Course Assessment Results aligned to Program SLOs

San Mateo CCCD

CAN Program - Language Arts

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
Students use both written and verbal expression in interdisciplinary contexts.	CAN Dept - English - CAN ENGL 100 - Composition - Text-based support - Students will draft a well-supported, argumentative, text-based essay. (Created By CAN Dept - English)	**Assessment Method:** On a scale of 1 (poor) to 4 (excellent), instructor assesses student ability to use source material effectively to support the thesis statement in an essay. **Assessment Method Category:** Essay **Success Criterion:** 70% of students will successfully complete the course with a knowledge of the material and a grade C or better.	06/02/2014 - ENGL 100 APA SP 14 4-11 3-0 2-1 1-0 Comment: I think this SLO is an excellent proxy for determining whether or not students are doing the reading, understanding the reading, and learning how to use it to develop their own ideas. Unsurprisingly, students did well as this is what we focused on, from beginning to end, during the semester. ENGL 100 OHL 4-11 3-1 2-0 1-0 Comment: See above. I'm heartened that my online students replicated the success of my f2f class. In both cases, however, I'm discouraged by lack of retention. ENGL 100 AL SP 14 4 = 7 3 = 6 2 = 1 1 = 1 English 100 AG (CRN38872) 4 = 2 3 = 2 2= 2 English 100 WL09 (CRN 43067) 15 on roster, 3 N/A as stopped attending	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			4 = 4 3 = 7 2 = 1 English 100 AK (39723) Spring 2014 4 = 7 3 = 9 2 = 5 1 = 2 English 100 AD (34790) Spring 2014 4 = 8 3 = 12 2 = 3 1 = 1 **Result Type:** Criterion met **Reporting Cycle:** 2013 - 2014	
			06/22/2011 - Criterion: This was the fourth essay in the semester (out of 5). Students had a choice of questions related to the topic of language on which to write an argumentative 3 to 5-page essay. (score) 4 =(No of students) 1; 3 = 6; 2 = 2; 1 = 4 **Result Type:** Criterion not met **Reporting Cycle:** 2010 - 2011	
			06/16/2011 - 3 **Result Type:** Criterion met **Reporting Cycle:** 2010 - 2011	
			05/29/2011 - 4 = 6 3 = 11 2 = 5 1 = 0	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			Online course, 10-page research essay. Pretty abysmal. Most students (there were 29 to start with) did not have the computer or time management skills to thrive in an online course. Next time, I will insist on (at least) three face-to-face meetings, with a required Orientation and conference. ********************************** ***************** **Result Type:** Criterion met **Reporting Cycle:** 2010 - 2011	
	CAN Dept - English - CAN ENGL 200 - Intro. to Linguistics: Survey - Field methods - SLO 2: Apply linguistic field methods to the collection and analysis of language data from native speakers. (Created By CAN Dept - English)	**Assessment Method:** Exam **Assessment Method Category:** Exam **Success Criterion:** 70% of students will successfully complete the course with a knowledge of the material and a grade C or better.	12/20/2013 - In the ENGL 200 section, 4 of 6 students earned at least a C or higher for their semester grade. In the LING 200 section, all 10 students earned at least a C or higher for their semester grade. Grand total of 14 of 16 students (87.5%) of students successfully completed the course with a knowledge of the material and a grade of C or higher. Chapter 1 Exam: 36.57/50 (73.14%) average, 16 students Chapter 2 Exam: 38.23/50 (76.46%) average, 16 students Chapter 3 Exam: 43.88/50 (83.58%) average, 16 students Chapter 4 Exam: 41.79/50 (83.58%) average, 16 students Chapter 5/6 Exam: 37/50 (74%) average, 14 students Midterm Report: 40.02/50 (80.04%) average, 16 students Chapter 7 Exam: 41.47/50 (82.94%)	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			average, 15 students Chapter 8 Exam: 33.45/50 (66.9%) average, 15 students Chapter 9 Exam: 40.93/50 (81.86%) average, 15 students **Result Type:** Criterion met **Reporting Cycle:** 2013 - 2014 **Related Documents:** Fall 2013 SLO 2 Data.xlsx	
	CAN Dept - English - CAN ENGL 200 - Intro. to Linguistics: Survey - Language universals - SLO 3: Examine language universals and their variations by language, social class, gender, age, ethnicity, geographic area, time and idiosyncratic usage. (Created By CAN Dept - English)	**Assessment Method:** In an essay, students show ability to examine language universals and their variations by language, social class, gender, age, ethnicity, geographic area, time, and idiosyncratic usage. **Assessment Method Category:** Essay **Success Criterion:** 70% of students will successfully complete the course with a knowledge of the material and a grade C or better.	12/17/2012 - Three of the 4 students enrolled in the course earned a C or better. With specific reference to the term paper, 3 of the 4 students earned a C or better on the assignment. **Result Type:** Criterion met **Reporting Cycle:** 2012 - 2013	
	CAN Dept - English - CAN ENGL 826 - Basic Writing Skills - New vocabulary - Students will incorporate new vocabulary into writing. (Created By CAN Dept - English)	**Assessment Method:** Professor will assess students' ability to incorporate new vocabulary into their writing on a scale of 1-4 with 1 = needing improvement and 4 = excellent. **Assessment Method Category:** Other **Success Criterion:** 70% of students will successfully complete the course with a knowledge of the material and a grade C or better.	01/07/2013 - Maher 826 4- 7 students 3-7 students 2-3 students 1-8 students Malavade 826 4-11 2-3 2-2 1-1	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			Valenzuela, English 826 4-4 students 3-9 students 2- 3 students 1- 0 students **Result Type:** Criterion not met **Reporting Cycle:** 2012 - 2013	
	CAN Dept - English - CAN LIT. 151 - Introduction to Shakespeare - Cultural issue identification - Students identify and explain the cultural issues reflected in texts. (Created By CAN Dept - English)	**Assessment Method:** Assessment: On a scale of 1 (poor) to 4 (excellent), professor assesses student ability to identify and explain the cultural issues reflected in texts, in an essay. **Assessment Method Category:** Other **Success Criterion:** 70% of students will successfully complete the course with a knowlege of the matereial and a grade C or better.	05/15/2012 - level 1 - 0 students level 2 - 0 students level 3 - 6 students level 4 - 9 students (4 students did not do the assignment) **Result Type:** Criterion met **Reporting Cycle:** 2011 - 2012	
	CAN Dept - English - CAN LIT. 205 - New Voices In World Literature - Cultural issue identification - Students identify and explain the cultural issues reflected in texts. (Created By CAN Dept - English)	**Assessment Method:** On a scale of 1 (poor) to 4 (excellent), professor assesses student ability to identify and explain the cultural issues reflected in texts, in an essay. **Assessment Method Category:** Other **Success Criterion:** 70% of students will successfully complete the course with a knowlege of the matereial and a grade C or better.		

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
	CAN Dept - English - CAN LIT. 231 - Survey English Literature I - Cultural and historical context - Students will understand the cultural and historical contexts of English literature between 1350-1789. (Created By CAN Dept - English)	**Assessment Method:** Essay **Assessment Method Category:** Essay **Success Criterion:** 70% of students will successfully complete the course with a knowlege of the matereial and a grade C or better.		
	CAN Dept - English - CAN LIT. 233 - Survey English Literature III - Cultural Issues - Students will identify and explain the cultural issues reflected in texts. (Created By CAN Dept - English)	**Assessment Method:** Professors assess student essays using a scale of 1-4 in which 1 needs much work and 4 is excellent. **Assessment Method Category:** Essay **Success Criterion:** 70% of students will successfully complete the course with a knowlege of the matereial and a grade C or better.		
	CAN Dept - English - CAN LIT. 252 - Women Writers - Cultural Issues - Students will identify and explain the cultural issues reflected in texts (Created By CAN Dept - English)	**Assessment Method:** Professors assess student essays using a scale of 1-4 in which 1 needs much work and 4 is excellent. **Assessment Method Category:** Essay **Success Criterion:** 70% of students will successfully complete the course with a knowlege of the matereial and a grade C or better. **Related Documents:** LIT 252.pdf	08/31/2010 - (4) 11/18 (3) 4/18 (2) 3/18 **Result Type:** Criterion met **Reporting Cycle:** 2009 - 2010	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
	CAN Dept - English - CAN LIT. 371 - Mexican-American Literature - Cultural issue identification - Students identify and explain the cultural issues reflected in texts. (Created By CAN Dept - English)	**Assessment Method:** On a scale of 1 (poor) to 4 (excellent), professor assesses student ability to identify and explain the cultural issues reflected in texts, in an essay. **Assessment Method Category:** Other **Success Criterion:** 70% of students will successfully complete the course with a knowlege of the matereial and a grade C or better.		
	CAN Dept - English - CAN LIT. 372 - Myth & Folklore of La Raza - Cultural Issues - Students will identify and explain the cultural issues reflected in texts (Created By CAN Dept - English)	**Assessment Method:** Professors assess student essays using a scale of 1-4 in which 1 needs much work and 4 is excellent. **Assessment Method Category:** Essay **Success Criterion:** 70% of students will successfully complete the course with a knowlege of the matereial and a grade C or better.	12/21/2010 - 20 students earned a "4" for this SLO. **Result Type:** Criterion met **Reporting Cycle:** 2010 - 2011	
	CAN Dept - English - CAN LIT. 442 - Film Study & Appreciation II - Film making - Students will be able to analyze the creative aspects of filmmaking including screenwriting, directing and performance, contribute to the artistry of the whole film. (Created By CAN Dept - English)	**Assessment Method:** Professors assess student essays using a scale of 1-4 in which 1 needs much work and 4 is excellent. **Assessment Method Category:** Essay **Success Criterion:** 70% of students will successfully complete the course with a knowledge of the material and a grade C or better.	12/17/2013 - Lit. 442-LA 4-8 1-5 3-8 2-10 **Result Type:** Criterion met **Reporting Cycle:** 2013 - 2014	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
	CAN Dept - English - CAN READ 826 - Reading Improvement - Context clues - Students will use context clues to comprehend new words. (Created By CAN Dept - English)	**Assessment Method:** Students will underline a word and identify the context clue that defines it in three paragraphs. **Assessment Method Category:** Other **Success Criterion:** 70% of students will successfully complete the course with a knowledge of the material and a grade C or better.	12/21/2012 - In my one 826, of my 9 students, all but one passed the MI, supporting details and context clues SLO's with a 70% or better. - In one section of Reading 826 two responses regarding context clues were evaluated per student: 4- 20 responses, 3 -6 responses, 2-7 responses, 1-10 responses - In one section of Reading 826 two responses regarding context clues were evaluated per student: 4- 16 responses, 3 -2 responses, 2-1 response, 1-8 responses READ 836 AB 1- 0 2- 0 3- 5 4- 5 Comments: 2 additional students did not follow the directions of the assessment so they were excluded from this data. (These students did not identify the context clues and simply defined the words.) **Result Type:** Criterion met **Reporting Cycle:** 2012 - 2013	
			01/24/2012 - ENGL 826 SLO 3: Ss will incorporate new vocabulary into writing. Assessment method: Professor will assess students' ability to incorporate new vocabulary into their writing on a scale of 1-4 with 1 = needing improvement and 4 = excellent. 1 (poor) 3	01/24/2012 - NOTES: Ask department to revise this SLO; the assessment method listed doesn?t fit my practice (I choose the words, not the students), and it is unclear whether we are assessing their ability to identify the context that helps them to define the word or the TYPE (definition, contrast, past experience, summary, examples) of

