Assessment: Course/Service Four Column

DeAnza College

Dept - (LA) English as a Second Language

ESL 200:High Beginning English as a Second Language

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
ESL200_SLO_1 - Comprehend, analyze and respond to reading and listening materials. **SLO Status:** Active **Planned Assessment Quarters:** 2012-13 3-Winter **Outcome Creation Date:** 01/15/2014	**Exam - Course Test/Quiz -** Students took an in-class quiz that included a chapter from the listening/speaking part. The quiz included T/F, fill in blanks, dictation and short answers. **Target for Success:** Students passing with 90% or higher. **Comments/Notes:** 98% of students passed the quiz at the 70 percentile. Teacher asked the students to review and study the questions in the textbook. Students felt the test was not difficult if they studied.	**Program Review Reporting Year:** 2011-2012 **Target :** Target Met Students scored 80 to 90% on the in-class quiz, fill in blanks, dictation, and short answers. (01/20/2015) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** ESL 200 faculty were satisfied with the results of the assessment. They agreed that the course outcomes are valid and students are meeting the standards of the outcomes.	**Enhancement:** No enhancement is needed for ESL 200 outcomes. (01/20/2015)
	Exam - Course Test/Quiz - Students had to comprehend the main idea, supporting ideas, examples and details of an article from the textbook "Active Skills for Reading 1" **Target for Success:** Students need to demonstrate 80% success or above for this SLO	**Program Review Reporting Year:** 2016-2017 **Target :** Target Not Met Only 60% of the class scored 75% or higher. However, 80% of the class scored 60% or higher. The other 20% scored below 60% (04/17/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** In response to reading skills, students were more successful at comprehending the specific examples and details than they were at choosing the main idea in a multiple choice question. (50% chose a supporting idea instead of the main idea). 30% of students selected and wrote the main idea instead of a supporting idea in the space provided. However, 80% wrote in the correct specific examples and	**Enhancement:** Critical Thinking is not mentioned in the course outline, but I think a basic understanding of the concept could be included to meet the second part of the SLO-responding to reading and listening materials. Responding includes thinking between the lines and seeing what's missing. The recommended reading text for ESL 200 "Active Skills for Reading 1" has a section on critical

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		details in the spaces provided. Only 55% were able to respond correctly to the critical thinking question which was based on a classroom discussion of the reading. For listening, only 55% were able to respond correctly to the critical thinking question which was based on a classroom discussion of the reading.	thinking in every unit. The questions ask students to contribute their prior knowledge and understanding to what's on the page. They are practicing this skill. (04/17/2017)
	Exam - Course Test/Quiz - Students watched and listened to a short (1 minute) video on English Central titled "English Mania" and then answered six comprehension questions. **Target for Success:** Students need to demonstrate 80% success or above for this SLO		
ESL200_SLO_2 - Write a group of topic-related sentences using level specific grammar and vocabulary. **SLO Status:** Active **Planned Assessment Quarters:** 2012-13 3-Winter **Outcome Creation Date:** 01/15/2014	**Demonstration -** Students wrote on a topic given by the instructor and the teacher graded the short compositions from a writing rubric for the level. **Target for Success:** Students passing at 90% **Comments/Notes:** 70 percent of students passed but many had to do a revise/rewrite. Students are still making subject-verb errors and confusion with DO and BE auxillaries. Teachers need to provide more review for these grammar structures.		
	Demonstration - Towards the latter part of the quarter, I assigned two different paragraphs (Grammar Homework 14 and Writing Practice 5). Examining one of these paragraphs for each student, I counted the number of successful	**Program Review Reporting Year:** 2015-2016 **Target :** Target Met 52% of the students utilized the simple past correctly 90-100% of the time. 33% of the students utilized the simple past correctly 80-89% of the time. 10% of the students utilized the simple past correctly 70-	

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	uses of simple past and divided that number by attempted uses of simple past. **Target for Success:** 80% or higher on the assessment tool.	79% of the time. 5% of the students did not succeed on this particular assessment, only producing the simple past correctly 44% of the time. Overall, 85% of the students met the SLO with at least 80% accuracy. and 95% of the met the SLO with at least 70% accuracy. (01/19/2016) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Students were more than adequately prepared to complete assignments and satisfactorily meet SLO 2 goals.	
		Program Review Reporting Year: 2015-2016 **Target :** Target Not Met 52% of the students utilized the simple past correctly 90-100% of the time. 33% of the students utilized the simple past correctly 80-89% of the time. 10% of the students utilized the simple past correctly 70-79% of the time. 5% of the students did not succeed on this particular assessment, only producing the simple past correctly 44% of the time. Overall, 85% of the students met the SLO with at least 80% accuracy. and 95% of the met the SLO with at least 70% accuracy. (01/19/2016) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** There were two additional students who did not submit sufficient homework to be included in this analysis or to pass the class. Both were excluded from this analysis.	
ESL200_SLO_3 - Demonstrate understanding and usage of level-specific grammar and vocabulary in reading, writing, listening and speaking. **SLO Status:** Active **Planned Assessment Quarters:** 2012-	**Interview -** Students interviewed four people they did not know for an assigned topic and then prepared a short speech to give to the class. The students turned in their written speech to the instructor. **Target for Success:** Using a speech		

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13 3-Winter **Outcome Creation Date:** 01/15/2014	rubric, students will pass at 90%. **Comments/Notes:** Most students passed at the 70 percentile. Students reported that they are nervous when speaking to native English speakers due to shyness and/or fear. Although all students competed the assignment, they said that they need more opportunities, such as this assignment to help them build their English speaking skills and build their confidence.		
	Exam - Course Test/Quiz - For this SLO I analyzed the results of the vocabulary section of the second reading quiz. **Target for Success:** 80% or higher on the assessment tool.	**Program Review Reporting Year:** 2015-2016 **Target :** Target Not Met 57% of the students received a score of 90% or higher. 13% of the students received a score of 80-89% 17% of the students received a score of 70-79% 13% of the students received a score under 70% (01/19/2016) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Some of the students were not adequately prepared to meet SLO 3.	**Enhancement:** Having taught this course numerous times, I felt that the comprehension level (both reading and verbal) was lower than the average population. It is my opinion that no changes are needed. (01/19/2016)

ESL 234:Low Intermediate English as a Second Language

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
ESL234_SLO_1 - Comprehend, analyze and respond to reading and listening low-intermediate materials. **SLO Status:** Active **Planned Assessment Quarters:** 2011-12 4 -Spring **Outcome Creation Date:** 10/04/2012	**Demonstration -** Students read/listen to a passage followed by comprehension and vocabulary questions to assess both listening and speaking **Target for Success:** 80% or higher on the appointed measurement tool. **Comments/Notes:**	**Program Review Reporting Year:** 2017-2018 **Target :** Target Met Patricia Carobus indicated 87% of her students succeeded in this SLO (reading and listening component), while Iva Tracey indicated that 91% of her students succeeded in this SLO assessment. Thus, the average success rate for both instructors is 89%, which exceeds the target success rate of 80%. The students were equally successful in both parts of this SLO. (12/13/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Both Iva Tracey and Patricia Carobus met during week 12 and discussed how each use reading comprehension quizzes to assess this SLO in their classes. Both instructors use the same textbook, Weaving it Together 2, to assess reading, and the same online listening lab to assess students' listening skills. So, the assessment materials were compatible. Both instructors were very satisfied with the performance of the students in this SLO. The instructors attribute the succeed to the use of an excellent text book which provides the students with extensive practice of reading skills such as scanning, skimming, previewing, and identifying main ideas. Additionally, the online listening practice website used by both instructors allowed the students to practice listening both inside and outside of the class. Therefore, students with more difficulty could play the listening passages many times to fully understand them. Both listening and reading materials were engaging and informative, so the students connected to the topics and felt excited during class discussions. This contributed to the success of the students in the SLO. **Program Review Reporting Year:** 2012-2013 **Target :** Target Met The ESL 234 faculty agreed that for the SLO "Comprehend,	**Enhancement:** Both instructors think a stronger collaboration between the instructors teaching this class and the ESL counselors for language arts could benefit the students. Although the counselors visited the class the first week of school to present informative information about college life and requirements, many students did not completely comprehend them and missed important information. This may have happened because the visits took place early in the quarter (weeks 2-3), and the students were not as proficient in their listening skills. However, both instructors would like to collaborate with the counselors to present materials in a more comprehensive way so that all students can completely comprehend the requirements and resources they have as new college students. (12/13/2017) **Enhancement:** The SLOAC 234 faculty agreed that ESL 234 instructors should continue to

