading and the English teacher were reinforcing the material for students. We would like to perform this assessment in a stand alone READ 211 class to determine | Due to students' success on this assessment, which we attribute to the nature of the linked Reading/Writing format, we suggest that continued work be made to grow the LinC program and increase the number of LARTS. A joint Reading and Writing retreat would also help continue to build partnerships and success between Reading and Writing. |

| Unit Name | Course/Service ID | Student Learning Outcome (SLO) | Assessment Method | Assessment Data Summary | Reflection and Analysis | Enhancement/Action |
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| | | 5. Students will demonstrate the ability to critique and analyze readings. | During their midterm exam, students were given a college level expository newspaper article. After reading and annotating the article, students were asked to write a summary paragraph. Prior to the exam, students were given a rubric to help guide them in writing a successful summary. We chose summary writing because it requires literal comprehension as well as analysis of the hierarchy of ideas. We designed the rubric specifically to assess the components of a summary: main idea, identifying and organizing supporting details, | In writing a main idea, student's scored lowest with 50% pass, 25% strong pass, and 25% no pass. Students' responses were highest in identifying and organizing, supporting details with 70% receiving pass scores, 20% strong pass, and 10% no pass. Students also scored well on length with 50% receiving pass scores, 30% strong pass, and 10% no pass. In proofreading, students scored 50% pass, 35% strong pass, and 15% no pass. | In sharing our results, we determined that students' difficulty with creating the main idea illustrates a problem in distinguishing between writing a summary paragraph and writing an expository essay. In an expository essay, students must begin with a hook or attention grabber; however, the first sentence of a summary must be the main idea, which includes the author's name, article title, and the author's opinion on the topic. Approximately 70% of the students who did not pass the main idea did so because they included an attention | In the future, the Reading and Writing instructors will work to more explicitly instruct students in the difference between summary and expository writing so that they do not include attention grabbers in their summary paragraphs. We will do so providing students with example summary paragraphs from previous classes. |

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| | | 5. Students will demonstrate the ability to critique and analyze readings. | quoting and paraphrasing, length, concluding sentence, and proofreading. Students were graded on a scale of no pass, pass, and strong pass. The LART 211 Reading instructors met to share results. | In writing a main idea, student's scored lowest with 50% pass, 25% strong pass, and 25% no pass. Students' responses were highest in identifying and organizing, supporting details with 70% receiving pass scores, 20% strong pass, and 10% no pass. Students also scored well on length with 50% receiving pass scores, 30% strong pass, and 10% no pass. In proofreading, students scored 50% pass, 35% strong pass, and 15% no pass. | grabber before their main idea. This suggests that the reading and writing teachers must include more specific instructions on the differences between expository and summary writing. On the other hand, we theorized that students performed well on identifying and organizing supporting details, length, concluding sentence, and proofreading because they were in a linked class, in which both the Reading and the English teacher were reinforcing the material for students. We would like to perform this assessment in a stand alone READ 211 class to determine if students do just as well when they are not taking a writing class. | In the future, the Reading and Writing instructors will work to more explicitly instruct students in the difference between summary and expository writing so that they do not include attention grabbers in their summary paragraphs. We will do so providing students with example summary paragraphs from previous classes. |
| Dept - (LA) Reading | READ 70 | Students will appraise the levels of support for an author's main idea. | | | | |
| | | Students will appraise the levels of support for an author's main idea. | | | | |
| | | Students will decide the most appropriate meta-cognitive reading process for a reading. | | | | |
| | READ 200 | Students will decide the most appropriate meta-cognitive reading process for a reading. | | | | |
| | | Students will decide on the use of appropriate reading strategies to improve reading comprehension. | | | | |
| | | Students will decide on the use of appropriate reading strategies to improve reading | Our department used a editorial article from The New York Times, entitled, | The students met the outcome at the basic literal comprehension and | We discussed our finding that of the higher level critical analysis of author's thesis | The reading department will review their course curriculum and see if and when each |

| Unit Name | Course/Service ID | Student Learning Outcome (SLO) | Assessment Method | Assessment Data Summary | Reflection and Analysis | Enhancement/Action |
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| | | comprehension. | "Message to Muslims: I'm Sorry" by Nicolas Kristof. Because the level of reading was originally too high for the college level, William Turner revised the document for the appropriate reading level. Also, Turner created an reading comprehension test of six questions that ranged from basic comprehension to synthesis. Students were also assessed on the types of strategies they used to approach, read and understand the article. | understanding fact and opinion level. In this area, students scored between 87% - 97% which is mastery level. 82% of the students scored 70% and above to apply appropriate reading strategies to a basic comprehension task | using inferential comprehension, cause and effect, awareness of author's audience is weaker. For critical analysis using inference and cause and effect, students scored from 66% - 74%. Students are stronger in literal comprehension than inferential comprehension even at week 8 of the quarter. | teacher will start teaching reading materials that will include readings that require inferential comprehension. More time is needed for teachers to meet together to discuss this very important level and course for entering students who need the most support. |
| READ 211 | | Students will critique readings. | | | | |
| | | Students will critique readings. | During convocation day, we met as a department and decided to perform another SLOAC cycle on our READ 211 course. In our previous assessment, which occurred in Spring 2010, we gave students a college level article from The New York Times, and we asked them to write a reading response to it, which was graded on evaluation, synthesis, and analysis. Because students had difficulty with this article, we revised our assessment method this time to better target our students' skills. We asked students to write a double-entry journal, also known as a dialectical journal, on an expository, college-level text. In a double-entry journal, students choose quotes to write in the left column, and they write their responses to | | | |