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			2 (fair) 3 3 (good) 3 4 (excellent) 12 READ 826 SLO3: Ss will use context clues to comprehend new words. Assessment method: Ss will underline a word and identify the context clue that defines it in three paragraphs. Paragraph Correct Incorrect 1 11 9 2 15 5 3 6 14 NOTES: Ask department to revise this SLO; the assessment method listed doesn?t fit my practice (I choose the words, not the students), and it is unclear whether we are assessing their ability to identify the context that helps them to define the word or the TYPE (definition, contrast, past experience, summary, examples) of context clue that helps them to define the word. I did the latter. Interesting to note that most students blew the last identification in which the clue came BEFORE the word. **Result Type:** Inconclusive **Reporting Cycle:** 2011 - 2012	context clue that helps them to define the word. I did the latter. Interesting to note that most students blew the last identification in which the clue came BEFORE the word. **Action Plan Category:** Other
	CAN Dept - English - CAN READ 836 - Academic Reading Strategies - Thesis identification - Students will identify or formulate the thesis of an essay.	**Assessment Method:** On a scale of 1 (poor) to 4 (excellent), professor assesses the students? ability to identify or formulate the thesis in two essays.	05/30/2012 - ESSAY 1: 1 4 2 1 3 13	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
	(Created By CAN Dept - English)	**Assessment Method Category:** Other **Success Criterion:** 70% of students will successfully complete the course with a knowlege of the matereial and a grade C or better.	4 5 ESSAY 2: 1 1 2 2 3 8 4 12 Clearly more students had trouble with the first essay, which was considerably more complicated, but I also think that I need to work more with them on test-taking and give them more tests because I was shocked at the number of students who came late, left early, and left answers blank, demonstrating a complete ignorance of the importance of the exam. **Result Type:** Criterion met **Reporting Cycle:** 2011 - 2012 05/26/2012 - Read 836LA Sally Freyberg 1-0 2-0 3-2 4-4 In Professor Valenzuela's section of Reading 836 students were able to identify the theses in two essays 45 times and earn a "4." They were able to identify the theses four times and earn a "2." They were unable to identify the theses four times and earned a "1." **Result Type:** Criterion met **Reporting Cycle:** 2011 - 2012 11/01/2010 - 3-4 (depending on student) submitted by SF: Results of Tests	

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			(Essay on Final) # of students 1 (Needs improvement) 3 2 (Adequate) 8 3 (Good) 7 4 (Excellent) 3 submitted by KMalavade: 4 (excellent)=8 3 (good)=8 2 (adequate)=9 1 (poor)=2 submitted by ET Essay 1 4 (excellent)= 3 (good)= 2 (adequate)= 1 (poor)= Essay 2 4 (excellent)= 3 (good)= 2 (adequate)= 1 (poor)= The following Submitted by Paulette Vashio section81535 section 81534 4 Excellent 6 8 3 good 9 13 2 adequate 4 2 1 poor 0 0 **Result Type:** Criterion met **Reporting Cycle:** 2010 - 2011	

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			Related Documents: Read836_Thesis_Assignment.doc	
			08/16/2010 - Results for Essay 1: 4 = 20; 3 = 3; 2 = 2; 1 = 4 Results for Essay 2: 4 = 16; 3 = 6; 2 = 4; 1 = 3 **Result Type:** Criterion met **Reporting Cycle:** 2009 - 2010	
	CAN Dept - English - CAN READ 836 - Academic Reading Strategies - Supporting argument identification - Students will recognize or identify supporting arguments in an essay. (Created By CAN Dept - English)	**Assessment Method:** On a scale of 1 (poor) to 4 (excellent), professor assesses students? ability to recognize or formulate the supporting arguments in two essays. **Assessment Method Category:** Other **Success Criterion:** 70% of students will successfully complete the course with a knowledge of the material and a grade C or better.	05/23/2014 - READ 836 BZ6 4 = 3 3= 5 2= 5 1= 3 Comments: I thought I chose two very straightforward essays for this assignment, but, in one essay, many of the students fell into the trap of listing what were essentially restatements of a single supporting argument rather than identifying three distinct supporting arguments. Also, one of the essays relied very heavily on tone and implication to get its message across, and I think that confused some students. As a result, I have decided that I am going to introduce this exercise earlier in the semester. Read 836 AC Crn #38897 Sp 14, thirteen times students scored a "4," three times students scored a 3," five times students scored a "2" and one time a student scored a "1." READ 836 QEH (CRN 43485) 4 = 15	

3 = 5
2 = 1
1 = 0

Result Type:
Criterion met
Reporting Cycle:
2013 - 2014

12/22/2013 - 4= 8 students
3= 7 students
2=0 students
1= 2 students
Paulette

Section 81535: Seventy- four times
students scored a "4" and one time a
student received a "3."
Result Type:
Criterion met
Reporting Cycle:
2013 - 2014

05/27/2011 - Essay 1
4 = 5
3 = 4
2 = 3
1= 1

-Twenty-seven times students earned a
"4," nine times students earned a "3,"
five times students earned a "2," and five
times students earned a "1."

Result Type:
Criterion met
Reporting Cycle:
2010 - 2011

CAN Dept - English - CAN READ 836
- Academic Reading Strategies

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
	- Context clue identification - Students will use context clues to comprehend new words. (Created By CAN Dept - English)	**Assessment Method:** Professor will assess students' ability to circle a new word and identify or underline the context clue that defines it in three different examples. **Assessment Method Category:** Other **Success Criterion:** 70% of students will successfully complete the course with a knowledge of the material and a grade C or better.	12/21/2012 - In one section of Reading 836, forty one responses received a "4" for very good, fifteen received a "3" for good, zero received a "2" for better, or average, and eight received a "1" for least accomplished, or poor. In another section of Reading 836, 16 responses received a "4" for very good, 10 received a "3" for good, 2 received a "2" for better, or average, and 1 received a "1" for least accomplished, or poor. In another section of READ 836, for which I averaged the three responses for each student, the numbers looked like this: 1 = 2 2 = 2 3 = 6 4 = 8 We focused more on this skill this semester than in the past, but students are still having trouble; many of the students correctly ascertained the definition, words that helped with the definition, and context clue, but incorrectly identified the part of speech (!!). In one section of Reading 836 two responses regarding context clues were evaluated per student: 4- 33 responses, 3 -15 responses, 2- 4 responses, 1- 11 responses In alnother sectrion of Reading 836, students responded to contextual clues and were evaluated in 10 passages. All students averaged very good except one student who did not yet understand and scored poorly.	

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			Result Type: Criterion met **Reporting Cycle:** 2012 - 2013	
			08/17/2010 - Example 1: 4 = 5; 3 = 19; 2 = 3; 1 = 2; 24 out of 27 = 88.9 percent good to excellent Example 2: 4 = 3; 3 = 19; 2 = 5; 1 = 2; 22 out of 27 = 81 percent good to excellent Example 3: 4 = 4; 3 = 19; 2 = 6; 1 = 0; 22 out of 27 = 85 percent good to excellent **Result Type:** Criterion met **Reporting Cycle:** 2009 - 2010	

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Students can successfully prepare written and oral communication that illustrates critical thinking, creation of inquiry- or researched-based texts, and information literacy.	CAN Dept - English - CAN ENGL 100 - Composition - Thesis composition - Students will write a compelling thesis statement that controls the argument of the essay. (Created By CAN Dept - English)	**Assessment Method:** On a scale of 1 (poor) to 4 (excellent), professor assesses the thesis statement in a final writing assignment. **Assessment Method Category:** Essay **Success Criterion:** 50% of students will successfully complete the course with a knowledge of the material and a grade C or better.	12/15/2013 - Before submitting their essays, students shared and edited their thesis statements. This helped them to focus. **Result Type:** Criterion met **Reporting Cycle:** 2012 - 2013 06/16/2011 - 3 **Result Type:** Criterion met **Reporting Cycle:** 2010 - 2011 08/31/2010 - (4) 11/19 (3) 7/19	

(2) 3/19

Result Type:
Criterion met
Reporting Cycle:
2009 - 2010

	CAN Dept - English - CAN ENGL 100 - Composition - Text-based support - Students will draft a well-supported, argumentative, text-based essay. (Created By CAN Dept - English)	**Assessment Method:** On a scale of 1 (poor) to 4 (excellent), instructor assesses student ability to use source material effectively to support the thesis statement in an essay. **Assessment Method Category:** Essay **Success Criterion:** 70% of students will successfully complete the course with a knowledge of the material and a grade C or better.	06/02/2014 - ENGL 100 APA SP 14 4-11 3-0 2-1 1-0 Comment: I think this SLO is an excellent proxy for determining whether or not students are doing the reading, understanding the reading, and learning how to use it to develop their own ideas. Unsurprisingly, students did well as this is what we focused on, from beginning to end, during the semester. ENGL 100 OHL 4-11 3-1 2-0 1-0 Comment: See above. I'm heartened that my online students replicated the success of my f2f class. In both cases, however, I'm discouraged by lack of retention. ENGL 100 AL SP 14 4 = 7 3 = 6 2 = 1 1 = 1 English 100 AG (CRN38872) 4 = 2	