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		analyze, and respond to reading and listening low-intermediate materials," the majority of the students met the standard and in fact many exceeded expectations for proficiency. Students scored excellent to satisfactory on the comprehension questions, and the ESL 234 faculty were satisfied of the overall performance of the students' reading abilities. (01/20/2015) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The SLOAC 234 faculty agreed that ESL 234 instructors should continue to teach students to look for main ideas when they are reading instead of focusing too much on each individual word in a text and that students should look for context clues to understand new vocabulary words instead of relying on the dictionary to translate every unfamiliar word. This reading assessment worked well for the 234 level because it was at the low intermediate level written in easy to understand language by an ESL teacherat De Anza College, and the text was relevant to ESL students because it was about how to become a better reader	teach students to look for main ideas when they are reading instead of focusing too much on each individual word in a text and that students should look for context clues to understand new vocabulary words instead of relying on the dictionary to translate every unfamiliar word. This reading assessment worked well for the 234 level because it was at the low intermediate level written in easy to understand language by an ESL teacher at De Anza College, and the text was relevant to ESL students because it was about how to become a better reader. (01/22/2015)
ESL234_SLO_2 - Write a group of topic-related sentences using level specific grammar and vocabulary. **SLO Status:** Active **Planned Assessment Quarters:** 2012-13 3-Winter **Outcome Creation Date:** 10/04/2012	**Demonstration -** Students wrote a composition on an appointed topic and a short summary of a text. **Target for Success:** 80% or higher on the measurement tools. **Comments/Notes:** The SLOAC 234 faculty agreed that ESL 234 instructors should continue to teach students how to write a group of topic-related sentences in their own words about a text they have read. One method that ESL 234 teachers can use to teach summary at this level is the ?tell a friend? method of summarizing. Students practice explaining the main idea of a reading	**Program Review Reporting Year:** 2012-2013 **Target :** Target Not Met Students scored excellent to low satisfactory on the writing part of the assessment. Faculty agreed that students need more practice writing short summaries in their own words in ESL 234. (01/20/2015) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** the majority of the students met the standard of the writing outcome. Faculty shared the results from the assessment and noted that while students mostly used level-appropriate vocabulary and grammar, students at this level still have difficulty writing a group of topic-related sentences and writing a summary of a text in their own words without copying straight from the text. Students scored excellent to low satisfactory on the writing part of the assessment. Faculty agreed that students need	**Enhancement:** Faculty agreed that students need more practice writing short summaries in their own words in ESL 234. (01/22/2015)

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	to a friend in their own words and then use those ideas to write a short summary. ESL 234 faculty should also meet with ESL 200 faculty (the level below ESL 234) and ESL 244 faculty (the level above ESL 234) to discuss how to help students write better summaries in these lower level ESL courses so these students will be successful when they move on to the advanced ESL courses. **Exam - Course Test/Quiz -** Students wrote a short paragraph with a common prompt and evaluation rubric given as part of the final exam. **Target for Success:** Most students demonstrated satisfactory to exemplary skills. Roughly 20% were not satisfactory and a much smaller percentage of students were unable to produce comprehensible sentences. Since the tool was effective and students performed as expected, no "new" issues were revealed. Students need more time on task. Learning a language takes more time than the quarter system offers. In addition, some students do not realize the amount of time they need to devote to studying to be successful. Our students met our expectations. Those who "should" have passed did, and those who need more time at the ESL 234 level will have to repeat the course. We designed an excellent evaluation rubric for the assessment, which we will now use as a standard in the	more practice writing short summaries in their own words in ESL 234.	

department. This will improve our grading consistency, which will ultimately improve student success at the next ESL level.

Comments/Notes: Students would greatly benefit from small group workshops outside of class to increase the time on task. In addition, faculty would like some guidance on when and how to involve the Educational Diagnostic Center in special cases.

Demonstration - Students wrote a composition on an appointed topic and a short summary of a text

Target for Success: 80% of the students who attempt the assignment will pass with 70% or better.

Program Review Reporting Year: 2017-2018

Target : Target Met

A total of 72 students took this assessment. 61 students succeeded in this assessment. The results were fairly similar between the instructors. In Patricia Carobus' pass, 20/23 students passed. In Alejandro Torres class, 20/24 students passed, and in Iva Tracey's class, 21/25 students passed the assessment. Overall, our success rate was 84.7%, which exceeds the target success rate of 80%. (12/11/2017)

Reflection (CLICK ON ? FOR INSTRUCTIONS): Patricia Carobus, Iva Tracey, and Alejandro Torres participated in this SLO assessment. All three instructors met in person to discuss a common writing prompt that would be administered during weeks 10 or 11. The instructors developed a common rubric to assess students' performance. The group also agreed on the timing (40 minutes) and length of the assessment (7-10 sentences). Patricia Carobus and Iva Tracey met during week 12 to discuss their results. Alejandro Torres emailed his feedback.

All instructors who completed the assessment indicated that grammar was one of the biggest challenges for our the students in this SLO. Proficient command of basic verb tenses is an example of problematic grammar topics for the students.

Iva Tracey and Patricia Carobus reported that most students exceeded the assessment length requirement

Enhancement: The group discussed the importance of having classrooms compatible with language instruction, specially at the lower level 10 unit classes (ESL 200, 234, and 244). It is imperative that instructors have access to white boards to facilitated note taking during class as well as movable chairs to enhance group work. The students at this level spend many hours together weekly, and group work is an essential component of the class which can only be successfully developed with proper classroom setting. Group work is very crucial for grammar revision, editing of assignments, and vocabulary practice. (12/13/2017)

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		writing far beyond 7-10 sentences. However, Iva Tracey mentioned how proper word usage (word forms) was an additional challenge for the students when completing this SLO. Overall, the group was satisfied with the students' performance in this assessment.	
ESL234_SLO_3 - Demonstrate understanding and usage of level-specific grammar and vocabulary in reading, writing, listening and speaking. **SLO Status:** Active **Planned Assessment Quarters:** 2011-12 4 -Spring **Outcome Creation Date:** 10/04/2012	**Presentation/Performance -** The assessment tool was an oral presentation assignment requiring that students work in groups to practice giving presentations and listening to each other presentations and then present their speeches in front of the class. **Target for Success:** 80% or higher on the measurement tool.	**Program Review Reporting Year:** 2012-2013 **Target :** Target Met The majority of the students met this outcome. The SLOAC 234 faculty agreed that the assessment tools worked well to determine how well students performed the different learning outcomes for ESL 234. Furthermore, the SLOAC 234 faculty realized that more emphasis should be placed on doing a presentation in class so that students get comfortable speaking in front of the whole class. Students really enjoyed having the opportunity to prepare and practice their presentations in small groups and then present to the whole class. (01/22/2015) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Students only needed to present for one minute on a favorite possession, which was a comfortable topic for them, and they only needed one visual aid. Because the presentation had very clear guidelines on how to organize their presentation, students performed well above expectations on this learning outcome. These results indicate that presentations should be a part of 234 curriculum.	**Enhancement:** Students only needed to present for one minute on a favorite possession, which was a comfortable topic for them, and they only needed one visual aid. Because the presentation had very clear guidelines on how to organize their presentation, students performed well above expectations on this learning outcome. These results indicate that presentations should be a part of 234 curriculum. (01/22/2015)
	Presentation/Performance - The assessment tool was an oral presentation assignment **Target for Success:** 80% of students will pass with a 80% or better.	**Program Review Reporting Year:** 2017-2018 **Target :** Target Met 48 students completed this assessment. 47/48 students succeeded, so the success rate was 98%, which far exceeds the target success rate of 80%. (12/13/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The final presentation which required the use of visual aids as well as audience participation (note taking and asking questions). The instructors were very satisfied with the results of this SLO. The instructors attribute the high success rate to	**Enhancement:** ESL 234 and other low level 10-unit ESL classes should always be scheduled at classrooms that are compatible with language instruction (white boards, dual light switches, and movable chairs). Having the proper classroom environment hugely benefits the instructors' ability to meet and exceed the SLO assessment. For instance, Patricia

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		having given the students ample opportunity to practice both formal presentations in class as well as group informal presentations throughout the quarter. Additionally, the topics of the presentations were interesting and engaging, so not only the presenter, but also the audience participated actively by taking appropriate notes and asking clarification questions when necessary.	Carobus taught at S71, where she had the ability to turn off the lights in front of the class while keeping the other lights on during presentations. That made the students' presentation slides more clear and visible, so it allowed the whole classroom (speakers and listeners), to be engaged in the presentations and actively improve their listening and speaking skills. Furthermore, white boards allowed the instructors to present the materials using different colors highlighting important grammar and vocabulary. This practice enhances students' comprehension of class materials. Finally, the movable chairs were beneficial for group work. For example, in Patricia Carobus' class, students were regularly paired with different classmates. This practice contributed to the success of this SLO as students regularly practiced listening comprehension with all classmates, not just the ones sitting next to them. Thus, both instructors believe having a proper classroom environment to be vital for continued success when teaching ESL. (12/13/2017)