| Unit Name | Course/Service ID | Student Learning Outcome (SLO) | Assessment Method | Assessment Data Summary | Reflection and Analysis | Enhancement/Action |
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| | | Students will critique readings. | <p>the quotes in the right column. As a department, we devised a rubric with which to grade the journals. We gave this rubric to students before they completed the task so as promote their understanding of the task. The rubric included a five-point scale, with five being the best score, and 1 being the worst. A five score indicated synthesis, a four interpretation, a three simple paraphrase, a two minimal word changes, and a one verbatim repetition. We met as a department to review the student responses.</p> | | | |
| | | Students will critique readings. | Editorial article at college level from The New York Times, Reading response prompt and rubric. We met as a department to draft the reading prompt to engage readers in a critical response. We designed the rubric specifically to assess the components of critical reading: analysis, evaluation and synthesis from the student responses. We met as a department to review the student responses, the article and the assessment tool. | Students' responses were highest in Evaluation with 45% adequate. In Synthesis, 40% of the responses were adequate. In Analysis, only 27% were adequate. Between 12-14% of our students scored strong on analysis, evaluation and synthesis. | Student responses reflect the difficulty of the reading which is rated at the level of English 1A and beyond. We were pleased with students ability to synthesize the material (to come up with one or more new ideas based on the reading). We understand that our students need more work in analysis, which is most likely the most difficult aspect of reading for them. We would like to sample this same assessment in an English 1A course to make a comparison since students should be able to analyze this level of reading more effectively. We will administer the same reading prompt and rubric with a reading at the developmental level to determine if the scores improve. We were aware that the reading we selected is difficult, but we also value reader response, and we believe that students use | We suggest that there are more opportunities for reading instructors to discuss teaching analysis, evaluation and synthesis in the classroom. We would like part time instructors to receive stipends. We also are interested in videotaping reading teachers and classes involved in critical reading and to receive neutral feedback. |

| Unit Name | Course/Service ID | Student Learning Outcome (SLO) | Assessment Method | Assessment Data Summary | Reflection and Analysis | Enhancement/Action |
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| | | Students will critique readings. | Editorial article at college level from The New York Times, Reading response prompt and rubric. We met as a department to draft the reading prompt to engage readers in a critical response. We designed the rubric specifically to assess the components of critical reading: analysis, evaluation and synthesis from the student responses. We met as a department to review the student responses, the article and the assessment tool. | Students' responses were highest in Evaluation with 45% adequate. In Synthesis, 40% of the responses were adequate. In Analysis, only 27% were adequate. Between 12-14% of our students scored strong on analysis, evaluation and synthesis. | Student responses reflect the difficulty of the reading which is rated at the level of English 1A and beyond. We were pleased with students ability to synthesize the material (to come up with one or more new ideas based on the reading). We understand that our students need more work in analysis, which is most likely the most difficult aspect of reading for them. We would like to sample this same assessment in an English 1A course to make a comparison since students should be able to analyze this level of reading more effectively. We will administer the same reading prompt and rubric with a reading at the developmental level to determine if the scores improve. We were aware that the reading we selected is difficult, but we also value reader response, and we believe that students use analysis, evaluation and synthesis more effectively | We will focus on analysis more in our classes and introduce and reinforce additional reading strategies (i.e., charts, graphic organizers, patterns of organization, notetaking, defending analyses, etc.) |

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| | | Students will defend choice of meaning of vocabulary words appropriate to context. | | | | |
| | | Students will defend choice of meaning of vocabulary words appropriate to context. | We agreed upon a reading that is at the appropriate level for Read 211 students from the New York Times. The college level reading had at least 10 academic words with contextual information that students could use to understand the meaning of the words. | We tallied our results to find that the highest number of students (21) scored 67% on the vocabulary assessment (i.e., reading an article and answering a multiple choice series of questions on vocabulary definitions). Although 21 students scored 67%, 22 students scored between 73-84%, definitely a passing score. Overall, 63 students scored below 70% on the assessment. 37 students scored over 70% on the assessment. | <p>This assessment proved the need for more vocabulary instruction in Read 211. With the loss of the Readiness labs, we hope to create a new co requisite course to improve vocabulary acquisition and development, since vocabulary is key to successful reading comprehension.</p> <p>Vocabulary instruction is a significant part of the READ 211 curriculum, but it cannot dominate the course outline, so we need to put in place additional vocabulary instruction.</p> <p>Students often comment in person, on diagnostics, in reading autobiographies, and on student information sheets,</p> | Our SLO indicates that we need further reading instruction, i.e., supplemental instruction or an additional course offering. |