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			3 = 2 2 = 2 English 100 WL09 (CRN 43067) 15 on roster, 3 N/A as stopped attending 4 = 4 3 = 7 2 = 1 English 100 AK (39723) Spring 2014 4 = 7 3 = 9 2 = 5 1 = 2 English 100 AD (34790) Spring 2014 4 = 8 3 = 12 2 = 3 1 = 1 **Result Type:** Criterion met **Reporting Cycle:** 2013 - 2014	
			06/22/2011 - Criterion: This was the fourth essay in the semester (out of 5). Students had a choice of questions related to the topic of language on which to write an argumentative 3 to 5-page essay. (score) 4 =(No of students) 1; 3 = 6; 2 = 2; 1 = 4 **Result Type:** Criterion not met **Reporting Cycle:** 2010 - 2011	
			06/16/2011 - 3 **Result Type:** Criterion met **Reporting Cycle:** 2010 - 2011	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			05/29/2011 - 4 = 6 3 = 11 2 = 5 1 = 0 Online course, 10-page research essay. Pretty abysmal. Most students (there were 29 to start with) did not have the computer or time management skills to thrive in an online course. Next time, I will insist on (at least) three face-to-face meetings, with a required Orientation and conference. ********************************* ***************** **Result Type:** Criterion met **Reporting Cycle:** 2010 - 2011	
	CAN Dept - English - CAN ENGL 100 - Composition - MLA formatting - Students will draft an essay that conforms to MLA format. (Created By CAN Dept - English)	**Assessment Method:** Instructors will assess an essay on a scale of 1-4, in which 1 indicates a lack of support, a lack of effective argumentation, and a misunderstanding of MLA format and 4 indicates excellence in all these areas. **Assessment Method Category:** Essay **Success Criterion:** 70% of students will successfully complete the course with a knowledge of the material and a grade C or better.	05/21/2013 - Eng 100 AI 4: 2 3: 3 2: 1 1: 1 Notes: This particular class had a large amount of students not doing the work and dropping out. I hope this is not a harbinger of things to come from the No Child Left Behind/Race to the Top generation. ENGL 100 AG 4 - 9 3 - 1 2 - 10 1 - 0 Engl 100 AN 4 - 2	

3 - 3
2 - 4
1 or N/A - 6
Very low retention in this class--ended up with 15 officially enrolled after drop date; 6 of 15 stopped coming and/or did not turn in required assignments

ENGL 100 – APA
4--3
3--8
2--3
1--3
Comments (if any): Getting students to write Lit Reviews helps focusing on incorporating sources according to MLA guidelines
ENGL 100 – AB
4--6
3--9
2--4
1--1
Comments (if any):Using computers to work with students as they edit for MLA format helps.

Result Type:
Criterion met
Reporting Cycle:
2013 - 2014

01/24/2012 - ENGL 100 SLO3: Students will draft an essay that conforms to MLA format.
Assessment method: Instructors will assess an essay on a scale of 1-4, in which 1 indicates a lack of support, a lack of effective argumentation, and a misunder-standing of MLA format and 4 indicates excellence in all these areas.

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			SECTION 1: 1 3 2 6 3 9 4 1 SECTION 2: 1 4 2 8 3 6 4 2 NOTE: These were two of the weakest sections of ENGL 100 I have ever had. Please note that these are not the grades on the final (research paper) but the one before it; of the 19 students in the first section, only 15 turned in their research essays; two took incompletes and two disappeared. Of the 20 students in the second section, only 12 (TWELVE!!) turned in their research papers; two took incompletes, and six (6!!!) disappeared. **Result Type:** Inconclusive **Reporting Cycle:** 2011 - 2012	
	CAN Dept - English - CAN ENGL 110 - Compos., Lit. & Crit. Thinking - Thesis composition - Students will write a complex, sophisticated thesis statement in an essay that articulates an argument about an interpretation of literature. (Created By CAN Dept - English)	**Assessment Method:** On a scale of 1 (poor) to 4 (excellent), professor assesses the thesis statement in a final writing assignment. **Assessment Method Category:** Essay **Success Criterion:** 70% of students will successfully complete the course with a knowlege of	04/09/2012 - 110 AD: 1-0 2-0 3-2 4-14 Note: I assessed the students' competency on this SLO as demonstrated on their reader response essays. Students really got it. lp	

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		the matereial and a grade C or better.	110 AE 1-0 2-0 3-1 4-12 Note: See comment, above. This approach to analyzing literature really made sense to them. --lp 1-5, 2-1, 3-4, 4- 9 Elizabeth Terzakis SECTION 1: 1 0 2 4 3 4 4 9 SECTION 2: 1 0 2 1 3 2 4 14 This assignment was pretty complicated; they had to use a designated literary theory and relate the theory to a specified thematic element. Both sections did very well; these were two of the strongest sections of 110 I have ever had, and I challenged them more than any other sections I have ever had. They rose to the occasion. David Clay: (one section) 1-2: 2-7: 3-13: 4-3 **Result Type:** Criterion met **Reporting Cycle:** 2011 - 2012	

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			03/28/2012 - 100% of students passed the class: 8 with an A; 11 with a B; 6 with a C. **Result Type:** Criterion met **Reporting Cycle:** 2009 - 2010	
			03/27/2012 - 17 out of 22 students met this outcome; therefore, 77% of students met this outcome. **Result Type:** Criterion met **Reporting Cycle:** 2011 - 2012	
			12/14/2010 - In one section of 110, out of 20 students, 10 students rated (4); 5 students rated (3), 5 STUDENTS RATED (2). in another section of 110, out of 22 students, 8 students rated (4), 7 students rated (3), and 7 students rated (2). **Result Type:** Criterion met **Reporting Cycle:** 2009 - 2010	
	CAN Dept - English - CAN ENGL 110 - Compos., Lit. & Crit. Thinking - Literary features identification - Students will identify the salient features of various literary genres. (Created By CAN Dept - English)	**Assessment Method:** On a scale of 1 (poor) to 4 (excellent), Professor assesses students' ability to identify and describe literary genres. **Assessment Method Category:** Other **Success Criterion:** 70% of students will successfully complete the course with a knowledge of the material and a grade C or better.	06/02/2014 - ENG 110 LA SP 14 4-10 3-4 2-5 English 110 AE Spr 2014 4=9 3=9 2=3 1=3 English 110 AF Spring 2014 4=5	

3=6
2=2
1=1
English 110 AI Spring 2014
4=5
3=4
2=6
1=7

** I assessed this on the Midterm;
however, I also think that we should
discuss this since it isn't totally clear
how we are asking them to identify and
describe the genres. I don't know if what
I do even really fulfills the SLO.

ENG 110 APA SP 14
4-0
3-0
2-0
1-14
Comment: I don't teach this as I don't
think it's the most useful skill for
students to learn. Let's please discuss.

ENG 110 OHL SP 14
4-0
3-0
2-0
1-14
Comment: see above

E110 AB Sp14
4-8
3-
2-
1-
0- 15
Eight of my students used a discussion
of the texts' genres as part of their
literary analysis; however, the majority
of the class did not mention literary
genres in our final paper. I didn't

| | | | explicitly ask for students to discuss genres, and I agree with teh above comments that we should discuss changing this SLO.

English 110- OMH SP14
4=5
3=8
2=7
1=1
comment: I assessed this with a quiz in my online class, and they did okay. I think this is an example of me "teaching to the test" (not great). I agree it would be good to discuss this SLO (and others!!)

English 110 AH (44105) Spring 2014
4 = 15
3 = 8
2 = 3
1 = 2

English 110 AA (31132) Spring 2014
4 = 3
3 = 3
2 = 4
1 = 13
The majority of my students in this class did not do the reading. I think this particular class was flaky compared to my other Eng 110 classes I have taught.
Result Type:
Criterion met
Reporting Cycle:
2013 - 2014 | |
| | | | 05/29/2011 - 4 = 5
3 = 6
2 = 5
1 = 6