ESL 244:Intermediate English as a Second Language

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
ESL244_SLO_1 - Comprehend, analyze and respond to reading and listening low-intermediate materials. **SLO Status:** Active	**Demonstration -** Students read a level appropriate non-fiction reading and then wrote a short summary about it. **Target for Success:** 80% of students will score at proficient or excellent scoring.	**Program Review Reporting Year:** 2010-2011 **Target :** Target Not Met 60 percent of the students passed the written assessment. (01/22/2015) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Faculty agreed that the assessment measure, summary writing, might not have been a fair testing procedure since a number of the faculty argued that writing a summary for ESL 244 was too difficult for students at this level. Thus, teachers thought that students did comprehend the reading, but could not articulate the information in summary written form.	**Enhancement:** Because students did not fare well on the first SLO maybe due to inappropriate assessment measure (i.e. summary writing), ESL 244 faculty talked about different types of assessment to measure students' ability for reading comprehension. The SLOAC ESL 244 faculty agreed that for the next cycle to assess ESL 244 students will read a non-fiction reading and then write a reader's response paper. In that way, students will have the vocabulary and grammar to write a more appropriate response. (01/22/2015)
		Program Review Reporting Year: 2010-2011 **Target :** Target Not Met About 60 percent of the students passed the assessment. Some of the students scored high on the assessment, and many demonstrated good summary form, but a good share of the students did not have the English proficiency and skill needed to write a clear and accurate response to the reading even though faculty introduced summary writing in their classes throughout the quarter. (01/20/2015) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Students did comprehend the reading, but could not articulate the information in summary form. At the end of the meeting, the faculty talked about alternative assessments to assess reading comprehension and writing skills for ESL 244.	**Enhancement:** The SLOAC ESL 244 faculty agreed that for the next cycle to assess ESL 244 students will read a non-fiction reading and then write a reader's response paper. In that way, students will have he vocabulary and grammar to write a more appropriate response. (01/20/2015)
	Exam - Course Test/Quiz - Students		

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	watched and listened to a short (1 minute) video on English Central titled "English Mania" and then answered six comprehension questions. **Target for Success:** Students need to demonstrate 80% success or above for this SLO	**Program Review Reporting Year:** 2017-2018 **Target :** Target Not Met For the listening assessment, Students watched and listened to a short (1 minute) video on English Central titled "English Mania" and then answered six comprehension questions. All students in all classes met the SLO Success Target. However, for the reading assessment, students read an article titled "Internal Clock" from the 5th edition of Issues for Today and answered eight questions (pronoun reference, main idea, comprehension, vocabulary, response question). The SLO Success Target was met in Molino-Torres' class, but not in Flores' or Betlach's class. Overall the target was not met. (07/06/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** 1. Students think that they are reading successfully when they start and finish an article, but it is clear that students often do not comprehend what they are reading. They actually don't know that they don't know how to read! 2. Main idea question was difficult for them, but they should be able to write the main idea of a paragraph in their own words. Students who can't do this may not be ready for the next level. 3. The response question was also difficult for them. Some students did not understand the question. Most students, however, used poor grammar/incomplete sentence, so they did not get credit. They should be able to write a grammatically correct sentence about the reading. If they can't, they might not be ready for the next level. 4. One big factor for me was that the reading was "cold". For this quiz, I did not take the time I usually do to build schemata and introduce vocabulary. I think my results would have been better if I had done this. 5. I feel the assessment was good overall. The students who passed are ready for the next level. Some students who did not pass might have had a bad day or been anxious, but some students who didn't pass aren't ready for the next level. The most difficult questions for my students were #4 (some did not include "Disrupting") and #7. Most of my students	**Enhancement:** Put more focus and emphasis on reading comprehension skills. Test reading comprehension frequently. Work together to ensure that we are grading consistently. (07/06/2017)

did not have a problem with the main idea or the response. This could be a result of how I graded. When I give reading quizzes, I am assessing reading skills, not grammar in writing. If a student has major errors that obscure the meaning, I mark it wrong. If they have a few minor errors, I mark it correct. This highlights an ongoing issue in our department, which is consistent expectations and grading. We may never resolve this issue, but we are continuing to work on it.

I would like to echo Kathy's observations about students' reading skills. Reading seems to be the last skill students care about. They need listening skills to function in school and society. They know they need to "produce" something with their speaking and writing skills. They often don't feel that reading is a necessary or active skill. I believe the pervasive use of digital devices is exacerbating the problem.

I think the reading assessment was valid and accurate. Several of the students who failed it are failing the class. The other students who failed it are borderline, and I will know if they pass the class after the final. If indeed those borderline students pass the class (because of the integrated skills), they will greatly struggle in ESL 252.

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
ESL244_SLO_2 - Write a group of topic-related sentences using level specific grammar and vocabulary. **SLO Status:** Active	**Demonstration -** Common writing prompt and rubric used during weeks 10-12 **Target for Success:** 80% higher on the measurement tool.	**Program Review Reporting Year:** 2017-2018 **Target :** Target Met The instructors who participated in the post assessment discussion were satisfied with the number and agreed that though not 80%, the SLO was successfully met. (03/02/2018) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Among the contributing factors to student success were the requirement of several writing assignments (at least 6). Also, the peer review exercises and editing practice may have contributed to student success. Finally, instructors pointed out that the examination of writing samples, visits	**Enhancement:** The faculty involved in the SLO assessment was satisfied with the assessment process and very pleased with the students' performance. However, they gave some enhancements to improve student success in this SLO. First, norming and/or sharing sessions each quarter or at least yearly to help new and experienced instructors will better prepare for them for class. The

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		to the WRC, and regular grammar practice also helped.	students should also be encouraged to use the computer lab for software practice to reinforce their grammar knowledge, and the writing assignments for ESL 244 should include specific, directed grammar. (03/02/2018)
		Program Review Reporting Year: 2016-2017 **Target :** Target Met 76.25% of the students got a passing grade on the assessment. The instructors who participated in the post assessment discussion were satisfied with the number and agreed that though not 80%, the SLO was successfully met. Several rubric interpretations and teaching choices led to different results in the assessment. (12/13/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** When Marcy Betlach applied the complete rubric, her results were much higher (91% passing rate). If we used that initial result, our passing rate would be 80.25%. However, Marcy felt that too much weight was given to sections A (Addresses Prompt and Assignment) and B (Topic Related Sentences) of the rubric. In her opinion, section A should be removed completely because if a student does not address the prompt, it is an automatic NP. Regarding section B, nearly all students wrote topic related sentences, but students should not pass based on that alone. She then graded the students by adjusting the rubric accordingly which produced a 75% passing rate. Jasmina Topolvic's students had a 65% passing rate (3 border line students), and Patricia Carobus had a 77% passing rate. Gloria Heistein's students got a higher passing rate (88%). Gloria indicated she had a very high level group of students this quarter and that may have been a contributing factor to her high passing rate. The differences in scores were possibly attributed to the	**Enhancement:** Overall, the faculty involved in the SLO assessment was satisfied with the assessment process and very pleased with the students' performance. Here are some enhancements for 244 discussed among the faculty involved in the process: • A suggestion for norming and/or sharing sessions each quarter or at least yearly to help new and experienced instructors better prepare for the class; • The students should be encouraged to use the computer lab for software practice to reinforce their grammar knowledge; • The writing assignments for ESL 244 should include a specific, directed grammar aspect. Students should be asked to demonstrate their grammatical understanding of specific grammar points in the writing assignments. • All instructors should

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		focus each instructor applies to their individual teaching. Even though we all used a common rubric with the same possible points, our instruction and student expectations influences how we grade it. Among the contributing factors to student success were: • The requirement of several writing assignments (at least 6) • Peer review exercises • Editing practice • Examination of writing samples • Visits to the WRC • Grammar practice Marcy Betlach emphasized the importance of conducting a multi-draft process for all writing assignments.	require at least 6 multi-drafted assignments as well as 2 in class writing assignments (a midterm and final). Language acquisition takes a lot of time. Overall, although the students at this level still struggle with verb tense usage, punctuation, level specific grammar and vocabulary, most students make remarkable progress in 12 weeks. Continuous practice is needed to reinforce grammatical knowledge and build on knowledge of important grammar topics such as verb tense. (12/13/2017)
		Program Review Reporting Year: 2010-2011 **Target :** Target Not Met About 60 percent of the students passed the written assessment. (01/22/2015) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Some of the students scored high on the assessment, and many demonstrated good summary written form, but a good share of the students did not have the English proficiency and skill needed to write a clear and accurate response to the reading even though faculty introduced summary writing in their classes throughout the quarter.	**Enhancement:** Because students did not fare well on the second SLO, maybe due to inappropriate assessment measure (i.e. summary writing), ESL 244 faculty talked about different types of assessment to measure students' ability for writing skills. The SLOAC ESL 244 faculty agreed that for the next cycle to assess ESL 244 students will read a non-fiction reading and then write a reader's response paper. In that way, students will have the vocabulary and grammar to write a more appropriate written response. (01/22/2015)
	Demonstration - Students read a level-appropriate non-fiction reading and then write a short summary about it.		