| Unit Name | Course/Service ID | Student Learning Outcome (SLO) | Assessment Method | Assessment Data Summary | Reflection and Analysis | Enhancement/Action |
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| | | Students will defend choice of meaning of vocabulary words appropriate to context. | We agreed upon a reading that is at the appropriate level for Read 211 students from the New York Times. The college level reading had at least 10 academic words with contextual information that students could use to understand the meaning of the words. | We tallied our results to find that the highest number of students (21) scored 67% on the vocabulary assessment (i.e., reading an article and answering a multiple choice series of questions on vocabulary definitions). Although 21 students scored 67%, 22 students scored between 73-84%, definitely a passing score. Overall, 63 students scored below 70% on the assessment. 37 students scored over 70% on the assessment. | that vocabulary is the area they most want improvement on. So, more vocabulary instruction is warranted. | Our SLO indicates that we need further reading instruction, i.e., supplemental instruction or an additional course offering. |
| | | Students will defend choice of meaning of vocabulary words appropriate to context. | We agreed upon a reading that is at the appropriate level for Read 211 students from the New York Times. The college level reading had at least 10 academic words with contextual information that students could use to understand the meaning of the words. | We tallied our results to find that the highest number of students (21) scored 67% on the vocabulary assessment (i.e., reading an article and answering a multiple choice series of questions on vocabulary definitions). Although 21 students scored 67%, 22 students scored between 73-84%, definitely a passing score. Overall, 63 students scored below 70% on the assessment. 37 students scored over 70% on the assessment. | <p>This assessment proved the need for more vocabulary instruction in Read 211. With the loss of the Readiness labs, we hope to create a new co requisite course to improve vocabulary acquisition and development, since vocabulary is key to successful reading comprehension.</p> <p>Vocabulary instruction is a significant part of the READ 211 curriculum, but it cannot dominate the course outline, so we need to put in place additional vocabulary instruction.</p> <p>Students often comment in person, on diagnostics, in reading autobiographies, and on student information sheets, that vocabulary is the area they most want improvement on. So, more vocabulary instruction is warranted.</p> | We will share best practices on the teaching of vocabulary. We will seek approval on a new vocabulary (1 unit) course. We may investigate a vocabulary portfolio for Read 211 classes. |

| Unit Name | Course/Service ID | Student Learning Outcome (SLO) | Assessment Method | Assessment Data Summary | Reflection and Analysis | Enhancement/Action |
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| (LA) Speech Communication | 1 | reflect on the effectiveness of presentations to provide positive, growth-producing feedback. | | | | |
| | | Collaborate with peers to reflect on the effectiveness of presentations to provide positive, growth-producing feedback. | Peer feedback forms. | | | |
| | | Demonstrate effective listening skills. | | | | |
| | | Demonstrate effective listening skills. | Listening Habits Questionnaire (industry standard measure) to assess changes in empathic listening, active listening, and critical listening skills. | Listening habits improved from pre- to post-. Important highlights include: 1. 41% of respondents to the Pre-Listening Habits survey were ?very great? or ?great? in using open-ended questions to initiate and expand the discussion, while 59% of respondents to the Post-Listening Habits survey were ?very great? or ?great? in using open-ended questions to initiate and expand the discussion. 2)69% of respondents to the Pre-Listening Habits survey were ?very great? or ?great? in maintaining eye contact while the other person is speaking, while 78% of respondents to the Post-Listening Habits survey were ?very great? or ?great? in maintaining eye contact whilethe other person is speaking. 3) 72% of respondents to the Pre-Listening Habits survey were ?very great? or ?great? in encouraging dialogue by sending signals that show they are genuinely interested in what the other person is saying, while 80% of | Department assessment for 2011-2012 focused on listening improvement in the contexts of interpersonal, group, and public contexts.. With the support of institutional research, we surveyed all speech students to measure listening habits using existing Fran Rees industry standard Listening Habits Questionnaire. Listening habits improved from pre- to post-. We found most useful from this assessment the activities/assignments/teaching methods students found most helped them to improve their listening habits and skills including giving peer critiques/feedback, formulating and asking questions after speeches, and active listening activities. | Faculty will share best practices for helping students improve listening habits and skills during opening day meetings. |