This was actually an early assignment, | |

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			not a late assignment, because the later essays dealt with literary theory rather than formal elements per se. Many students simply ignored the requirement to write about the particular elements of their given genres, hence the low grades. Make requirement clearer? It?s pretty clear. **Result Type:** Criterion met **Reporting Cycle:** 2010 - 2011	
	CAN Dept - English - CAN ENGL 110 - Compos., Lit. & Crit. Thinking - Literary criticism - Students will be able to analyze literature using various critical approaches. (Created By CAN Dept - English)	**Assessment Method:** Professor assesses students' essays in which they analyze literature on a scale of 1-4 in which 1 shows simplistic understanding of critical approaches and 4 indicates insightful analysis. **Assessment Method Category:** Essay **Success Criterion:** 70% of students will successfully complete the course with a knowledge of the material and a grade C or better.	05/23/2013 - English 110 AF 4: 9 3: 15 2: 4 1: 2 ENGL 110 LA 4 = 6 3 = 6 2 = 3 1 = 3 (These are people who did not turn in the final essay, either because they disappeared or are getting an incomplete) By the last essay, most of the students have a good grasp of the uses and benefits of using critical approaches. Engl 110 AB 4--10 3--15 2--2	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			Result Type: Criterion met **Reporting Cycle:** 2012 - 2013	
	CAN Dept - English - CAN ENGL 161 - Creative Writing I - Elements of fiction - Students craft a cohesive piece of fiction with one or more of the following elements: plot, character, setting, dialogue, and point of view. (Created By CAN Dept - English)	**Assessment Method:** On a scale of 1 (poor) to 4 (excellent), instructor assesses final piece of student writing based on the skillful use of one or more of the following elements: plot, character, setting, dialogue, and point of view. **Assessment Method Category:** Other **Success Criterion:** 70% of students will successfully complete the course with a knowledge of the material and a grade C or better.	05/23/2013 - Engl 161 AX 4-8 3-5 2-4 Eng. 161 LX 4-6 3-7 **Result Type:** Criterion met **Reporting Cycle:** 2012 - 2013	
			12/14/2010 - Of the 20 students in 161, 15 rated (4), 4 rated (3), and 1 rated (1). Of the 6 students in 161, 6 rated (4). **Result Type:** Criterion met **Reporting Cycle:** 2009 - 2010	
	CAN Dept - English - CAN ENGL 161 - Creative Writing I - Voice/style - Students begin to develop their own voice or style in crafting fiction. (Created By CAN Dept - English)	**Assessment Method:** On a scale of 1 (poor) to 4 (excellent), instructor assesses the development of the student?s individual voice or style in a final piece of in-class writing. **Assessment Method Category:** Other **Success Criterion:** 70% of students will successfully complete the course with a knowledge of	12/18/2013 - Eng. 161 LX 4-4 3-11 Engl 161 AX 1-8 2-3 3-1 4-1 5-0 **Result Type:**	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
		the material and a grade C or better.	Criterion met **Reporting Cycle:** 2013 - 2014	
			05/31/2011 - Overall, students met the instructor's goal of developing voice in final story 4-2 3-8 2-1 **Result Type:** Criterion met **Reporting Cycle:** 2010 - 2011	
	CAN Dept - English - CAN ENGL 161 - Creative Writing I - Self-critique - Students begin to learn how to critique their own writing. (Created By CAN Dept - English)	**Assessment Method:** Students will critique and improve sequential drafts of their own work. **Assessment Method Category:** Other **Success Criterion:** 70% of students will successfully complete the course with a grade C or better, revealing the ability to successfully critique and revise their original work.	05/30/2014 - 90% of students successfully completed this requirement for passing with a C or better. ENGL 161AX 4 = 13 3 = 6 2 = 2 1 = 0 A very strong class, but I think the thing that really allowed such a general positive result was that I worked with them to set up a regular, disciplined writing schedule and build metacognition about their writing habits. Most of them admitted that for the first story, they waited until the last minute OR just wrote when they felt "inspired." For the second story, most admitted to writing more consistently and to having more time to edit and rewrite. Also, more students turned in better rough draft for the second story. Eng. 161LX Spring 14	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			4-1 3-9 2-0 1-1 A very good group. Excellent critiques of each other's stories that only got better with second stories. No hesitation about speaking to how a story affected them and ways that it might be improved. I believe, as a result, they became better readers as well as writers. **Result Type:** Criterion met **Reporting Cycle:** 2013 - 2014	
	CAN Dept - English - CAN ENGL 162 - Creative Writing II - Elements of fiction - Students write a well-developed piece of fiction of at least 5 pages incorporating one or more of the following elements: plot, character, setting, dialogue, and point of view. (Created By CAN Dept - English)	**Assessment Method:** On a scale of 1 (poor) to 4 (excellent), instructor assesses the student's final work of fiction on the basis of the quality of one or more of the following elements: plot, character, setting, dialogue, and point of view. **Assessment Method Category:** Other **Success Criterion:** 70% of students will successfully complete the course with a knowledge of the material and a grade C or better.	05/23/2013 - 4-5 3-1 2-0 Eng. 162 LX 4-2 3-1 **Result Type:** Criterion met **Reporting Cycle:** 2012 - 2013	
			12/14/2010 - Of the 6 students in 162, 6 were rated (4). **Result Type:** Criterion met **Reporting Cycle:** 2009 - 2010	
	CAN Dept - English - CAN ENGL 162 - Creative Writing II - Voice/style development - Students refine the elements of their own style.			

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
	(Created By CAN Dept - English)	**Assessment Method:** Professor assesses students' final work of fiction on the basis of the progress they have made in developing their own style of writing on a scale of 1-4, in which 1 indicates not passing and 4 indicates excellence. **Assessment Method Category:** Other **Success Criterion:** 70% of students will successfully complete the course with a knowledge of the material and a grade C or better.	12/18/2013 - Eng.162 LX 4-3 3-2 162AX 1-2 2-1 **Result Type:** Criterion met **Reporting Cycle:** 2013 - 2014	
	CAN Dept - English - CAN ENGL 165 - Advanced Composition - Thesis composition - Students will compose a thesis statement that demonstrates sophisticated analysis and critical thinking and controls a well-supported essay. (Created By CAN Dept - English)	**Assessment Method:** On a scale of 1 (poor) to 4 (excellent), professor assesses the thesis statement in a final writing assignment. **Assessment Method Category:** Essay **Success Criterion:** 70% of students will successfully complete the course with a knowlege of the matereial and a grade C or better.	06/04/2012 - level 1 - 4 students level 2 - 9 students level 3 - 5 students level 4 - 2 students **Result Type:** Criterion met **Reporting Cycle:** 2011 - 2012	
	CAN Dept - English - CAN ENGL 165 - Advanced Composition - Inferencing - Students will draw justified inferences about the author's intentions based on the text. (Created By CAN Dept - English)	**Assessment Method:** On a scale of 1-4, professor assesses the students' ability to draw and justify inferences about the author's intentions using textual evidence. **Assessment Method Category:** Other **Success Criterion:** 70% of students will successfully complete the course with a knowledge of the material and a grade C or better.	12/23/2013 - English 165 AB 12 students on roster, 1 N/A as stopped attending but did not drop (1): 1 (2): 2 (3): 3 (4): 5 **Result Type:** Criterion met **Reporting Cycle:** 2013 - 2014	

Generated by TracDat a product of Nuventive.

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			06/02/2011 - 4 - Very close to all students in class were able to draw justified inferences about the author's intentions based on the text; however, many students were able to draw more complex inferences based on the text, while some showed biases based on gender, class, race, or other prejudice. **Result Type:** Criterion met **Reporting Cycle:** 2010 - 2011	
	CAN Dept - English - CAN ENGL 165 - Advanced Composition - MLA essay - Students will write coherent essays following MLA conventions. (Created By CAN Dept - English)	**Assessment Method:** Professor assesses the students' essays on a scale of 1-4, in which 1 indicates a facile understanding of the material; many mistakes in documentation and support, and 4 indicates articulate and effective support of an argument. **Assessment Method Category:** Essay **Success Criterion:** 70% of students will successfully complete the course with a knowledge of the material and a grade C or better.	07/01/2014 - English 165 AA Sumstad Total Students: 16 A- 1 B- 7 English 165 AB Spring 2014 4= 2 3=9 2=1 1=2 C- 4 D- 2 F- 2 Clay 165 4 - 4 students 3 - 9 students 2 - 5 students 1 - 0 students **Result Type:** Criterion met **Reporting Cycle:** 2013 - 2014	
	CAN Dept - English - CAN ENGL 200 - Intro. to Linguistics: Survey			