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
	Target for Success: 80% or higher on the measurement tool. **Exam - Course Test/Quiz -** All 4 faculty members gave the students a common writing prompt. At a planning meeting prior to the assessment, 3 out of the 4 instructors decided on a level appropriate prompt as well as a common rubric that would be used by all. The assessment was conducted during weeks 10 and 11 either as a part of the final exam or as an individual assessment. **Target for Success:** 80% of students will score at proficient or excellent scoring.		
ESL244_SLO_3 - Demonstrate understanding and usage of level-specific grammar and vocabulary in reading, writing, listening and speaking. **SLO Status:** Active	**Presentation/Performance -** Students gave an oral presentation near the end of the quarter to assess students' oral communication skills and pronunciation. **Target for Success:** 80% or higher on the measurement tool.	**Program Review Reporting Year:** 2010-2011 **Target :** Target Met The majority of the students met the standard of the the speaking outcome (01/22/2015) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Again as noted in the previous SLOs analysis, the listening component was assessed during this SLOAC process. Faculty pointed out that the topic for the student presentations which was students sharing an important or interesting aspect about themselves was very appropriate for the students' English level. All faculty talked about how students were very engaged in the speaking topic and were excited to share a unique part of themselves. Although the scoring ranged from excellent to low satisfactory, the ESL 244 faculty were satisfied of the overall performance of the students' oral abilities.	**Enhancement:** Presentation skills for their students. Faculty found that giving students plenty of opportunities to present on different topics throughout the quarter helped them to hone their speaking skills and also gave faculty ample opportunities to give students the needed feedback to be effective oral communicators. The 244 faculty also agreed that the speaking topic plays a vital role in oral performance. They pointed out that they were surprised at the vitality that students showed during their speeches which enhanced their speaking effectiveness. (01/22/2015)
	Exam - Course Test/Quiz - Students watched and listened to a short (1	**Program Review Reporting Year:** 2017-2018 **Target :** Target Not Met	**Enhancement:** Put more focus and emphasis on reading

| | minute) video on English Central titled "English Mania" and then answered six comprehension questions. For reading, students read an article titled "Internal Clock" from the 5th edition of Issues for Today and answered eight questions (pronoun reference, main idea, comprehension, vocabulary, response question).

Target for Success: 80% of students will score at proficient or excellent scoring. | The SLO Success Target was met in Molino-Torres' class, but not in Flores' or Betlach's class. Overall the target was not met.
 (03/02/2018)
Reflection (CLICK ON ? FOR INSTRUCTIONS): 1. Students think that they are reading successfully when they start and finish an article, but it is clear that students often do not comprehend what they are reading. They actually don't know that they don't know how to read!

2. Main idea question was difficult for them, but they should be able to write the main idea of a paragraph in their own words. Students who can't do this may not be ready for the next level.

3. The response question was also difficult for them. Some students did not understand the question. Most students, however, used poor grammar/incomplete sentence, so they did not get credit. They should be able to write a grammatically correct sentence about the reading. If they can't, they might not be ready for the next level.

4. One big factor for me was that the reading was "cold". For this quiz, I did not take the time I usually do to build schemata and introduce vocabulary. I think my results would have been better if I had done this.

5. I feel the assessment was good overall. The students who passed are ready for the next level. Some students who did not pass might have had a bad day or been anxious, but some students who didn't pass aren't ready for the next level.

Marcy's Reflection

The most difficult questions for my students were #4 (some did not include "Disrupting") and #7. Most of my students did not have a problem with the main idea or the response. This could be a result of how I graded. When I give reading quizzes, I am assessing reading skills, not | comprehension skills. Test reading comprehension frequently. Work together to ensure that we are grading consistently.
 (03/02/2018) |

grammar in writing. If a student has major errors that obscure the meaning, I mark it wrong. If they have a few minor errors, I mark it correct. This highlights an ongoing issue in our department, which is consistent expectations and grading. We may never resolve this issue, but we are continuing to work on it.

I would like to echo Kathy's observations about students' reading skills. Reading seems to be the last skill students care about. They need listening skills to function in school and society. They know they need to "produce" something with their speaking and writing skills. They often don't feel that reading is a necessary or active skill. I believe the pervasive use of digital devices is exacerbating the problem.

I think the reading assessment was valid and accurate. Several of the students who failed it are failing the class. The other students who failed it are borderline, and I will know if they pass the class after the final. If indeed those borderline students pass the class (because of the integrated skills), they will greatly struggle in ESL 252.

ESL 251:High Intermediate Listening and Speaking

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
ESL251_SLO_1 - Demonstrate understanding of essential points of discussions or speeches on selected topics. **SLO Status:** Active	**Demonstration -** Students conducted an interview with an ESL student who is proficient in English and who did not speak the student's first language and then prepare an oral presentation near the end of the fall quarter. The assessment method type was developed to assess students' listening comprehension and oral communication skills as well as pronunciation.	**Program Review Reporting Year:** 2015-2016 **Target :** Target Met Student success rate was satisfactory: Ranging at least from 75% to 82%. (03/12/2018) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The department has noted that improving listening skills at the 251 level is a goal that we definitely need to emphasize. We agree and will continue to make listening to a primary focus in ESL 251.	
	Target for Success: 70% or higher on the assessment tool.	**Program Review Reporting Year:** 2010-2011 **Target :** Target Met The majority of the students met the standard of the listening comprehension outcome. (01/26/2015) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Students were very engaged in the speaking topic and were excited to share the goals, nuances, and success stories of learning a second language. Although the scoring ranged from excellent to low satisfactory, the ESL 251 faculty were satisfied of the overall performance of the students' listening abilities.	**Enhancement:** The SLOAC 251 faculty agreed that ESL 251instructors should continue to teach listening skills for their students. Faculty found that giving students plenty of opportunities to conduct interviews on different topics throughout the quarter helped them to hone their listening skills and also gave faculty ample opportunities to give students the needed feedback to be effective oral communicators. (01/26/2015)
ESL251_SLO_2 - Recognize and demonstrate level-appropriate spoken American English in class discussions and speeches on selected topics. **SLO Status:** Active	**Demonstration -** Students conducted an interview with an ESL student who is proficient in English and who did not speak the student's first language and then prepared and gave an oral presentation near the end of the fall quarter on the interview. **Target for Success:** 70% or higher on the assessment tool.	**Program Review Reporting Year:** 2015-2016 **Target :** Target Met Student success rate was satisfactory: Ranging at least from 75% to 82%. (03/12/2018) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** We evaluated collected presentation rubrics which all measure SLO#2 and some aspects of SLO #1. Our assessment throughout the quarter supports the finding. In speaking, using presentations as a tool, students' learning is successfully assessed in such areas as their linguistic competence, cultural awareness, critical thinking ability, content	

organization, delivery, use of rhetorical devices, etc. In listening, it reveals students' ability to understand essential points of discussions or speeches on selected topics since such ability leads to successful presentations.

ii)   Assignments/Homework
Listening homework and group work are used, for example, NPR's This I Believe, and a Ted lecture. Students listen in class, work on the vocabulary, and discuss the main ideas after the listening have been assigned as homework. The group work involves students responding to a study guide, which focus on the content/main ideas, vocabulary, and their response to the main ideas. Some other examples are as graded news listening reports in which students are asked to summarize, respond and focus on vocabulary about a news story of their own choice.

iii)   Listening Test/Exam
In-class listening assignments are adopted, and some of them are graded as quizzes. Given a chance to talk about the vocabulary, story background, and cultural references also help students understand the unfamiliar material.

Program Review Reporting Year: 2010-2011
Target : Target Met
The majority of the students met the standard of the speaking skills outcome. (01/26/2015)
Reflection (CLICK ON ? FOR INSTRUCTIONS): Faculty shared the results from the assessment and noted that the interview was an effective assessment to measure students' speaking skills. Faculty pointed out that the topic for the student presentations was very appropriate for the students' English level. All faculty talked about how students were very engaged in the speaking topic and were excited to share the goals, nuances, and success stories of learning a second
language. Although the scoring ranged from excellent to low satisfactory, the ESL 251 faculty were satisfied of the overall performance of the students' speaking abilities.

Enhancement: The SLOAC 251 faculty agreed that ESL 251instructors should continue to teach presentation and speaking skills for their students. Faculty found that giving students plenty of opportunities to present on different topics throughout the quarter helped them to hone their speaking skills and also gave faculty ample opportunities to give
students the needed feedback to be effective oral communicators. The 251 faculty also agreed that the speaking topic plays a vital role in the listening and oral

			performances. They pointed out that they were surprised at the vitality that students showed during their speeches which enhanced their listening and speaking effectiveness. However, one point that came up from the final meeting was that the SLOAC assessment weighed heavily on presentation skills and not enough focus on speaking skills. Thus, ESL faculty agreed that since ESL 251 should focus more on academic speaking skills, the assessment was appropriate. so they began to prioritize the most important teaching points. The faculty decided to stop teaching idioms and make ESL 251 more academic. The ESL department agreed that the course should be more academic, including focus on oral presentations, pronunciation, and listening comprehension and note-taking skills. (01/26/2015)

ESL 252:High Intermediate Reading

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
ESL252_SLO_1 - Demonstrate comprehension of literal and inferred meaning of level-specific reading materials. **SLO Status:** Active **Planned Assessment Quarters:** 2012-13 4-Spring	**Demonstration -** Instructors provided students a 1-page article appropriate for ESL 252. Students wrote a summary of the article as their final exam by paraphrasing the main ideas. Students? summaries were evaluated/assessed using the ESL Departments standardized summary rubric specific to this level. **Target for Success:** Students will be able to read and understand the text given to them and be able to demonstrate their understanding by paraphrasing the main ideas and writing a summary. **Comments/Notes:** Students were able to understand the text and the author?s meaning, but had difficulty paraphrasing those ideas. Many students plagiarized original phrases instead of paraphrasing.	**Program Review Reporting Year:** 2012-2013 **Target :** Target Not Met Students were able to understand the text and the author's meaning, but had difficulty paraphrasing those ideas. Many students plagiarized original phrases instead of paraphrasing. (01/26/2015) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** There was no reflection on this SLO.	
	Survey - Instructors teaching ESL 252 answered a survey near the end of the Spring 2015 quarter about whether their students met SLO 1. **Target for Success:** 80% or higher for success.	**Program Review Reporting Year:** 2014-2015 **Target :** Target Met Most of the instructors who answered the survey said they gave students a quiz and summary writing to measure whether students were able to meet SLO 1. Some instructors said they gave a test. All of the instructors reported that at least 80% of their students received a passing grade on the assessment. (10/05/2015) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Instructors commented that some students did struggle with inferencing as well as making logical conclusions from the readings. Instructors said that students need more practice developing this skill but there isn't enough time in class to do it.	
ESL252_SLO_2 - Identify organization	**Demonstration -** Instructors	**Program Review Reporting Year:** 2012-2013	

