

Course Assessment Results aligned to Program SLOs

San Mateo CCCD

CAN Program - Basic Skills

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
Students can use the reading, writing, and computation skills necessary to succeed in transfer level courses.	CAN Dept - English Institute/English as a Second Language - CAN ESL 400 - Basic Composition - ESL 400 SLO 1-compose essay - Compose college-level expository essays based on response to college-level texts incorporating research following MLA guidelines. (Created By CAN Dept - English Institute/English as a Second Language)	Assessment Method: In-class essay Assessment Method Category: Essay Success Criterion: more than 70% of the students will be able to compose essays	05/28/2013 - Students were very successful in writing their last essay and following MLA guidelines. The Learning Community with Library 100 helps accomplish this. I hope it will continue. Result Type: Criterion met Reporting Cycle: 2012 - 2013	05/28/2013 - Continue teaching ESL 400 as a Learning Community with Library 100. Action Plan Category: Use New or Revised Teaching methods
			04/08/2013 - Fall 2012 ESL 400 Results: 17 out of 18 students (94%) were successful in drafting college-level expository essays based on response to college-level texts incorporating research following MLA guidelines based upon a final in-class reflective essay. Result Type: Criterion met Reporting Cycle: 2012 - 2013	04/08/2013 - Reflection: By the end of the term, students were proud of their accomplishments and, based on the reflections in their essays, confident. One of the factors they attributed to their positive feelings was the linking of LIBR 100 with ESL 400. In the final essay, students cited this experience as being important to their ability to incorporate research and to master the intricacies of Works Cited lists. This learning community is critical to students' learning outcomes.
			12/03/2012 - Over 70% of the students have been able to achieve this outcome by the third essay of the semester. The level of sophistication in how they incorporate the texts needs to improve. I will be consulting with the professors teaching in this Learning Community on how to do this. Result Type: Criterion met Reporting Cycle:	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>2012 - 2013</p> <p>12/01/2011 - Students in the evening are fairly competent in writing essays but need to spend more time on applying editing skills. I need to spend more time working with them in connecting the grammar and vocabulary exercises with their writing. The group presentation has been effective in helping them reflect on critical thinking to plan their essays. The portfolios help them reflect on their writing skills. The technology, however, can be challenging. Turn it in has been helpfully. Next semester, I need to use it for peer editing and on-line grading.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p>	
			<p>12/01/2011 - More than 70% of the students were able to write essays incorporating research. Many still struggle with editing and reviewing their work. I need to focus on them being responsible for their writing. Next semester, I will spend more time on in-class editing.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
Students will create or refine a Student Educational Plan by identifying and assessing educational opportunities at				

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
Canada College.				

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
Students can use the study skills necessary to succeed in transfer level courses.				