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
	- Data analysis and rules - SLO 1: Analyze language data and generalize language rules/description about the way languages work. (Created By CAN Dept - English)	**Assessment Method:** Exam **Assessment Method Category:** Exam **Success Criterion:** 70% of students will successfully complete the course with a knowlege of the matereial and a grade C or better.		
	CAN Dept - English - CAN ENGL 200 - Intro. to Linguistics: Survey - Field methods - SLO 2: Apply linguistic field methods to the collection and analysis of language data from native speakers. (Created By CAN Dept - English)	**Assessment Method:** Exam **Assessment Method Category:** Exam **Success Criterion:** 70% of students will successfully complete the course with a knowledge of the material and a grade C or better.	12/20/2013 - In the ENGL 200 section, 4 of 6 students earned at least a C or higher for their semester grade. In the LING 200 section, all 10 students earned at least a C or higher for their semester grade. Grand total of 14 of 16 students (87.5%) of students successfully completed the course with a knowledge of the material and a grade of C or higher. Chapter 1 Exam: 36.57/50 (73.14%) average, 16 students Chapter 2 Exam: 38.23/50 (76.46%) average, 16 students Chapter 3 Exam: 43.88/50 (83.58%) average, 16 students Chapter 4 Exam: 41.79/50 (83.58%) average, 16 students Chapter 5/6 Exam: 37/50 (74%) average, 14 students Midterm Report: 40.02/50 (80.04%) average, 16 students Chapter 7 Exam: 41.47/50 (82.94%) average, 15 students Chapter 8 Exam: 33.45/50 (66.9%) average, 15 students Chapter 9 Exam: 40.93/50 (81.86%) average, 15 students **Result Type:** Criterion met	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			Reporting Cycle: 2013 - 2014 **Related Documents:** Fall 2013 SLO 2 Data.xlsx	
	CAN Dept - English - CAN ENGL 200 - Intro. to Linguistics: Survey - Language universals - SLO 3: Examine language universals and their variations by language, social class, gender, age, ethnicity, geographic area, time and idiosyncratic usage. (Created By CAN Dept - English)	**Assessment Method:** In an essay, students show ability to examine language universals and their variations by language, social class, gender, age, ethnicity, geographic area, time, and idiosyncratic usage. **Assessment Method Category:** Essay **Success Criterion:** 70% of students will successfully complete the course with a knowledge of the material and a grade C or better.	12/17/2012 - Three of the 4 students enrolled in the course earned a C or better. With specific reference to the term paper, 3 of the 4 students earned a C or better on the assignment. **Result Type:** Criterion met **Reporting Cycle:** 2012 - 2013	
	CAN Dept - English - CAN ENGL 826 - Basic Writing Skills - Paragraph composition - Students will create a paragraph with a main idea, supporting details, and sufficient explanation. (Created By CAN Dept - English)	**Assessment Method:** On a scale of 1 (poor) to 4 (excellent), professor assesses students' ability to formulate two paragraphs containing a main idea, supporting details, and sufficient explanation. **Assessment Method Category:** Essay **Success Criterion:** 70% of students will successfully complete the course with a knowledge of the material and a grade C or better.	05/15/2014 - ENG 826 AB 1=3 2=2 3=8 4=3 **Result Type:** Criterion met **Reporting Cycle:** 2013 - 2014 12/28/2010 - Results of 26 essays (In-class Final) # of students 1 (Poor) 2 2 (Adequate) 1 3 (Good) 13 4 (Excellent) 10 **Result Type:**	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			Criterion met **Reporting Cycle:** 2010 - 2011	
			08/31/2010 - (4) 9/17 (3) 4/17 (2) 4/17 **Result Type:** Criterion met **Reporting Cycle:** 2009 - 2010	
	CAN Dept - English - CAN ENGL 826 - Basic Writing Skills - Paragraph styles/methods of development - Students will create a paragraph in a specified paragraph style. (Created By CAN Dept - English)	**Assessment Method:** On a scale of 1 (poor) to 4 (excellent), professor assesses students' ability to write two paragraphs in two paragraph styles. **Assessment Method Category:** Exam **Success Criterion:** 70% of students will successfully complete the course with a knowledge of the material and a grade C or better.	12/16/2013 - English 826 AB (1) 4 (2) 7 (3) 7 (4) 15 The problem with collecting data for this particular class was that some students demonstrated mastery of this SLO in work they handed in, but they did not pass the course due to not handing in subsequent work. English 826 AC ENGL 100 AI 1-2 2-4 3-8 4-8 Eng 826-AD 1-7 2-1 3-8 4-4 **Result Type:** Criterion met **Reporting Cycle:**	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			2013 - 2014	
			06/01/2011 - Eight students earned a "4" and one earned a "1." **Result Type:** Criterion met **Reporting Cycle:** 2010 - 2011	
	CAN Dept - English - CAN ENGL 826 - Basic Writing Skills - New vocabulary - Students will incorporate new vocabulary into writing. (Created By CAN Dept - English)	**Assessment Method:** Professor will assess students' ability to incorporate new vocabulary into their writing on a scale of 1-4 with 1 = needing improvement and 4 = excellent. **Assessment Method Category:** Other **Success Criterion:** 70% of students will successfully complete the course with a knowledge of the material and a grade C or better.	01/07/2013 - Maher 826 4- 7 students 3-7 students 2-3 students 1-8 students Malavade 826 4-11 2-3 2-2 1-1 Valenzuela, English 826 4-4 students 3-9 students 2- 3 students 1- 0 students **Result Type:** Criterion not met **Reporting Cycle:** 2012 - 2013	
	CAN Dept - English - CAN ENGL 836 - Intro to College Composition - Thesis composition - Students will create an essay with a thesis that has a clear point of view and claim. (Created By CAN Dept - English)	**Assessment Method:** On a scale of 1 (poor) to 4 (excellent), professor assesses the thesis statement in a final writing assignment. **Assessment Method Category:** Essay **Success Criterion:**	01/31/2013 - Results: 88% successful--8 out of 9: 5 scored 4, 3 scored 3 and 1 scored 2. **Result Type:** Criterion met **Reporting Cycle:**	01/31/2013 - Reflection: As a final writing assignment students created an essay about "the heroe's journey", using a course text, The Immortal Life of Henrietta Lacks by Rebecca Skloot. Since we had discussed the themes and

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
		70% of students will successfully complete the course with a knowlege of the matereial and a grade C or better.	**2011 - 2012** **Related Documents:** Eng 836 SLO result sp12 -J. Gross.msg	evidence in the text extensively, the majority of students were successful. At this level, small and large group discussion of themes is critical to student success in essay writing.

11/06/2012 - Spring 2012 ENG 836 AH results: J. Gross
Results: 88% successful--8 out of 9: 5 scored 4, 3 scored 3 and 1 scored 2. Reflection: As a final writing assignment students created an essay about "the heroe's journey", using a course text, The Immortal Life of Henrietta Lacks by Rebecca Skloot. Since we had discussed the themes and evidence in the text extensively, the majority of students were successful. At this level, small and large group discussion of themes is critical to student success in essay writing.
Result Type:
Criterion met
Reporting Cycle:
2011 - 2012

05/15/2012 - Eslamieh- English 836
BZ2
1- 2, 3- 3, 3- 6, 4- 11

Eslamieh- English 836
1- 0, 2- 1, 3- 3, 4- 7

3/4 range
3/4 range (hanzimanolis)

8 out of 12 of my students in 836 AB write a competent thesis statement in an essay that has a clear point of view and claim/
20 out of 23 of my students in 836 AG

| | | | write using a competent thesis statement in an essay that has a clear point of view an claim.
20 out of 27 of my students currently registered for 836 AF are competent writers,(rated at least 3) with thesis statement, clear claim (4 stopped coming to class but are still registered. 2 passed the class with a C but have a very weak use of thesis/claims, etc.(rated 2),and 2 students are excellent (rated 4)

Sally Freyberg Engl 836 AE
1-2 2-5 3-4 4-7

Elizabeth Terzakis
1 0
2 1
3 8
4 14

I spent a lot of time working with them on generating strong, argumentative theses, and it seems to have paid off; I also looked at a lot of drafts, and rejected a lot of weak, descriptive theses in rough drafts.

Result Type:
Criterion met
Reporting Cycle:
2011 - 2012 | |
| CAN Dept - English - CAN ENGL 836 - Intro to College Composition
- Supporting arguments - Students will create an essay with ample supporting arguments. (Created By CAN Dept - English) | **Assessment Method:**
Assessment: On a scale of 1 (poor) to 4 (excellent), professor assesses the supporting arguments in a final writing assignment. | 12/20/2013 - English 836 LA 81175 Meyerowitz
4 - 5 students
3 - 7 students
2 - 7 students | |

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
		Assessment Method Category: Essay **Success Criterion:** 70% of students will successfully complete the course with a knowledge of the material and a grade C or better.	1 - 2 students English 836 AD 89471 Freyberg (1) 3 (2) 2 (3) 6 (4) 5 ENGL 836 BZ6 4 = 7 3= 5 2= 2 1= 1 ENGL 836 AD SP 14 4 = 7 3 = 6 2 = 3 1 = 1 English 836 LA-SP14 4=7 3=8 2=3 1=0 comments: I don't know if this skews the results, but my "final writing assignment" used for this assessment is a revision of a previously written essay. Therefore, I think the students did an overwhelmingly good job on this. **Result Type:** Criterion met **Reporting Cycle:** 2013 - 2014 05/27/2011 - Final essay 4 = 7 3 = 7 2 = 4 1 = 1 Essay 4	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			4 = 8 3 = 8 2 = 3 1 = 3 This semester, many students seemed to fall apart in the last couple of weeks; their supporting arguments for Essay 4 were much stronger than in Essay 5. This could also be due to the material--a nonlinear narrative vs. a history book. Maybe teach the novel earlier, when they are less distracted? **Result Type:** Criterion met **Reporting Cycle:** 2010 - 2011	
	CAN Dept - English - CAN ENGL 836 - Intro to College Composition - MLA citations - Students will create an essay with MLA formatted citations. (Created By CAN Dept - English)	**Assessment Method:** On a scale of 1 (needing improvement) to 4 (excellent), professor assesses the citations in a final writing assignment. **Assessment Method Category:** Essay **Success Criterion:** 70% of students will successfully complete the course with a knowledge of the material and a grade C or better.	12/19/2012 - English 836 AF/AG 4-20 3-6 2-2 1-1 Why is the result date 12/19/2012? shouldn't it be 5/21/2-13? . --- ------------------------------- 4-10 3-6 2-2 1-7 Having 20% not turn in a final writing assignment is a troubling student learning outcome. Success, retention and persistence for ENG 836 is a challenge. As for MLA citations, more students were successful after receiving a	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			Bibliographic Information session on Easy Bib led by the Librarian . Having the Library assist with MLA instruction seems like an important feature to institutionalize. For one section of 836, I assessed MLA citations in the last essay. The numbers looked like this: 4 = 15 3 = 1 2 = 0 1 = 2 ENGL 836 AA 4-7 3-1 2-0 1-2 Eng 836--LA 1-1 2-0 3-6 4-7 Eng 836-AE 1-2 2-1 3-6 4-5 **Result Type:** Criterion met **Reporting Cycle:** 2012 - 2013	

CAN Dept - English - CAN LIT. 151   -
Introduction to Shakespeare
- Cultural issue identification - Students

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
	identify and explain the cultural issues reflected in texts. (Created By CAN Dept - English)	**Assessment Method:** Assessment: On a scale of 1 (poor) to 4 (excellent), professor assesses student ability to identify and explain the cultural issues reflected in texts, in an essay. **Assessment Method Category:** Other **Success Criterion:** 70% of students will successfully complete the course with a knowlege of the matereial and a grade C or better.	05/15/2012 - level 1 - 0 students level 2 - 0 students level 3 - 6 students level 4 - 9 students (4 students did not do the assignment) **Result Type:** Criterion met **Reporting Cycle:** 2011 - 2012	
	CAN Dept - English - CAN LIT. 151 - Introduction to Shakespeare - Literary style and language - Students evaluate the literary style and language of texts. (Created By CAN Dept - English)	**Assessment Method:** On a scale of 1 (poor) to 4 (excellent), professor assesses student ability to evaluate the literary style and language of texts, in an essay. **Assessment Method Category:** Other **Success Criterion:** 70% of students will successfully complete the course with a knowledge of the material and a grade C or better.	07/01/2014 - Lit 151 Spring 2014 4: 18 3: 5 2: 1 1: 2 **Result Type:** Criterion met **Reporting Cycle:** 2013 - 2014	
	CAN Dept - English - CAN LIT. 205 - New Voices In World Literature - Cultural issue identification - Students identify and explain the cultural issues reflected in texts. (Created By CAN Dept - English)	**Assessment Method:** On a scale of 1 (poor) to 4 (excellent), professor assesses student ability to identify and explain the cultural issues reflected in texts, in an essay. **Assessment Method Category:** Other **Success Criterion:** 70% of students will successfully complete the course with a knowlege of the matereial and a grade C or better.		