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
and rhetorical modes of extended reading materials. **SLO Status:** Active **Planned Assessment Quarters:** 2012-13 4-Spring	provided students a 1-page article appropriate for ESL 252. Students wrote a summary of the article as their final exam by paraphrasing the main ideas. Students? summaries were evaluated/assessed using the ESL Departments standardized summary rubric specific to this level. **Target for Success:** Students will be able to identify the organization of the text (introduction, body and conclusion) as well as be able to practice the rhetorical mode of summary writing and present only the tone, message and ideas of the author?s words. **Comments/Notes:** Students? summaries were assessed using the 252 summary rubric which evaluated their ability to be able to read the original text, find the thesis in the introduction and main ideas in the body and be able to paraphrase those ideas. The rubric also evaluated their ability to exclude any of their own opinions and rephrase the author?s original words and meaning.	**Target :** Target Met Students were able to identify organization of the reading material at this level. Other than practicing the rhetorical mode of summary writing, there was no other direct form of assessing their knowledge of other rhetorical forms. (01/26/2015) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Students' summaries were assessed using the 252 summary rubric which evaluated their ability to be able to read the original text, find the thesis in the introduction and main ideas in the body and be able to paraphrase those ideas. The rubric also evaluated their ability to exclude any of their own opinions and rephrase the author's original words and meaning.	
	Survey - Six out of seven ESL 252 instructors participated in a survey which inquired about what assessment measures the instructors used to measure the student's ability to identify the main points and rhetorical modes of reading materials. **Target for Success:** 80% or higher	**Program Review Reporting Year:** 2014-2015 **Target :** Target Met About 17% of the instructors reported giving both a quiz and writing sample while 33% said they either gave a quiz or test, and 33% gave a summary writing assignment. All of the instructors reported that at least 80% of the students passed the assessment with 70% or higher accuracy. (10/21/2015) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** In a department meeting discussion, it became apparent that this SLO needs to be reworded. There was some confusion about the meaning of "extended reading material." Some	

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
		understood it to be articles in the textbook, while others understood it to be a novel. Students read novels for the experience and enjoyment of reading an extended reading material, not to analyze its organization or rhetorical modes, so the SLO should read, "Identify organization and rhetorical modes of reading materials."	
ESL252_SLO_3 - Identify the main and supporting ideas of a level-appropriate text. **SLO Status:** Active **Planned Assessment Quarters:** 2012-13 4-Spring	**Demonstration -** Instructors provided students a 1-page article appropriate for ESL 252. Students wrote a summary of the article as their final exam by paraphrasing the main ideas. Students? summaries were evaluated/assessed using the ESL Departments standardized summary rubric specific to this level. **Target for Success:** Students will be able to identify the thesis of the article as well as all the main ideas and main supporting ideas of the body paragraphs and then be able to paraphrase all those ideas into a summary. **Comments/Notes:** Using the 252 summary rubric, the instructor evaluated the students? abilities to be able to include the thesis and the main ideas and not include minor details.	**Program Review Reporting Year:** 2012-2013 **Target :** Target Met Students were able to identify the thesis and main ideas, but had a more difficult time paraphrasing those ideas. Students often included extra details in their summaries. Identifying the main ideas; however, proved to be more successful than being able to paraphrase those ideas. It was agreed that the text was definitely level appropriate and the perfect length to be used for this assessment. (01/26/2015) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Using the 252 summary rubric, the instructor evaluated the students' abilities to be able to include the thesis and the main ideas and not include minor details.	
	Survey - 6 out of 7 ESL 252 faculty were surveyed about whether students met SLO 3, identifying supporting ideas of a level-appropriate text. **Target for Success:** 80% or higher	**Program Review Reporting Year:** 2014-2015 **Target :** Target Met 83% of faculty gave both a quiz or test and summary writing, while about 17% said they gave a quiz or test to assess student's ability to identify the main and supporting ideas of a text. 100% of the instructors said that at least 80% of their students passed the assessment with at least 70% accuracy. (10/21/2015) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Faculty said they were satisfied with the results for this SLO.	

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
ESL252_SLO_4 - Demonstrate understanding and usage of level-specific vocabulary in readings. **SLO Status:** Active **Planned Assessment Quarters:** 2012-13 4-Spring	**Demonstration -** Instructors provided students a 1-page article appropriate for ESL 252. Students wrote a summary of the article as their final exam by paraphrasing the main ideas. Students? summaries were evaluated/assessed using the ESL Departments standardized summary rubric specific to this level. **Target for Success:** Students will be able to comprehend the meaning of most vocabulary words in the article as well as use appropriate level vocabulary when writing paraphrases in their summaries. **Comments/Notes:** Students? understanding and usage of vocabulary was assessed using the 252 summary rubric which evaluated their ability to be able to read the original text and write a summary of it.	**Program Review Reporting Year:** 2012-2013 **Target :** Target Met Students were able to understand the vocabulary of the article/text; however, when it came to writing their paraphrases/summaries, many of them had difficulty with word forms and poor word choices. Although the target success was met, their usage of vocabulary was weaker than their understanding, at this level. (01/26/2015) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Students' understanding and usage of vocabulary was assessed using the 252 summary rubric which evaluated their ability to be able to read the original text and write a summary of it.	
	Survey - Students took a quiz or test on vocabulary. The instructors then graded the quizzes or tests, and answered some questions in a survey. **Target for Success:** 80% or higher on the assessment tool.	**Program Review Reporting Year:** 2014-2015 **Target :** Target Met The instructors reported that their students received an average grade of B overall. This indicated that the students achieved the SLO. (02/26/2015) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** when assessing their usage of the vocabulary, as opposed to just understanding it, one instructor reported an average grade of B, one instructor reported an average grade of C, while the other revealed that he/she did not assess usage. 2 of the instructors commented that they would like to have their students do more in-class activities to practice using the vocabulary in sentences and using different word forms. This showed that more emphasis must be placed on teaching the usage of vocabulary. Based on the responses from instructors who participated in the assessment, it appears that the students achieved	**Enhancement:** Full participation in the assessment from all instructors is necessary in order to better gauge student success in achieving the SLO. (02/26/2015)

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
		the SLO because instructors were explicitly teaching and assessing vocabulary learning on a regular basis.	
	Exam - Course Test/Quiz - ESL 252 instructors had students take a quiz or test on vocabulary covered in class. **Target for Success:** 80% or higher	**Program Review Reporting Year:** 2014-2015 **Target :** Target Met Students took quizzes or tests on vocabulary taught in class. Faculty reported that their students received an average grade of B overall. This indicated that the students achieved the SLO. (10/21/2015) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Faculty did report that when assessing their usage of vocabulary, as opposed to just using it, one instructor reported an average grade of B, one instructor reported an average grade of C, while the other revealed that he/she did not assess usage. Faculty felt that more emphasis needs to be placed on the teaching of usage of vocabulary.	

ESL 253:High Intermediate Grammar and Writing

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
ESL253_SLO_1 - Demonstrate understanding and usage of level-specific grammar and vocabulary in writing. **SLO Status:** Active **Planned Assessment Quarters:** 2012-13 2-Fall **Outcome Creation Date:** 01/05/2012 **Outcome Inactive Date:** 01/05/2013	**Demonstration -** Students demonstrated knowledge and skills in using level-specific grammar by writing an organized well-developed single paragraph from a single writing prompt. **Target for Success:** 80% or higher on the assessment tool	**Program Review Reporting Year:** 2012-2013 **Target :** Target Not Met Most of the students in this level seem to fail since their grammar is still very insufficient and low due to various reasons. (01/26/2015) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Even though the course outlines for 253 objectives specify using "level-specific " grammar, most of the faculty did not do much of this due to the time we have during the quarter so grammar was not taught as much as it should have. In addition to weak grammar skills, students also lacked academic vocabulary. When readings were assigned, many of the students felt that they were too hard to understand and took a long time to read it. Again we discussed how this is due to the lack of grammar that is taught during the quarter. We all saw this as a negative outcome since in ESL 263 the portfolio process has diminished the students level of confidence after they heard that so many have failed due to their academic writing.	**Enhancement:** The 253 SLO faculty agreed on using more academic prompts to enhance the students' critical thinking and writing. (01/26/2015)
	Exam - Course Test/Quiz - An in-class paragraph, which can be a midterm exam paragraph or a paragraph written in class but NOT as an exam (to reduce student anxiety). This is to ensure that the paragraph to be assessed truly reflects the student's ability. We didn't specify the type of paragraph nor the assessment rubric. Since it was an individual assessment, we would use a topic that we normally assign and grade it as we would normally do in terms of content, organization, vocabulary, and grammar accuracy for the 253 level. (Criteria may include	**Program Review Reporting Year:** 2014-2015 **Target :** Target Met Participating instructors: 1. Results from Clara Lam's two sections of 253: For SLOs #1 and 2: Midterm in-class paragraph passing rate: 85% for TTh class; 79% for MW class. 2. Results from Pati Carobus's one section of 253: For SLOs #1 and 2: Midterm in-class paragraph passing rate: 85% 3. Results from Charles Lee's two sections of 253 Overall success rate: At least 80% (Charles assessed his classes with his own tools. Areas assessed included: grammar, vocabulary, editing, and	**Enhancement:** The results of the assessment inform us at both the local (instructor's own class) and macro (program) levels. For my own classes, definitely, I should add more editing exercises/tests and space them out throughout the quarter to help improve student's editing ability. At the macro level, the six students who didn't pass the midterm paragraph from both of my classes can definitely benefit from additional writing instruction and/or help outside of class. (One of them, though, was already given a weekly tutor as an intervention when I found out the student was

| | paragraph unity, if the writing is on topic, use of details and examples, word choice, spelling, verb tense, and sentence construction.)