| Unit Name | Course/Service ID | Student Learning Outcome (SLO) | Assessment Method | Assessment Data Summary | Reflection and Analysis | Enhancement/Action |
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| | | Demonstrate effective listening skills. | Listening Habits Questionnaire (industry standard measure) to assess changes in empathic listening, active listening, and critical listening skills. | respondents to the Post-Listening Habits survey were ?very great? or ?great? in encouraging dialogue by sending signals that show they are genuinely interested in what the other person is saying. 4) 48% of respondents to the Pre-Listening Habits survey were ?very great? or ?great? in avoiding turning the conversation away from the speaker onto themselves, while 63% of respondents to the Post-Listening Habits survey were ?very great? or ?great? in avoiding turning the conversation away from the speaker onto themselves. 5) 46% of respondents to the Pre-Listening Habits survey were ?very great? or ?great? in periodically check their understanding by restating in their own words what was said, while 60% of respondents to the Post-Listening Habits survey were ?very great? or ?great? in periodically check their understanding by restating in their own words what was said. | Department assessment for 2011-2012 focused on listening improvement in the contexts of interpersonal, group, and public contexts.. With the support of institutional research, we surveyed all speech students to measure listening habits using existing Fran Rees industry standard Listening Habits Questionnaire. Listening habits improved from pre- to post-. We found most useful from this assessment the activities/assignments/teaching methods students found most helped them to improve their listening habits and skills including giving peer critiques/feedback, formulating and asking questions after speeches, and active listening activities. | Faculty will share best practices for helping students improve listening habits and skills during opening day meetings. |
| | | Develop original, organized informative and persuasive presentations that are personalized to the audience, developed with an effective plan and purpose, and uses information supported with quality sources that are accurately documented during the speech and in speech outlines. | | | | |

| Unit Name | Course/Service ID | Student Learning Outcome (SLO) | Assessment Method | Assessment Data Summary | Reflection and Analysis | Enhancement/Action |
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| | | Develop original, organized informative and persuasive presentations that are personalized to the audience, developed with an effective plan and purpose, and uses information supported with quality sources that are accurately documented during the speech and in speech outlines. | Faculty will select from the following assessments: Outline (longitudinal) assessments, performance rubrics assessing speech organization, content and delivery. | | | |
| | | Display increasing confidence in speaking extemporaneously. | | | | |
| | | Display increasing confidence in speaking extemporaneously. | PRCA-24 (industry standard measure) to assess changes in levels of communication apprehension in interpersonal, group, and public contexts from beginning to end of course for all oral communication courses in our program. | Communication apprehension decreased from pre- to post- both for group work and giving a speech. Some of the most commonly listed activities/assignments that helped students to reduce communication apprehension include group activities (listed most often), getting to know everyone, impromptu speeches, giving multiple speeches in front of the class, peer and instructor feedback, lots of practice. | Communication apprehension greatly influences student success in presenting ideas in interpersonal, group, and public contexts. This is common knowledge in our discipline. What we found most useful from this assessment are the measures that are most successful at reducing communication apprehension, including get acquainted activities, improv, group impromptus, outline peer review, and group presentations. | |
| | SPCH 10 | Demonstrate effective listening skills appropriate for interpersonal, group, and public speaking contexts including empathic listening, active listening, and critical listening. | | | | |
| | | Demonstrate effective listening skills appropriate for interpersonal, group, and public speaking contexts including empathic listening, active listening, and critical listening. | Listening Habits Questionnaire (industry standard measure) to assess changes in empathic listening, active listening, and critical listening skills. | Listening habits improved from pre- to post-. Important highlights include: 1. 41% of respondents to the Pre-Listening Habits survey were ?very great? or ?great? in using open-ended questions to initiate and expand the | Students demonstrated marked improvement in empathic listening, active listening, and critical listening skills. What we found most useful from these assessments are the measures that are most | Faculty will share best practices for helping students improve listening habits at 2012-2013 opening day meetings. |

| Unit Name | Course/Service ID | Student Learning Outcome (SLO) | Assessment Method | Assessment Data Summary | Reflection and Analysis | Enhancement/Action |
|-----------|-------------------|---|--|---|---|--|
| | | Demonstrate effective listening skills appropriate for interpersonal, group, and public speaking contexts including empathic listening, active listening, and critical listening. | Listening Habits Questionnaire (industry standard measure) to assess changes in empathic listening, active listening, and critical listening skills. | <p>discussion, while 59% of respondents to the Post-Listening Habits survey were ?very great? or ?great? in using open-ended questions to initiate and expand the discussion.</p> <p>2)69% of respondents to the Pre-Listening Habits survey were ?very great? or ?great? in maintaining eye contact while the other person is speaking, while 78% of respondents to the Post-Listening Habits survey were ?very great? or ?great? in maintaining eye contact whilethe other person is speaking.</p> <p>3) 72% of respondents to the Pre-Listening Habits survey were ?very great? or ?great? in encouraging dialogue by sending signals that show they are genuinely interested in what the other person is saying, while 80% of respondents to the Post-Listening Habits survey were ?very great? or ?great? in encouraging dialogue by sending signals that show they are genuinely interested in what the other person is saying.</p> <p>4) 48% of respondents to the Pre-Listening Habits survey were ?very great? or ?great? in avoiding turning the conversation away from the speaker onto themselves, while 63% of respondents to the Post-Listening Habits survey were ?very great? or ?great? in avoiding turning the conversation away from the</p> | successful at helping students improve listening skills, including active listening exercises, having to formulate and ask questions after speeches, peer critiques/feedback after speeches, and group discussions. All full-time and part-time faculty have found the Listening Habits Questionnaire a useful measure. Results provide a basis for department-level collaboration, reflection, and planning. Based on results of this assessment, department faculty have shared best-practices at department meetings, opening days/SLO convocation, department retreats, and via e-mail for helping students improve listening habits. | Faculty will share best practices for helping students improve listening habits at 2012-2013 opening day meetings. |