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
	CAN Dept - English - CAN LIT. 205 - New Voices In World Literature - Literary style and language - Students evaluate the literary style and language of texts. (Created By CAN Dept - English)	**Assessment Method:** On a scale of 1 (poor) to 4 (excellent), professor assesses student ability to evaluate the literary style and language of texts, in an essay. **Assessment Method Category:** Other **Success Criterion:** 70% of students will successfully complete the course with a knowlege of the matereial and a grade C or better.		
	CAN Dept - English - CAN LIT. 231 - Survey English Literature I - Cultural and historical context - Students will understand the cultural and historical contexts of English literature between 1350-1789. (Created By CAN Dept - English)	**Assessment Method:** Essay **Assessment Method Category:** Essay **Success Criterion:** 70% of students will successfully complete the course with a knowlege of the matereial and a grade C or better.		
	CAN Dept - English - CAN LIT. 231 - Survey English Literature I - Works by major authors - Students will analyze and discuss the significance of a selection of literary works from major authors of the period. (Created By CAN Dept - English)	**Assessment Method:** On a scale of 1-4, with 1 being poor and 4 being excellent, professor will assess students' ability to write an essay analyzing and discussing the significance of a selection of literary works from major authors of the period. **Assessment Method Category:** Essay **Success Criterion:** 70% of students will successfully complete the course with a knowlege of the matereial and a grade C or better.	09/26/2011 - SLO #2 was evaluated for Spring 2011 Number of students at level 1: 11 Level 2: 3 Level 3: 4 Level 4: 1 Level 5: 1 Level 1 is the highest rank. David Clay **Result Type:**	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			Criterion met **Reporting Cycle:** 2010 - 2011	
	CAN Dept - English - CAN LIT. 231 Survey English Literature I - Literature and critical thinking - Students will demonstrate the role of literature in critical thinking. (Created By CAN Dept - English)	- **Assessment Method:** Essay **Assessment Method Category:** Essay **Success Criterion:** 70% of students will successfully complete the course with a knowlege of the matereial and a grade C or better.		
	CAN Dept - English - CAN LIT. 231 Survey English Literature I - Literary analysis - Students will write carefully observed, detailed literary analyses of texts, appropriately supported and cited. (Created By CAN Dept - English)	- **Assessment Method:** Essay **Assessment Method Category:** Essay **Success Criterion:** 70% of students will successfully complete the course with a knowlege of the matereial and a grade C or better.		
	CAN Dept - English - CAN LIT. 233 Survey English Literature III - Cultural Issues - Students will identify and explain the cultural issues reflected in texts. (Created By CAN Dept - English)	- **Assessment Method:** Professors assess student essays using a scale of 1-4 in which 1 needs much work and 4 is excellent. **Assessment Method Category:** Essay **Success Criterion:** 70% of students will successfully complete the course with a knowlege of the matereial and a grade C or better.		

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
	CAN Dept - English - CAN LIT. 233 - Survey English Literature III - Literary Style - Students will evaluate the literary style and language of the texts (Created By CAN Dept - English)	**Assessment Method:** Professors assess student essays using a scale of 1-4 in which 1 needs much work and 4 is excellent. **Assessment Method Category:** Essay **Success Criterion:** 70% of students will successfully complete the course with a knowlege of the matereial and a grade C or better.		
	CAN Dept - English - CAN LIT. 233 - Survey English Literature III - Literary Analyses - Students will write detailed literary analyses of texts, appropriately supported and cited using MLA style. (Created By CAN Dept - English)	**Assessment Method:** Professors assess student essays using a scale of 1-4 in which 1 needs much work and 4 is excellent. **Assessment Method Category:** Essay **Success Criterion:** 70% of students will successfully complete the course with a knowlege of the matereial and a grade C or better.		
	CAN Dept - English - CAN LIT. 252 - Women Writers - Cultural Issues - Students will identify and explain the cultural issues reflected in texts (Created By CAN Dept - English)	**Assessment Method:** Professors assess student essays using a scale of 1-4 in which 1 needs much work and 4 is excellent. **Assessment Method Category:** Essay **Success Criterion:** 70% of students will successfully complete the course with a knowlege of the matereial and a grade C or better.	08/31/2010 - (4) 11/18 (3) 4/18 (2) 3/18 **Result Type:** Criterion met **Reporting Cycle:** 2009 - 2010	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
		Related Documents: LIT 252.pdf		
	CAN Dept - English - CAN LIT. 252 - Women Writers - Literary Style - Students will evaluate the literary style and language of the texts. (Created By CAN Dept - English)	**Assessment Method:** Professors assess student essays using a scale of 1-4 in which 1 needs much work and 4 is excellent. **Assessment Method Category:** Essay **Success Criterion:** 70% of students will successfully complete the course with a knowlege of the matereial and a grade C or better.	09/08/2011 - 1- 2 2- 1 3- 5 4- 11 **Result Type:** Criterion met **Reporting Cycle:** 2010 - 2011	
	CAN Dept - English - CAN LIT. 252 - Women Writers - Literary Analyses - Students will write detailed literary analyses of texts, appropriately supported and cited using MLA style. (Created By CAN Dept - English)	**Assessment Method:** Professors assess student essays using a scale of 1-4 in which 1 needs much work and 4 is excellent. **Assessment Method Category:** Essay **Success Criterion:** 70% of students will successfully complete the course with a knowlege of the matereial and a grade C or better.		
	CAN Dept - English - CAN LIT. 266 - Black Literature - Essay Composition - Students will be able to compose an essay which follows the conventions of a literary analysis and is in MLA format. (Created By CAN Dept - English)	**Assessment Method:** Referring to writer's reference handbook for MLA and literary analysis adherence guidelines **Assessment Method Category:** Other **Success Criterion:** 70% of students will successfully complete the course with a knowlege of the matereial and a grade C or better.		

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
	CAN Dept - English - CAN LIT. 266 - Black Literature - Thesis Statements - Students will be able to formulate analytical arguments on the material from Lit. 266 in oral and written formats which have defined and arguable thesis statements. (Created By CAN Dept - English)	**Assessment Method:** Identifying and stating argument?s thesis for other students and instructor; professor evaluates thesis effectiveness **Assessment Method Category:** Presentation/Performance **Success Criterion:** 70% of students will successfully complete the course with a knowlege of the matereial and a grade C or better.		
	CAN Dept - English - CAN LIT. 371 - Mexican-American Literature - Cultural issue identification - Students identify and explain the cultural issues reflected in texts. (Created By CAN Dept - English)	**Assessment Method:** On a scale of 1 (poor) to 4 (excellent), professor assesses student ability to identify and explain the cultural issues reflected in texts, in an essay. **Assessment Method Category:** Other **Success Criterion:** 70% of students will successfully complete the course with a knowlege of the matereial and a grade C or better.		
	CAN Dept - English - CAN LIT. 371 - Mexican-American Literature - Literary style and language - Students evaluate the literary style and language of texts. (Created By CAN Dept - English)	**Assessment Method:** On a scale of 1 (poor) to 4 (excellent), professor assesses student ability to evaluate the literary style and language of texts, in an essay. **Assessment Method Category:** Other **Success Criterion:** 70% of students will successfully complete the course with a knowlege of the matereial and a grade C or better.		