Target for Success: 80% | paragraph organization & development.

(At the end of Spring 15, two instructors participated in the 253 SLOAC with the assessment tools stated in section II above; a third instructor assessed his two sections of classes with his own methods. A fourth instructor met with the lead faculty (Clara Lam) of this SLOAC to share informally her observation of the class, but did not participate in the formal assessment. A fifth instructor who taught two sections did not participate. A total of five sections of about 100 students were involved in this SLOAC.) (07/08/2015)
Reflection (CLICK ON ? FOR INSTRUCTIONS): Both Pati Carobus and I gave an in-class paragraph to assess SLOs #1 & 2. See below for Pati's summary and reflection.

For my two sections of 253, the Tuesday/Thursday (TTh) class was fully enrolled with 25 students while the Monday/Wednesday (MW) was smaller with 14 students. The midterm was scheduled in week 8 and students were informed that the first part of the exam would be on grammar, and the second part of about 50 minutes, an in-class paragraph on a topic that requires no preparation. Prior to the midterm, students had completed their first paragraph assignment and received it back. In that assignment, students were taught to use different brainstorming methods, such as listing, freewriting, or drawing a circle on the page with key words from the topic inside and Wh-words (what, when, where, who, why, how) outside to brainstorm for ideas. In addition, they were writing journal entries in response to a story book, titled Julie's Wolf Pack. I had also set aside class time for students to read and respond to one another's entries in three to five sentences as a short in-class writing exercise. This was done in Catalyst, the class's website, when we held class in the computer lab, ATC 307.

In contrast to Pati's observation of her class (see her summary & analysis), I didn't notice any explicit signs of anxiety during the in-class midterm paragraph in mine. | floundering in the first writing assignment.)

Possible pathways for enhancement

At the ESL Department Retreat held last June, we took a look at the data presented by DARE (Development & Readiness Education) to the Academic Senate. Part of the data reveals that between the 2009 and 2011 fall cohorts of 253 classes, there was a 7% drop in students eligible for ESL 5. In the 2009 fall 253 cohort, 44% of students were eligible for ESL 5 while the number dropped to 37% for the 2011 cohort. The drop amounts to about 15 students in actual number. We did not know if the drop was due to the loss of the ½-unit writing class provided by the disbanded Readiness Lab, students switching to the English track, or students leaving the ESL program/College. A discussion ensued on possible ways to provide supplemental instruction for 253. Suggestions included reviving the ½ unit writing class of the Readiness Lab. In this previous model, all 253 students were required to take the ½ unit adjunct writing class, to be able to move up to the next level. The class was taught in small groups of six to seven students by a teaching assistant with a prescribed |

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements

Fifty minutes was, indeed, a short time, but all students were able to finish the paragraph. A few students, who were recent high school graduates, even finished a few minutes early. I guess they must have had timed writing practice in high school.

Three out of 25 students in the TTh class didn't pass the midterm paragraph due to writing off topic, not having enough content, and/or too many grammar errors. The other 22 students passed in terms of the criteria outlined for the assessment (paragraph unity, if the writing is on topic, use of details and examples, word choice, spelling, verb tense, and sentence construction). The success rate was 85%. For the MW class, three out of 14 students didn't pass, and the success rate was 79%.

Overall reflection and comment on 253 students' writing ability

After the midterm in-class paragraph, students went on to write their third assignment on a topic that required a personal experience and reflection on changes in his/her attitude and worldview resulting from the experience. Four students from the MW class stopped coming to class after the midterm, but all the remaining students passed the assignment. Three students from the TTh class didn't turn in their assignment, but only one out of the remaining 22 students failed the paragraph. As I graded this last assignment, I noticed a leap in students' ability in developing details, organizing ideas, and using correct grammar in verb tense, verb forms, and sentence variety. I was surprised by one student who failed both the first assignment (out-of-class) and the midterm in-class paragraph but passed this last one, though still marginally with a C grade (72/100). When I asked her, she said, "I didn't sleep the whole night to work on this assignment before the due date."

The improvement affirms the adage, "Practice makes

curriculum developed by a faculty member. Other suggestions included inviting tutors to the 253 classrooms to work with students in small groups.

My own success rate and that of two other instructors (Pati and Charles) of 80% and above in paragraph writing does not warrant the need for a mandatory ½-unit adjunct writing class for ALL students. However, such a class would greatly benefit weaker students, such as the six who failed my own classes. Additional and individualized writing instruction would not only help them do better in their current 253 class but also build a stronger writing foundation for all their other classes to follow. Having tutors in the classroom may also be beneficial, especially for instructors who do small groups and student-focused activities.

In addition, a better synergy and/or coordination between 253 instructors and WRC tutors can be fostered and put in place. The current practice includes instructor's taking their students to WRC for an orientation on a voluntary basis, his/her encouragement for students to use WRC tutors, and an occasional meeting with a tutor assigned to a student in his/her class. While all this has been working, we can

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
		perfect." I would also credit the growth to continuous writing practice through formal assignments, journal writing, and my constant reminders for students to visit the WRC (Writing Reading Center) to work with tutors on their draft for both the formal assignments and journal entries. This is no way to belittle the fact that as a 4-unit class, 253 has limited class time to achieve everything: to teach essential grammar points and to teach writing with equal success and efficiency. More often, it's doing more of one part, such as grammar instruction, at the expense of the other—writing. However, grammar instruction alone without application in context is ineffective; therefore, the writing component is critical not only as a major goal of the class but also as a tool in making grammar instruction meaningful. The fact that the instructor requires certain grammar points taught in class to be in the writing assignments motivates students to pay attention and be engaged, as learning grammar is not just filling in the blanks but actual application, to develop the ability to write a letter to get a job or an interview. To deal with time constraint, the following strategies articulated in the 253 SLOAC meeting on the Convocation Day are appropriate. • Instructors have to focus on grammar to adhere to the mission of the class but can be selective in targeting their instruction on the most essential grammar points, such as verb tense (especially present perfect), sentence variety/structure, passives, adjective clauses, conditional sentences. • In addition to writing assignments, assign grammar journal entries (informal writing) for students to practice on specific grammar points discussed in class. If the entries are on other content, add a requirement for each entry to include a specific grammar point.	consider a more structured format that includes a general quarterly meeting where all 253 instructors and tutors can dialog with one another and the use of WRC as a mandatory requirement for the class. (09/30/2015)

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements

Pati Carobus's reflection and Analysis for SLO # 1 & 2

Students were required to write a paragraph in class in which they had to demonstrate academic vocabulary use, transitions knowledge, and specific grammar. The students were only given one hour for the completion of this assignment. The class conducted a discussion on the topic (no reading) prior to the assignment. The students also had to demonstrate use of the present perfect, past perfect, and adjective clause in this assignment. This was by far the most challenging part of the assessment.

This was the first time we were conducting in class writing. The students were very stressed about it. We had discussed in class how good writing is slow writing, so they thought it was a lot for them to write an academic paragraph in just under one hour. Most students (19 out of 23) were able to receive a passing grade for this assignment. Again, grammar is what kept most students from passing. The organization of the paragraph was not bad.

Reflection and Analysis

More class time needs to be devoted for grammar practice. A lot of class time is spend explicitly/formally presenting grammar and not enough time is allocated for grammar exercises in which the students would have opportunities to ask questions and have their knowledge solidified with the challenging structures.
More class time should also be devoted to in class writing. However, with a very full course outline and many important grammar structures to be covered, I was only able to do this twice during the quarter (Grammar Journal 2/final exam).