| Unit Name | Course/Service ID | Student Learning Outcome (SLO) | Assessment Method | Assessment Data Summary | Reflection and Analysis | Enhancement/Action |
|-----------|-------------------|---|---|--|--|--|
| | | Demonstrate effective listening skills appropriate for interpersonal, group, and public speaking contexts including empathic listening, active listening, and critical listening. | Listening Habits Questionnaire (industry standard measure) to assess changes in empathic listening, active listening, and critical listening skills. | speaker onto themselves. 5) 46% of respondents to the Pre-Listening Habits survey were "very great" or "great" in periodically check their understanding by restating in their own words what was said, while 60% of respondents to the Post-Listening Habits survey were "very great" or "great" in periodically check their understanding by restating in their own words what was said. | Students demonstrated marked improvement in empathic listening, active listening, and critical listening skills. What we found most useful from these assessments are the measures that are most successful at helping students improve listening skills, including active listening exercises, having to formulate and ask questions after speeches, peer critiques/feedback after speeches, and group discussions. All full-time and part-time faculty have found the Listening Habits Questionnaire a useful measure. Results provide a basis for department-level collaboration, reflection, and planning. Based on results of this assessment, department faculty have shared best-practices at department meetings, opening days/SLO convocation, department retreats, and via e-mail for helping students improve listening habits. | Faculty will share best practices for helping students improve listening habits at 2012-2013 opening day meetings. |
| | | Display increasing confidence in ability to use a range of speaking, listening, and collaboration skills. | | | | |
| | | Display increasing confidence in ability to use a range of speaking, listening, and collaboration skills. | PRCA-24 (industry standard measure) to assess changes in levels of communication apprehension in interpersonal, group, and public contexts from beginning to end of course for all oral communication courses in our program. | | | |

| Unit Name | Course/Service ID | Student Learning Outcome (SLO) | Assessment Method | Assessment Data Summary | Reflection and Analysis | Enhancement/Action |
|-----------|-------------------|--|---|--|---|--|
| | | Organize, compose, present, and critically evaluate informative and persuasive presentations appropriate in content and style to the audience and situation. | | | | |
| | | Organize, compose, present, and critically evaluate informative and persuasive presentations appropriate in content and style to the audience and situation. | Faculty will select from the following assessments: Outline (longitudinal) assessments, performance rubrics assessing speech organization, content and delivery. | | | |
| SPCH 15 | | Demonstrate critical listening and comprehension skills. | | | | |
| | | Demonstrate critical listening and comprehension skills. | Listening Habits Questionnaire (industry standard measure) to assess changes in empathic listening, active listening, and critical listening skills. | Listening habits improved from pre- to post-. Important highlights include: 1. 41% of respondents to the Pre-Listening Habits survey were ?very great? or ?great? in using open-ended questions to initiate and expand the discussion, while 59% of respondents to the Post-Listening Habits survey were ?very great? or ?great? in using open-ended questions to initiate and expand the discussion. 2)69% of respondents to the Pre-Listening Habits survey were ?very great? or ?great? in maintaining eye contact while the other person is speaking, while 78% of respondents to the Post-Listening Habits survey were ?very great? or ?great? in maintaining eye contact whilethe other person is speaking. 3) 72% of respondents to the Pre-Listening Habits survey were ?very great? or ?great? in encouraging dialogue by | Listening habits improved from pre- to post- assessment. We found most useful the activities/assignments that most helped students improve their critical listening and comprehension skills including group discussion activities geared specifically to listening improvement, and practice giving critical feedback on speeches and group presentations. | Faculty will share best practices to help students improve critical listening and comprehension skills at 2012-2013 opening day department meetings. |

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|-----------|-------------------|---|--|---|---|--|
| | | Demonstrate critical listening and comprehension skills. | Listening Habits Questionnaire (industry standard measure) to assess changes in empathic listening, active listening, and critical listening skills. | <p>sending signals that show they are genuinely interested in what the other person is saying, while 80% of respondents to the Post-Listening Habits survey were ?very great? or ?great? in encouraging dialogue by sending signals that show they are genuinely interested in what the other person is saying. 4) 48% of respondents to the Pre-Listening Habits survey were ?very great? or ?great? in avoiding turning the conversation away from the speaker onto themselves, while 63% of respondents to the Post-Listening Habits survey were ?very great? or ?great? in avoiding turning the conversation away from the speaker onto themselves. 5) 46% of respondents to the Pre-Listening Habits survey were ?very great? or ?great? in periodically check their understanding by restating in their own words what was said, while 60% of respondents to the Post-Listening Habits survey were ?very great? or ?great? in periodically check their understanding by restating in their own words what was said.</p> | Listening habits improved from pre- to post- assessment. We found most useful the activities/assignments that most helped students improve their critical listening and comprehension skills including group discussion activities geared specifically to listening improvement, and practice giving critical feedback on speeches and group presentations. | Faculty will share best practices to help students improve critical listening and comprehension skills at 2012-2013 opening day department meetings. |
| | | Develop, present, and critically evaluate informative and persuasive group presentations that are personalized to the audience, organized with an effective plan and purpose, and use information supported with quality sources that are | | | | |