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
	CAN Dept - English - CAN LIT. 372 - Myth & Folklore of La Raza - Cultural Issues - Students will identify and explain the cultural issues reflected in texts (Created By CAN Dept - English)	**Assessment Method:** Professors assess student essays using a scale of 1-4 in which 1 needs much work and 4 is excellent. **Assessment Method Category:** Essay **Success Criterion:** 70% of students will successfully complete the course with a knowlege of the matereial and a grade C or better.	12/21/2010 - 20 students earned a "4" for this SLO. **Result Type:** Criterion met **Reporting Cycle:** 2010 - 2011	
	CAN Dept - English - CAN LIT. 372 - Myth & Folklore of La Raza - Literary Style - Students will evaluate the literary style and language of the texts. (Created By CAN Dept - English)	**Assessment Method:** Professors assess student essays using a scale of 1-4 in which 1 needs much work and 4 is excellent. **Assessment Method Category:** Essay **Success Criterion:** 70% of students will successfully complete the course with a knowledge of the material and a grade C or better.	12/22/2013 - Section 90269: Eighteen times students scored a "4" and three times students scored a "3." **Result Type:** Criterion met **Reporting Cycle:** 2013 - 2014	
	CAN Dept - English - CAN LIT. 372 - Myth & Folklore of La Raza - Literary Analysis - Students will write detailed literary analysis of texts, appropriately supported and cited using MLA style. (Created By CAN Dept - English)	**Assessment Method:** Professors assess student essays using a scale of 1-4 in which 1 needs much work and 4 is excellent. **Assessment Method Category:** Essay **Success Criterion:** 70% of students will successfully complete the course with a knowledge of the material and a grade C or better.	12/21/2012 - In one section of Literature 372, five students received a "4" for very good, five students received a "3" for good, zero students received a "2" for better, or average, and two students received a "1" for least accomplished, or poor. **Result Type:** Criterion met **Reporting Cycle:** 2012 - 2013	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
	CAN Dept - English - CAN LIT. 375 - Native American Literature - Cultural issues - Students will identify and explain the cultural issues reflected in texts. (Created By CAN Dept - English)	**Assessment Method:** Professors assess student essays using a scale of 1-4 in which 1 needs much work and 4 is excellent. **Assessment Method Category:** Essay **Success Criterion:** 70% of students will successfully complete the course with a knowlege of the material and a grade C or better.		
	CAN Dept - English - CAN LIT. 375 - Native American Literature - Rhetoric and language - Students will evaluate the rhetoric and language of the texts. (Created By CAN Dept - English)	**Assessment Method:** Professors assess student essays using a scale of 1-4 in which 1 needs much work and 4 is excellent. **Assessment Method Category:** Essay **Success Criterion:** 70% of students will successfully complete the course with a knowlege of the material and a grade C or better.		
	CAN Dept - English - CAN LIT. 375 - Native American Literature - Analyses - Students will write detailed analyses of texts, appropriately supported and cited using MLA style. (Created By CAN Dept - English)	**Assessment Method:** Professors assess student essays using a scale of 1-4 in which 1 needs much work and 4 is excellent. **Assessment Method Category:** Essay **Success Criterion:** 70% of students will successfully complete the course with a knowlege of the material and a grade C or better.	05/23/2013 - For this section of LIT 375, the numbers were: 4 = 8 3 = 2 2 = 1 1 = 1 Letting the students choose their own research topics made a huge difference to the depth of their analyses-- passionate, publishable, exciting-to-read stuff.	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			Result Type: Criterion met **Reporting Cycle:** 2012 - 2013	
	CAN Dept - English - CAN LIT. 441 - Film Study & Appreciation - Cinematic elements - SLO 1: Students identify the major cinematic elements of film as an art form, including narrative structure, character development, visual design, editing, technological innovation, and sound/music. (Created By CAN Dept - English)	**Assessment Method:** Assessment: On a scale of 1 (poor) to 4 (excellent), professor assesses student answers to midterm questions. **Assessment Method Category:** Other **Success Criterion:** 70% of students will successfully complete the course with a knowlege of the matereial and a grade C or better.		
	CAN Dept - English - CAN LIT. 441 - Film Study & Appreciation - Creative aspects - SLO 2: Students analyze how the creative aspects of filmmaking including screenwriting, directing, and performance contribute to the artistry of the whole film. (Created By CAN Dept - English)	**Assessment Method:** Assessment: On a scale of 1 (poor) to 4 (excellent), professor assesses students' ability to analyze creative aspects of film-making in an essay. **Assessment Method Category:** Essay **Success Criterion:** 70% of students will successfully complete the course with a knowledge of the material and a grade C or better.	06/02/2014 - LIT441 SP-14 4 = 6 3= 5 2= 3 1=2 Comments: Most or all students are good at analyzing at least one element of the SLO. Some fall down on synthesizing these into an analysis of the artistry of the whole film. **Result Type:** Criterion met **Reporting Cycle:** 2013 - 2014 12/07/2013 - LIT 441 (1) 2 (2) 8	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			(3) 1 (4) 1 **Result Type:** Criterion met **Reporting Cycle:** 2013 - 2014	
			12/20/2012 - 80% of students successfully completed this requirement for passing with a C or better. **Result Type:** Criterion met **Reporting Cycle:** 2012 - 2013	
			06/09/2011 - The great majority of students were able to analyze directing and performance aspects of various films in essay form. Further investigation on teacher's part is needed to properly explore and teach screenplay's role in successful films. 12-4's 21-3's 5-2's 1-1 **Result Type:** Criterion met **Reporting Cycle:** 2010 - 2011	
	CAN Dept - English - CAN LIT. 442 - Film Study & Appreciation II - Cinematic Elements - Identify the major cinematic elements of film as an art form, including narrative structure, character development, visual design, editing, technological innovation, and sound/music. (Created By CAN Dept - English)	**Assessment Method:** Professors assess student answers to midterm question using a scale of 1-4 in which 1 needs much work and 4 is excellent. **Assessment Method Category:** Exam **Success Criterion:**	05/22/2013 - 1-5 2-6 3-17 4-5 **Result Type:** Criterion met **Reporting Cycle:** 2012 - 2013	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
		70% of students will successfully complete the course with a knowledge of the material and a grade C or better.	12/21/2010 - By an overwhelming majority students comprehended the basic elements of film. More critiques of films from outside of class will be assigned to increase overall competency of class. 1=4 2=7 3=10 4=10 **Result Type:** Criterion met **Reporting Cycle:** 2010 - 2011	
	CAN Dept - English - CAN LIT. 442 - Film Study & Appreciation II - Narrative and Documentary Styles - Students will be able to describe key elements which distinguish narrative and documentary film styles. (Created By CAN Dept - English)	**Assessment Method:** Professors assess student responses to exam questions using a scale of 1-4 in which 1 needs much work and 4 is excellent. **Assessment Method Category:** Exam **Success Criterion:** 70% of students will successfully complete the course with a knowlege of the matereial and a grade C or better.		
	CAN Dept - English - CAN LIT. 442 - Film Study & Appreciation II - Film Analyses - Students will be able to write detailed analyses of films using appropriate critical concepts and documentation. (Created By CAN Dept - English)	**Assessment Method:** Professors assess student responses to exam questions using a scale of 1-4 in which 1 needs much work and 4 is excellent. **Assessment Method Category:** Essay **Success Criterion:** 70% of students will successfully complete the course with a knowledge of	05/26/2014 - Clay Lit 442 4 - 17 students 3 - 9 students 2 - 12 students 1 - 5 students Lit 442 LA Spr. 2014 4-12 3-14 2-7 1-3	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
		the material and a grade C or better.	**Result Type:** Criterion met **Reporting Cycle:** 2013 - 2014	
	CAN Dept - English - CAN READ 826 - Reading Improvement - Main idea identification - Students will differentiate between main ideas and supporting ideas in paragraphs. (Created By CAN Dept - English)	**Assessment Method:** On a scale of 1 (poor) to 4 (excellent), professor assesses the students' ability to recognize main ideas and supporting details in two paragraphs. **Assessment Method Category:** Other **Success Criterion:** 70% of students will successfully complete the course with a knowlege of the matereial and a grade C or better.	09/09/2011 - Assessment: Students will create a paragraph with a main idea, supporting details and sufficient explanation. Correct: 18 out of 25. 72% accuracy **Result Type:** Criterion met **Reporting Cycle:** 2010 - 2011 08/31/2010 - (4) 10/17 (3) 3/17 (2) 4/17 **Result Type:** Criterion met **Reporting Cycle:** 2009 - 2010	
	CAN Dept - English - CAN READ 826 - Reading Improvement - Differentiating facts and opinions - Students will differentiate between facts and opinions in supporting details in paragraphs. (Created By CAN Dept - English)	**Assessment Method:** On a scale of 1 (poor) to 4 (excellent), professor assesses the students? ability to identify, or underline and label, facts and opinions in supporting details in three paragraphs. **Assessment Method Category:** Exam **Success Criterion:** 70% of students will successfully complete the course with a knowledge of the material and a grade C or better.	12/22/2013 - Twenty-five times students scored a "4," seven times students scored a "3," four times students scored a "2," and six times students scored a "1." Section 81530: Twenty-four times students scored a "4," two times students scored a "3," and two times students scored a "2." Section 81531: Fourteen times students scored a "4" and two times students scored a "1." Read 826 AA Crn #39629 Sp 14, 22	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			times students scored a "4," six times students scored a "3" and four times students scored a "1." Read 826 AB Crn #39630 Sp 14, nine times students scored a "4," four times students scored a "3" and three times students scored a "1." **Result Type:** Criterion met **Reporting Cycle:** 2013 - 2014	
			05/29/2011 - facts and opinions in 3 paragraphs assessed at level 3 differentiate facts and opinions in supporting details in parag. asses @ lev 3 **Result Type:** Criterion met **Reporting Cycle:** 2010 - 2011	
	CAN Dept - English - CAN READ 826 - Reading Improvement - Context clues - Students will use context clues to comprehend new words. (Created By CAN Dept - English)	**Assessment Method:** Students will underline a word and identify the context clue that defines it in three paragraphs. **Assessment Method Category:** Other **Success Criterion:** 70% of students will successfully complete the course with a knowledge of the material and a grade C or better.	12/21/2012 - In my one 826, of my 9 students, all but one passed the MI, supporting details and context clues SLO's with a 70% or better. - In one section of Reading 826 two responses regarding context clues were evaluated per student: 4- 20 responses, 3 -6 responses, 2-7 responses, 1-10 responses - In one section of Reading 826 two responses regarding context clues were evaluated per student: 4- 16 responses, 3 -2 responses, 2-1 response, 1-8 responses	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			READ 836 AB 1- 0 2- 0 3- 5 4- 5 Comments: 2 additional students did not follow the directions of the assessment so they were excluded from this data. (These students did not identify the context clues and simply defined the words.) **Result Type:** Criterion met **Reporting Cycle:** 2012 - 2013	
		01/24/2012 - ENGL 826 SLO 3: Ss will incorporate new vocabulary into writing. Assessment method: Professor will assess students' ability to incorporate new vocabulary into their writing on a scale of 1-4 with 1 = needing improvement and 4 = excellent. 1 (poor) 3 2 (fair) 3 3 (good) 3 4 (excellent) 12 READ 826 SLO3: Ss will use context clues to comprehend new words. Assessment method: Ss will underline a word and identify the context clue that defines it in three paragraphs. Paragraph Correct Incorrect 1 11 9 2 15 5 3 6 14 NOTES: Ask department to revise this	01/24/2012 - NOTES: Ask department to revise this SLO; the assessment method listed doesn?t fit my practice (I choose the words, not the students), and it is unclear whether we are assessing their ability to identify the context that helps them to define the word or the TYPE (definition, contrast, past experience, summary, examples) of context clue that helps them to define the word. I did the latter. Interesting to note that most students blew the last identification in which the clue came BEFORE the word. **Action Plan Category:** Other