ESL253_SLO_2 - Write well   **Demonstration -** Students   **Program Review Reporting Year:** 2014-2015   **Enhancement:** See the narrative

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
developed, single and connected narrative, descriptive, and analytical paragraphs demonstrating level specific grammar and vocabulary in response to reading materials. **SLO Status:** Active **Planned Assessment Quarters:** 2012-13 2-Fall **Outcome Creation Date:** 01/05/2012	demonstrated knowledge and skills in writing a well developed, single and connected paragraph demonstrating level specific grammar and vocabulary in response to reading/prompt. **Target for Success:** 80% or higher on the assessment tool.	**Target :** Target Met See the data for SLO 1. (07/08/2015) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** See the narrative for SLO 1.	for SLO 1. (09/30/2015)
		Program Review Reporting Year: 2012-2013 **Target :** Target Not Met Only 60% of the students were able to meet the second SLO. (01/26/2015) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Outstanding areas really depended a lot on their previous experience before the 253 students reached this level. We found that the students who came to the class with a strong background in grammar and had written a paragraph or paragraphs before could adapt to the rigorous work that 253 entailed and were better prepared so they were able to proceed than the others.	**Enhancement:** Faculty felt it was important to have certain prompts among the 253 instructors to have a better understanding when passing or failing students. (01/26/2015)
	Exam - Course Test/Quiz - An in-class paragraph, which can be a midterm exam paragraph or a paragraph written in class but NOT as an exam (to reduce student anxiety). This is to ensure that the paragraph to be assessed truly reflects the student's ability. We didn't specify the type of paragraph nor the assessment rubric. Since it was an individual assessment, we would use a topic that we normally assign and grade it as we would normally do in terms of content, organization, vocabulary, and grammar accuracy for the 253 level. (Criteria may include paragraph unity, if the writing is on topic, use of details and examples, word choice, spelling, verb tense, and sentence construction.) **Target for Success:** 80%		

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
	Comments/Notes: Discussion on the language of SLO 2 There was some concern on "to reading materials" as the 253 curriculum does not have specific reading materials. We settled by interpreting this as "to discussion."		

ESL253_SLO_3 - Evaluate own writing for rhetorical structure, grammatical correctness, and for clarity by means of revision and editing. **SLO Status:** Active **Planned Assessment Quarters:** 2012-13 2-Fall **Outcome Creation Date:** 01/04/2013	**Demonstration -** The students demonstrated knowledge and skills in using level-specific grammar by writing an organized well-developed single paragraph while evaluating their own writing through revision and editing from a single prompt. **Target for Success:** 80% or higher on the assessment tool.	**Program Review Reporting Year:** 2012-2013 **Target :** Target Not Met Only 60% of the students met the third SLO. (01/26/2015) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** There was no reflection for the third SLO.	
	Exam - Course Test/Quiz - Assessment tool: A combination of the following: A) Observing the kind of changes that students make between drafts, and B) Testing students' ability in identifying and correcting errors in an editing paragraph. For A: Instructors can use the same in-class paragraph or an earlier assignment (assuming both go through multiple drafts). For B: Instructors decide on the number and type of errors to be identified in the editing paragraph to reflect major grammar points they've covered in class.	**Program Review Reporting Year:** 2014-2015 **Target :** Target Not Met For Clara Lam's two sections of 253: • "The editing paragraph" in the midterm test: 65% for TTh class; 33% for MW class. • Overall midterm test on grammar: 68% for TTh class; 38.5% for MW class. For Pati Carobus's one section of 253: • "The editing paragraph" in the midterm test: 60% • Overall midterm test on grammar: 74% For Charles Lee's two sections of 253 Overall success rate: At least 80% (Charles assessed his classes with his own tools. Areas assessed included: grammar, vocabulary, editing, and paragraph organization & development. (07/08/2015)	**Enhancement:** See the narrative for SLO 1. (07/08/2015)

Reflection (CLICK ON ? FOR INSTRUCTIONS):
Reflection/Analysis by Clara Lam:

In the midterm, I included an editing paragraph as part of the grammar exam. To prepare for the midterm, students read the editing advice and practiced on the editing quiz in Lesson 3 of their textbook, Grammar in Context 3, 5th edition. Other than that, they did not have too much practice on editing. The instructions for the editing paragraph on the test state explicitly that there are 15 errors on verb tense and verb forms, and students need to underline to identify the errors and then correct them to get full credit. The editing paragraph takes up 30% of the total grade.

In the TTh class, 15 students out of 25 passed this part of the exam with a success rate of 60%. For the MW class, only 4 out of 12 passed at a success rate of 33%. In general, the editing part pulled down the grades of most students when compared with they received for their first grammar test. For the entire midterm grammar exam, however, eight out of 25 failed in the TTh class, with a higher pass rate of 68%; the MW class, on the other hand, had seven out of 12 students who failed, with a pass rate of 38.5%.

Editing at the paragraph is a challenging task for 253 students. This is also reflected in peer reviews when many students ask the instructor to come to their desks to check on their corrections for their classmates. (In my classes, peer review is mostly for feedback on content not grammar, but many students attempt to offer grammar corrections.) Even though the result on editing was a bit disappointing for most students, they did not complain about having such a section on the test. Instead, they requested more editing practices so that they would be better prepared the next time.

As seen between drafts and assignments, student's ability to assess their own writing on "rhetorical structure, grammatical correctness, and for clarity" is still at a

developing stage. With practice from one assignment to the next, they've learned to better organize their ideas and write with more grammatical correctness. However, it's not clear-cut if the improvement is entirely a result of the student's own ability, help and prompting from the instructor and WRC tutors, or a combination of both. In general, students with strong language ability are more able to self-correct, particularly in the grammar area, whereas those with weaker skills are not. Peer reviews, however, show that many students can't tell if their peer's paragraph is off topic and, thus, are unable to offer this critical feedback.

Reflection/Analysis by Pati Carobus

Students completed a quiz in which they had to edit a paragraph and identify 12 mistakes. The mistakes included structures previously covered in class such as modals, past modals, sentence structure, punctuation, and sentence variety. The students had to read the paragraph, identify the mistakes and correct them.

The exercise was not easy as the targeted structure is very challenging for the students (especially modals in the past). 23 students took the quiz. 14 passed the exercise and 9 did not. It was, indeed, a very challenging exercise. If they identified there was a mistake they got 1 point. If they identified the mistake and corrected it appropriately they got another point. In previous quarter I had given a similar quiz in which students only had to correct the mistakes identified, and that produced a higher passing ratio.

Overall, the quiz was 50 points. There were other exercises such as "sentence completion" and writing "regrets" using different grammatical forms forms, etc. On the overall quiz, 16 students passed and only 6 did not pass. It was a higher rate than when simply examining the contextualized editing exercise. Therefore, it is fair to conclude the editing exercise was the hardest portion of

the exam. The class book used (Focus on Grammar) gives the students lots of chances to practice contextualized editing, but in a more isolated way. In other words, the editing exercises previously covered on the book were focused on one particular grammatical structure. However, the assessment contained mistakes which covered at least 5 different grammatical structure. Maybe that can explain why it was so challenging. If I could go back, I would practice this type of exercise more with the students prior to the assessment.

ESL 254:American Language and Culture Through Movies and Television Shows

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
ESL254_SLO_1 - Demonstrate the ability to comprehend and respond critically to American television and English language films. **SLO Status:** Course Not Currently Taught			
ESL254_SLO_2 - Demonstrate the ability to compare and evaluate American customs from different cultural perspectives in response to the content of American television and films. **SLO Status:** Course Not Currently Taught			

ESL 260:Accent Reduction (for Non-Native Speakers)

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
ESL260_SLO_1 - Demonstrate knowledge of the sound system and patterns of spoken English. **SLO Status:** Active	**Demonstration -** The assessment tool was a brief student-generated paragraph that had been annotated for all the features of linking, intonation, stress, and sentence focus covered during the quarter. The students also had to say this paragraph aloud. Also, students had a written portion in which they had dictation of 10 sentences. **Target for Success:** Students were able to 85% to meet this SLO in written form. The annotated paragraph demonstrated that students met "expectations of student proficiency or student success." **Comments/Notes:** ESL 260 instructors should give more assignments like this after the midterm and continue using this assessment tool.	**Program Review Reporting Year:** 2017-2018 **Target :** Target Met Student were successful in meeting this SLO as 18 of 21 students passed the class. The spoken, annotated paragraph demonstrated that students met "expectations of student proficiency or student success." (03/15/2018) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Instructors need to incorporate more "suprasegmentals" in the earlier part of the class.	**Enhancement:** Revise curriculum to incorporate more suprasegmentals early on, but continue using this assessment tool. (03/15/2018)
ESL260_SLO_2 - Apply the knowledge of the sound system and patterns of spoken English by orally producing level appropriate speech that is intelligible and accurate. **SLO Status:** Active	**Demonstration -** The assessment tool was a brief student-generated paragraph that had been annotated for all the features of linking, intonation, stress, and sentence focus covered during the quarter. The students also had to say this paragraph aloud. Also, students had a written portion in which they had dictation of 10 sentences. **Target for Success:** Students were unable to meet this SLO. While many attained intelligibility, most		