| Unit Name | Course/Service ID | Student Learning Outcome (SLO) | Assessment Method | Assessment Data Summary | Reflection and Analysis | Enhancement/Action |
|-----------|-------------------|--|--------------------------------|--|--|---|
| | | accurately documented during the presentations and outlines. | | | | |
| | | Develop, present, and critically evaluate informative and persuasive group presentations that are personalized to the audience, organized with an effective plan and purpose, and use information supported with quality sources that are accurately documented during the presentations and outlines. | | | | |
| | | Display increasing confidence in ability to use a range of models and methods for problem solving, decision making, and collaborating. | | | | |
| | | Display increasing confidence in ability to use a range of models and methods for problem solving, decision making, and collaborating. | PRCA-24 | | | |
| | SPCH 16 | Demonstrate effective listening skills appropriate for interpersonal contexts including empathic listening, active listening, and critical listening. | | | | |
| | | Demonstrate effective listening skills appropriate for interpersonal contexts including empathic listening, active listening, and critical listening. | Listening Habits Questionnaire | Overall listening habits improved from pre- to post-. Important highlights: 1) 69% of respondents to the Pre-Listening Habits survey were ?very great? or ?great? in maintaining eye contact while the other person is speaking, while 78% of respondents to the Post-Listening Habits survey were ?very great? or ?great? in maintaining eye contact while the other person is speaking. 2) 72% of respondents to the | Department assessment for 2011-2012 focused on listening improvement in the contexts of interpersonal, group, and public contexts.. With the support of institutional research, we surveyed all speech students to measure listening habits using existing Fran Rees industry standard Listening Habits Questionnaire. Listening habits improved from pre- to post-. We found most useful from this assessment the | Faculty will share best practices for helping students improve listening habits and skills at opening day meetings. |

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|-----------|-------------------|---|---|---|--|--|
| | | Demonstrate effective listening skills appropriate for interpersonal contexts including empathic listening, active listening, and critical listening. | Listening Habits Questionnaire | Pre-Listening Habits survey were ?very great? or ?great? in encouraging dialogue by sending signals that show they are genuinely interested in what the other person is saying, while 80% of respondents to the Post-Listening Habits survey were ?very great? or ?great? in encouraging dialogue by sending signals that show they are genuinely interested in what the other person is saying. 3) 48% of respondents to the Pre-Listening Habits survey were ?very great? or ?great? in avoiding turning the conversation away from the speaker onto themselves, while 63% of respondents to the Post-Listening Habits survey were ?very great? or ?great? in avoiding turning the conversation away from the speaker onto themselves. | activities/assignments/teaching methods students found most helped them to improve their listening habits and skills including giving peer critiques/feedback, formulating and asking questions after speeches, and active listening activities. | Faculty will share best practices for helping students improve listening habits and skills at opening day meetings. |
| | | Demonstrate increasing confidence in the ability to use a range of speaking, listening, and collaboration skills in interpersonal contexts. | | | | |
| | | Demonstrate increasing confidence in the ability to use a range of speaking, listening, and collaboration skills in interpersonal contexts. | PRCA-24 (industry standard measure) to assess changes in levels of communication apprehension in interpersonal, group, and public contexts from beginning to end of course for all oral communication courses in our program. | Communication apprehension decreased from pre- to post-both for interpersonal and group contexts. Students experience less apprehension in interpersonal and group contexts and more communication apprehension in public speaking contexts. Some of the most commonly listed activities/assignments that helped students to reduce | Department assessment for 2009-2010, 2010-2011, and 2011-2012 focused on one of the most important SLO's across speech curriculum-- reduction of communication apprehension. With the support of institutional research, we surveyed all speech students to measure communication apprehension using existing industry | Faculty have share best-practices for reducing communication apprehension in interpersonal contexts at opening day meetings. |

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|-----------|-------------------|--|---|--|--|--|
| | | Demonstrate increasing confidence in the ability to use a range of speaking, listening, and collaboration skills in interpersonal contexts. | PRCA-24 (industry standard measure) to assess changes in levels of communication apprehension in interpersonal, group, and public contexts from beginning to end of course for all oral communication courses in our program. | communication apprehension include group activities (listed most often), getting to know everyone, communication skills building activities, peer and instructor feedback, and lots of practice. | standard PRCA-24 survey. Results show various kinds of group activities play a key role in helping students overcome their communication apprehension. Results indicate no bias across demographic groups. All full-time and part-time faculty have found the PRCA-24 a useful measure. Results provide a basis for department-level collaboration, reflection, and planning. Based on results of this assessment, department faculty have shared best-practices for reducing communication apprehension at department meetings, opening days/SLO convocations, department retreats, and via e-mail. | Faculty have share best-practices for reducing communication apprehension in interpersonal contexts at opening day meetings. |
| | | Develop increasing communication competence in building and maintaining relationships by adapting to other people, the goals of the speaker, and the requirements of the interpersonal communication context (e.g., cultural, social, and business). | | | | |
| | | Develop increasing communication competence in building and maintaining relationships by adapting to other people, the goals of the speaker, and the requirements of the interpersonal communication context (e.g., cultural, social, and business). | | | | |