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			SLO; the assessment method listed doesn?t fit my practice (I choose the words, not the students), and it is unclear whether we are assessing their ability to identify the context that helps them to define the word or the TYPE (definition, contrast, past experience, summary, examples) of context clue that helps them to define the word. I did the latter. Interesting to note that most students blew the last identification in which the clue came BEFORE the word. **Result Type:** Inconclusive **Reporting Cycle:** 2011 - 2012	
	CAN Dept - English - CAN READ 836 - Academic Reading Strategies - Thesis identification - Students will identify or formulate the thesis of an essay. (Created By CAN Dept - English)	**Assessment Method:** On a scale of 1 (poor) to 4 (excellent), professor assesses the students? ability to identify or formulate the thesis in two essays. **Assessment Method Category:** Other **Success Criterion:** 70% of students will successfully complete the course with a knowlege of the matereial and a grade C or better.	05/30/2012 - ESSAY 1: 1 4 2 1 3 13 4 5 ESSAY 2: 1 1 2 2 3 8 4 12 Clearly more students had trouble with the first essay, which was considerably more complicated, but I also think that I need to work more with them on test-taking and give them more tests because I was shocked at the number of students who came late, left early, and left answers blank, demonstrating a	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			complete ignorance of the importance of the exam. **Result Type:** Criterion met **Reporting Cycle:** 2011 - 2012	
			05/26/2012 - Read 836LA Sally Freyberg 1-0 2-0 3-2 4-4 In Professor Valenzuela's section of Reading 836 students were able to identify the theses in two essays 45 times and earn a "4." They were able to identify the theses four times and earn a "2." They were unable to identify the theses four times and earned a "1." **Result Type:** Criterion met **Reporting Cycle:** 2011 - 2012	
			11/01/2010 - 3-4 (depending on student) submitted by SF: Results of Tests (Essay on Final) # of students 1 (Needs improvement) 3 2 (Adequate) 8 3 (Good) 7 4 (Excellent) 3 submitted by KMalavade: 4 (excellent)=8 3 (good)=8 2 (adequate)=9 1 (poor)=2 submitted by ET Essay 1 4 (excellent)= 3 (good)=	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			2 (adequate)= 1 (poor)= Essay 2 4 (excellent)= 3 (good)= 2 (adequate)= 1 (poor)= The following Submitted by Paulette Vashio section81535 section 81534 4 Excellent 6 8 3 good 9 13 2 adequate 4 2 1 poor 0 0 **Result Type:** Criterion met **Reporting Cycle:** 2010 - 2011 **Related Documents:** Read836_Thesis_Assignment.doc	
			08/16/2010 - Results for Essay 1: 4 = 20; 3 = 3; 2 = 2; 1 = 4 Results for Essay 2: 4 = 16; 3 = 6; 2 = 4; 1 = 3 **Result Type:** Criterion met **Reporting Cycle:** 2009 - 2010	

CAN Dept - English - CAN READ 836
- Academic Reading Strategies

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
	- Supporting argument identification - Students will recognize or identify supporting arguments in an essay. (Created By CAN Dept - English)	**Assessment Method:** On a scale of 1 (poor) to 4 (excellent), professor assesses students? ability to recognize or formulate the supporting arguments in two essays. **Assessment Method Category:** Other **Success Criterion:** 70% of students will successfully complete the course with a knowledge of the material and a grade C or better.	05/23/2014 - READ 836 BZ6 4 = 3 3= 5 2= 5 1= 3 Comments: I thought I chose two very straightforward essays for this assignment, but, in one essay, many of the students fell into the trap of listing what were essentially restatements of a single supporting argument rather than identifying three distinct supporting arguments. Also, one of the essays relied very heavily on tone and implication to get its message across, and I think that confused some students. As a result, I have decided that I am going to introduce this exercise earlier in the semester. Read 836 AC Crn #38897 Sp 14, thirteen times students scored a "4," three times students scored a 3," five times students scored a "2" and one time a student scored a "1." READ 836 QEH (CRN 43485) 4 = 15 3 = 5 2 = 1 1 = 0 **Result Type:** Criterion met **Reporting Cycle:** 2013 - 2014 12/22/2013 - 4= 8 students 3= 7 students 2=0 students 1= 2 students Paulette	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			Section 81535: Seventy- four times students scored a "4" and one time a student received a "3." **Result Type:** Criterion met **Reporting Cycle:** 2013 - 2014	
			05/27/2011 - Essay 1 4 = 5 3 = 4 2 = 3 1= 1 -Twenty-seven times students earned a "4," nine times students earned a "3," five times students earned a "2," and five times students earned a "1." **Result Type:** Criterion met **Reporting Cycle:** 2010 - 2011	
	CAN Dept - English - CAN READ 836 - Academic Reading Strategies - Context clue identification - Students will use context clues to comprehend new words. (Created By CAN Dept - English)	**Assessment Method:** Professor will assess students' ability to circle a new word and identify or underline the context clue that defines it in three different examples. **Assessment Method Category:** Other **Success Criterion:** 70% of students will successfully complete the course with a knowledge of the material and a grade C or better.	12/21/2012 - In one section of Reading 836, forty one responses received a "4" for very good, fifteen received a "3" for good, zero received a "2" for better, or average, and eight received a "1" for least accomplished, or poor. In another section of Reading 836, 16 responses received a "4" for very good, 10 received a "3" for good, 2 received a "2" for better, or average, and 1 received a "1" for least accomplished, or poor. In another section of READ 836, for which I averaged the three responses for each student, the numbers looked like	

this:

1 = 2
2 = 2
3 = 6
4 = 8

We focused more on this skill this semester than in the past, but students are still having trouble; many of the students correctly ascertained the definition, words that helped with the definition, and context clue, but incorrectly identified the part of speech (!!).

In one section of Reading 836 two responses regarding context clues were evaluated per student: 4- 33 responses, 3 -15 responses, 2- 4 responses, 1- 11 responses
In alnother sectrion of Reading 836, students responded to contextual clues and were evaluated in 10 passages. All students averaged very good except one student who did not yet understand and scored poorly.
Result Type:
Criterion met
Reporting Cycle:
2012 - 2013

08/17/2010 - Example 1: 4 = 5; 3 = 19; 2 = 3; 1 = 2; 24 out of 27 = 88.9 percent good to excellent
Example 2: 4 = 3; 3 = 19; 2 = 5; 1 = 2; 22 out of 27 = 81 percent good to excellent
Example 3: 4 = 4; 3 = 19; 2 = 6; 1 = 0; 22 out of 27 = 85 percent good to excellent

Result Type:

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			Criterion met **Reporting Cycle:** 2009 - 2010	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
Students demonstrate civic engagement in both written and oral argument.	CAN Dept - English - CAN ENGL 100 - Composition - Text-based support - Students will draft a well-supported, argumentative, text-based essay. (Created By CAN Dept - English)	**Assessment Method:** On a scale of 1 (poor) to 4 (excellent), instructor assesses student ability to use source material effectively to support the thesis statement in an essay. **Assessment Method Category:** Essay **Success Criterion:** 70% of students will successfully complete the course with a knowledge of the material and a grade C or better.	06/02/2014 - ENGL 100 APA SP 14 4-11 3-0 2-1 1-0 Comment: I think this SLO is an excellent proxy for determining whether or not students are doing the reading, understanding the reading, and learning how to use it to develop their own ideas. Unsurprisingly, students did well as this is what we focused on, from beginning to end, during the semester. ENGL 100 OHL 4-11 3-1 2-0 1-0 Comment: See above. I'm heartened that my online students replicated the success of my f2f class. In both cases, however, I'm discouraged by lack of retention. ENGL 100 AL SP 14 4 = 7 3 = 6 2 = 1 1 = 1 English 100 AG (CRN38872) 4 = 2	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			3 = 2 2= 2 English 100 WL09 (CRN 43067) 15 on roster, 3 N/A as stopped attending 4 = 4 3 = 7 2 = 1 English 100 AK (39723) Spring 2014 4 = 7 3 = 9 2 = 5 1 = 2 English 100 AD (34790) Spring 2014 4 = 8 3 = 12 2 = 3 1 = 1 **Result Type:** Criterion met **Reporting Cycle:** 2013 - 2014	
			06/22/2011 - Criterion: This was the fourth essay in the semester (out of 5). Students had a choice of questions related to the topic of language on which to write an argumentative 3 to 5-page essay. (score) 4 =(No of students) 1; 3 = 6; 2 = 2; 1 = 4 **Result Type:** Criterion not met **Reporting Cycle:** 2010 - 2011	
			06/16/2011 - 3 **Result Type:** Criterion met **Reporting Cycle:** 2010 - 2011	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			05/29/2011 - 4 = 6 3 = 11 2 = 5 1 = 0 Online course, 10-page research essay. Pretty abysmal. Most students (there were 29 to start with) did not have the computer or time management skills to thrive in an online course. Next time, I will insist on (at least) three face-to-face meetings, with a required Orientation and conference. *** **Result Type:** Criterion met **Reporting Cycle:** 2010 - 2011	
	CAN Dept - English - CAN ENGL 200 - Intro. to Linguistics: Survey - Language universals - SLO 3: Examine language universals and their variations by language, social class, gender, age, ethnicity, geographic area, time and idiosyncratic usage. (Created By CAN Dept - English)	**Assessment Method:** In an essay, students show ability to examine language universals and their variations by language, social class, gender, age, ethnicity, geographic area, time, and idiosyncratic usage. **Assessment Method Category:** Essay **Success Criterion:** 70% of students will successfully complete the course with a knowledge of the material and a grade C or better.	12/17/2012 - Three of the 4 students enrolled in the course earned a C or better. With specific reference to the term paper, 3 of the 4 students earned a C or better on the assignment. **Result Type:** Criterion met **Reporting Cycle:** 2012 - 2013	
	CAN Dept - English - CAN LIT. 205 - New Voices In World Literature - Cultural issue identification - Students identify and explain the cultural issues	**Assessment Method:** On a scale of 1 (poor) to 4 (excellent), professor assesses student ability to identify and explain the cultural issues		

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
	reflected in texts. (Created By CAN Dept - English)	reflected in texts, in an essay. **Assessment Method Category:** Other **Success Criterion:** 70% of students will successfully complete the course with a knowlege of the matereial and a grade C or better.		
	CAN Dept - English - CAN LIT. 375 - Native American Literature - Cultural issues - Students will identify and explain the cultural issues reflected in texts. (Created By CAN Dept - English)	**Assessment Method:** Professors assess student essays using a scale of 1-4 in which 1 needs much work and 4 is excellent. **Assessment Method Category:** Essay **Success Criterion:** 70% of students will successfully complete the course with a knowlege of the material and a grade C or better.		
	CAN Dept - English - CAN LIT. 375 - Native American Literature - Rhetoric and language - Students will evaluate the rhetoric and language of the texts. (Created By CAN Dept - English)	**Assessment Method:** Professors assess student essays using a scale of 1-4 in which 1 needs much work and 4 is excellent. **Assessment Method Category:** Essay **Success Criterion:** 70% of students will successfully complete the course with a knowlege of the material and a grade C or better.		