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|-----------|-------------------|--|-------------------|--|--|--------------------|
| | 70 | effectiveness and ethics of organizational communication through case studies, self-reflection and shared feedback. | | | | |
| | | Critically assess the effectiveness and ethics of organizational communication through case studies, self-reflection and shared feedback. | Portfolio | error in documenting. will update later. | error in documenting. will update later. | |
| | | Develop increasing communication competence by adapting to other people, the goals of the speaker, and the requirements of the organizational communication context (e.g., cultural, social, and corporate). | | | | |
| | | Develop increasing communication competence by adapting to other people, the goals of the speaker, and the requirements of the organizational communication context (e.g., cultural, social, and corporate). | | | | |
| | | Display increasing confidence in ability to apply organizational communication concepts and strategies when using a range of speaking, listening, and collaboration skills. | | | | |
| | | Display increasing confidence in ability to apply organizational communication concepts and strategies when using a range of speaking, listening, and collaboration | Portfolio | Samples of work for our capstone course illustrate student development in our Speech Communication program, high levels of competence in our discipline, | PPortfolios have been a useful measure for students and faculty to assess specific communication skills development/improvement/growth during the course and | |

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|-----------|-------------------|--|-------------------|--|---|--------------------|
| | | skills. | Portfolio | and particular exemplars of quality work through case study analysis, self-reflection, and peer feedback. Comprehensive materials include case studies, group analysis reports, communication apprehension inventories, listening inventories, self reflection essays, speech plans/outlines, sample video taped speeches, instructor grading rubrics/feedback, resume, etc., to reflect the extent to which a student has met major goals in our program. | over the course of the program. Students develop recognition of the value of their work, learn to showcase their achievements and articulate their accomplishments to others. | |
| | SPCH 8 | Analyze, evaluate and respond competently to discourse through weighing research, evidence, and critical reasoning. | | | | |
| | | Analyze, evaluate and respond competently to discourse through weighing research, evidence, and critical reasoning. | | | | |
| | | Deconstruct and examine contemporary, socially-relevant issues through development and presentation of argument cases. | | | | |
| | | Deconstruct and examine contemporary, socially-relevant issues through development and presentation of argument cases. | | | | |
| | | Use appropriate argument models to advocate positions effectively and confidently in both oral and written forms. | | | | |
| | | Use appropriate argument models to advocate positions effectively and confidently in | | | | |

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|-----------|-------------------|---|-------------------|---|---|--|
| | | both oral and written forms. | | | | |
| | SPCH 9 | Analyze, evaluate and respond competently to discourse through weighing research, evidence, and critical reasoning. Critically analyze, evaluate, and use credible sources. | | | | |
| | | Analyze, evaluate and respond competently to discourse through weighing research, evidence, and critical reasoning. Critically analyze, evaluate, and use credible sources. | Pre- Post-test | proficiency | upon entering spch 9, students consistently have a difficult time finding, evaluating, and documenting trustworthy sources to support claims. | Faculty implemented weekly activities to help students find, evaluate, cite, and document trustworthy sources. |
| | | Critically analyze, evaluate, and use credible sources. | | | | |
| | | Critically analyze, evaluate, and use credible sources. | Pre-/Post test. | At the beginning of the course 23% of students scored in the proficiency to mastery range. Upon completion of the course 100% of students scored in the proficiency to mastery range. | Upon entering SPCH 9, students consistently have a difficult time finding, evaluating, and documenting trustworthy sources to support claims. Weekly activities used to scaffold, especially team research and citation work, supports student mastery of these skills. | Faculty implemented weekly activities to help students find, evaluate, cite, and document trustworthy sources. |
| | | Deconstruct, examine, and confidently debate contemporary, socially-relevant issues through development and presentation of argument cases. | | | | |
| | | Deconstruct, examine, and confidently debate contemporary, socially-relevant issues through development and presentation of argument cases. | | | | |
| | | Examine, design and formulate strategies for writing a progression of well-organized critical essays that demonstrate increasingly | | | | |

| Unit Name | Course/Service ID | Student Learning Outcome (SLO) | Assessment Method | Assessment Data Summary | Reflection and Analysis | Enhancement/Action |
|--------------------------------|-------------------|---|-------------------|-------------------------|-------------------------|--------------------|
| | | complex writing and critical thinking. | | | | |
| | | Examine, design and formulate strategies for writing a progression of well-organized critical essays that demonstrate increasingly complex writing and critical thinking. | | | | |
| Dept - (LA) Technical Language | TWRT 61 | Analyze information gathered and assembled by your team in a Power Point presentation using graphics and tabular presentations as needed. | | | | |
| | | Analyze information gathered and assembled by your team in a Power Point presentation using graphics and tabular presentations as needed. | | | | |
| | | Demonstrate the ability to create business communications such as memos, letters and resumes. | | | | |
| | | Demonstrate the ability to create business communications such as memos, letters and resumes. | | | | |
| | | Utilize purpose and audience to structure technical data into instructions and functional descriptions editing for spelling, grammar and syntax. | | | | |
| | | Utilize purpose and audience to structure technical data into instructions and functional descriptions editing for spelling, grammar and syntax. | | | | |
| | TWRT 62 | Analyze various documents, and integrate effective text and graphics in a group presentation, using overhead transparencies, slides, presentation boards, videos, etc. | | | | |

| Unit Name | Course/Service ID | Student Learning Outcome (SLO) | Assessment Method | Assessment Data Summary | Reflection and Analysis | Enhancement/Action |
|-----------|-------------------|---|-------------------|-------------------------|-------------------------|--------------------|
| | | Analyze various documents, and integrate effective text and graphics in a group presentation, using overhead transparencies, slides, presentation boards, videos, etc. | | | | |
| | | Collaborate remotely with a virtual team to edit peer documents, review content, and create a written final group project. | | | | |
| | | Collaborate remotely with a virtual team to edit peer documents, review content, and create a written final group project. | | | | |
| | | Design and write analytical reports, proposals, progress reports, and empirical research reports that conform to established industry standards, and deliver a group oral presentation. | | | | |
| | | Design and write analytical reports, proposals, progress reports, and empirical research reports that conform to established industry standards, and deliver a group oral presentation. | | | | |
| | TWRT 63 | Demonstrate the ability to research, plan, design and write a forty to fifty-page manual while balancing time, client reviews, and team issues. | | | | |
| | | Demonstrate the ability to research, plan, design and write a forty to fifty-page manual while balancing time, client reviews, and team issues. | | | | |
| | | Develop effective | | | | |

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|-----------|-------------------|--|-------------------|-------------------------|-------------------------|--------------------|
| | | documentation such as user guides, instructions or functional descriptions, inclusive of title page copyright notice, acknowledgements, glossaries and photos. | | | | |
| | | Develop effective documentation such as user guides, instructions or functional descriptions, inclusive of title page copyright notice, acknowledgements, glossaries and photos. | | | | |
| | | Exhibit the appropriate interview skills required for the acquisition of necessary information to create a technically accurate manual. | | | | |
| | | Exhibit the appropriate interview skills required for the acquisition of necessary information to create a technically accurate manual. | | | | |
| | TWRT 64 | Develop appropriate questions to interview an independent client about the content needed to design and produce a final project such as a web site, brochure, or manual. | | | | |
| | | Develop appropriate questions to interview an independent client about the content needed to design and produce a final project such as a web site, brochure, or manual. | | | | |
| | | Develop effective team communication and time-management skills and, collaborative work strategies in a virtual work environment. | | | | |
| | | Develop effective team communication and time-management skills and, collaborative work strategies in | | | | |

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|-----------|-------------------|--|-------------------|-------------------------|-------------------------|--------------------|
| | | a virtual work environment. Produce a publication plan, style sheet, and an index for a document, with emphasis on clarity, conciseness, technical precision, and grammatical accuracy. | | | | |
| | | Produce a publication plan, style sheet, and an index for a document, with emphasis on clarity, conciseness, technical precision, and grammatical accuracy. | | | | |
| | TWRT 67 | Analyze articles revising them for grammatical accuracy, format, coherence, readability, completeness and inappropriate material. | | | | |
| | | Analyze articles revising them for grammatical accuracy, format, coherence, readability, completeness and inappropriate material. | | | | |
| | | Produce publication plans for two non-fiction articles with an emphasis on clarity, conciseness, technical precision, grammatical accuracy and publishable quality. | | | | |
| | | Produce publication plans for two non-fiction articles with an emphasis on clarity, conciseness, technical precision, grammatical accuracy and publishable quality. | | | | |
| | TWRT 71 | Define "on-line documentation", describe its scope, and evaluate the appropriateness of on-line implementation for a given technical communication need. | | | | |

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|-----------|-------------------|--|-------------------|-------------------------|-------------------------|--------------------|
| | | Define "on-line documentation", describe its scope, and evaluate the appropriateness of on-line implementation for a given technical communication need. | | | | |
| | | Identify screen display guidelines and apply what your knowledge for accessing information, to design an on-line document. | | | | |
| | | Identify screen display guidelines and apply what your knowledge for accessing information, to design an on-line document. | | | | |
| | | Revise on-line documentation for correct spelling grammar, syntax, word usage, and appropriateness for the audience, organization and scope. | | | | |
| | | Revise on-line documentation for correct spelling grammar, syntax, word usage, and appropriateness for the audience, organization and scope. | | | | |