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
	students---approximately 85%--still retained native-language based difficulties with accuracy. **Comments/Notes:** Students require more practice with the instructor and/or trained tutors. ESL 260 needs to increase lab component and/or increase the number of units in the class for more teacher-student interaction.		
	Demonstration - The assessment tool was a brief textbook-generated paragraph that had been annotated for the spoken features of linking, intonation, stress, thought groups, and sentence focus covered during the quarter. The students recorded themselves reading this paragraph and sent it to the instructor for assessment. Also, students had a written portion in which had to determine correct word stress and a dictation of ten sentences. **Target for Success:** Students demonstrated 80% success or above for this SLO	**Program Review Reporting Year:** 2017-2018 **Target :** Target Not Met Students were unable to meet this SLO. While many attained intelligibility, most students---approximately 85%--still retained native-language based difficulties with accuracy. (03/15/2018) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Students require more practice with the instructor and/or trained tutors.	**Enhancement:** Increase lab component and increase the one-on-one time spent with the instructor. (03/15/2018)
ESL260_SLO_3 - Demonstrate the ability to analyze one's own speech mistakes and correct these mistakes independently. **SLO Status:** Active	**Demonstration -** The assessment tool was a brief student-generated paragraph that had been annotated for all the features of linking, intonation, stress, and sentence focus covered during the quarter. The students also had to say this paragraph aloud. Also, students had a written portion in which they had dictation of 10 sentences. **Target for Success:** Approximately	**Program Review Reporting Year:** 2017-2018 **Target :** Target Not Met Approximately 60% of students were unable to meet this SLO. Students require intensive practice with the teacher or trained tutors to both focus on communication and monitor their own speech mistakes. (03/15/2018) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Students require more practice with the instructor and/or trained tutors.	**Enhancement:** The application of phonetic and phonological rules must become subconscious so students can focus on communication. Therefore, contact time/and or lab time must be increased. Increase lab component and increase the one-on-one time spent with the instructor. (03/15/2018)

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
	85% of students were unable to meet this SLO. Students require intensive practice with the teacher or trained tutors to both focus on communication and monitor their own speech mistakes. **Comments/Notes:** Students require more practice with the instructor and/or trained tutors. The application of phonetic and phonological rules must become subconscious so students can focus on communication. Therefore, contact time/and or lab time must be increased. Increase lab component and/or increase the number of units in the class for more teacher-student interaction. **Demonstration -** Approximately 60% of students were unable to meet this SLO. Students require intensive practice with the teacher or trained tutors to both focus on communication and monitor their own speech mistakes. **Target for Success:** Students demonstrated 80% success or above for this SLO		
ESL260_SLO_4 - Comprehend and respond appropriately to the patterns of spoken English. **SLO Status:** Active	**Demonstration -** The assessment tool was a brief student-generated paragraph that had been annotated for all the features of linking, intonation, stress, and sentence focus covered during the quarter. The students also had to say this paragraph aloud. Also, students had a written portion in which they had		

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements

dictation of 10 sentences.
Target for Success: Approximately 75% of students were able to meet this SLO.
Comments/Notes: Students can always use more practice with listening to different
                  speakers of American English. More listening practice in and out of the classroom is needed.

Demonstration - The assessment tool was a brief textbook-generated paragraph that had been annotated for the spoken features of linking, intonation, stress, thought groups, and sentence focus covered during the quarter. The students recorded themselves reading this paragraph and sent it to the instructor for assessment. Also, students had a written portion in which had to determine correct word stress and a dictation of ten sentences.
Target for Success: Students demonstrated 80% success or above for this SLO

Program Review Reporting Year: 2017-2018
Target : Target Met
Approximately 85% of students were able to meet this SLO. (03/15/2018)
Reflection (CLICK ON ? FOR INSTRUCTIONS): Students can always use more practice with listening to different speakers of American English. Revise curriculum to include more listening activites.

Enhancement: More listening practice in and out of the classroom. (03/15/2018)

ESL 261:Low Advanced Listening and Speaking

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
ESL261_SLO_1 - Demonstrate effective speaking skills in a variety of academic settings. **SLO Status:** Active	**Presentation/Performance -** Students gave a formal presentation in front of the class in which they compared/contrasted cultures in four categories. This was to assess students in their effective speaking skills in an academic setting. **Target for Success:** 80% or higher on the assessment tool.	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met Students demonstrated 80% success and above on the presentation activity. (04/24/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The assessment was a success. Though challenging, especially in vocabulary, it evaluated well in both listening and speaking skills, for instance, critical/logical reasoning by using cause/effect and comparison/contrast relations. In listening, it assessed students' listening comprehension and note-taking skills while providing exposure to academic contents. In speaking, it tested students' critical thinking ability by having them use rhetorical modes to make points. For example, students adopted comparison/contrast as a method to achieve a purpose of convincing their audience. Student success rate was satisfactory: More than 85% students passed the assessment testing.	**Enhancement:** The assessment results suggest that one speaking element could be added to course content: pronunciation. I may include a brief 5 –10 minute pronunciation unit in the future. (04/24/2017)
		Program Review Reporting Year: 2011-2012 **Target :** Target Not Met 75% students passed the public speaking assessment. (01/28/2015) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Students need to learn and master academic skills in speaking. These skills include, for instance, critical thinking skills related to rhetorical modes and and delivery skills for formal speeches.	
	Demonstration - Students prepared presentations (output) based on a listening activity (input) **Target for Success:** Students demonstrated 80% success or above for this SLO		
	Demonstration - The assessment tool was a brief textbook-generated paragraph that had been annotated for the spoken features of linking, intonation, stress, thought groups,		

	and sentence focus covered during the quarter. The students recorded themselves reading this paragraph and sent it to the instructor for assessment. Also, students had a written portion in which had to determine correct word stress and a dictation of ten sentences. **Target for Success:** Students demonstrated 80% success or above for this SLO		
ESL261_SLO_2 - Demonstrate listening comprehension of a variety of level-specific materials, including academic lectures, newscasts, dialogues and formal speeches by taking notes and answering questions. **SLO Status:** Active	**Demonstration -** Students took a test based on a lecture they listened to. The audio lecture was from a textbook in 261. Students took notes and answered questions. **Target for Success:** 80% or higher on the assessment tool.	**Program Review Reporting Year:** 2011-2012 **Target :** Target Not Met 75% students passed the assessment. (01/28/2015) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Students only had marginal success in the comprehension of main ideas and details of lecture contents as well as in recording the information through improved note-taking skills.	
	Exam - Course Test/Quiz - Students listened to recorded lectures, took notes and answered questions. **Target for Success:** Students demonstrated 80% success or above for this SLO	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met 80% or more of your students satisfactorily met this outcome. (04/24/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Students practiced taking notes and reviewing each other's notes every week. They had to take notes on listenings every week for homework. We also took notes in class, and students peer reviewed each other's notes every week. At the end of the quarter, students wrote a reflective paper in which they compared their notes at the beginning of the quarter to the notes they took toward the end of the quarter, which helped them review everything they had learned about taking notes and was good preparation for the final exam.	**Enhancement:** Students need a lot of practice listening to academic lectures and news stories and taking notes and answering questions about the recordings. The more practice they get, the better. Many students noted that it was the first time that they practiced taking notes. It may be helpful to introduce note taking at lower levels. (04/24/2017)

ESL 262:Low Advanced Reading

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
ESL262_SLO_1 - Demonstrate comprehension of literal and inferred meaning of level-specific academic reading materials and fiction. **SLO Status:** Active	**Demonstration -** Students read a common non-fiction reading to be summarized as part of the ESL 262 final. **Target for Success:** 80% or higher on the assessment tool.	**Program Review Reporting Year:** 2014-2015 **Target :** Target Not Met 87.5% of the instructors reported that at least 80% of their students received a passing grade (70% or above) on the assessment. 12.5% (1 instructor) replied that less than 80% of her students passed. (01/05/2016) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The instructors were also asked to give reasons why some students are not successful in ESL 262 in general. 75% of them said that they don't have sufficient vocabulary knowledge. 75% reported that their students' critical thinking and analytical skills are not strong enough. 62.5% of them said that it's because students don't do their homework. 50% replied that their overall language skills are below the 262 level. Finally, 37.5% reported that students are not engaged in the reading material.	**Enhancement:** To address the concerns stated above, the department may need to evaluate the standards for ESL 252 and make certain that students develop adequate language skills, critical thinking and analytical skills, and vocabulary knowledge before moving up ESL 262. Instructors also need better strategies to ensure that more students do their homework and choose reading materials that are more engaging. (01/19/2016)
		Program Review Reporting Year: 2010-2011 **Target :** Target Not Met 50% of the students passed the summary exam. (01/28/2015) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** In all but one class, the resulting scores of the summary exam were consistent with other scores students had received during the quarter. (In the outstanding class, the instructor had expected higher results on the summary exam.) All instructors felt the assessment process was valuable in that it gave them a clearer understanding of standards and expectations for this course which could then inform their teaching and grading.	
	Demonstration - 75% of the instructors gave both a quiz or test and summary writing, 12.5 gave just a quiz or test, and 12.5% gave just summary writing. **Target for Success:** 80% or higher of the class got a C grade or higher		

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
ESL262_SLO_2 - Identify and analyze organization and rhetorical modes of extended reading materials. **SLO Status:** Active	**Demonstration -** Students analyzed a common non-fiction reading and then wrote a summary as part of the ESL 262 final. **Target for Success:** 80% or higher on the assessment tool.	**Program Review Reporting Year:** 2014-2015 **Target :** Target Not Met 50% of the instructors said that at least 80% of the students passed the assessment with at least 70% accuracy, 12.5% said less than 80% of the students passed the assessment, and 37.5% reported not having assessed this skill. (01/19/2016) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** During a department meeting, it became apparent that this SLO needs to be reworded. There was some confusion about the meaning of "extended reading material." Some understood it to be articles in the textbook, while others understood it to be a novel. Students read novels for the experience and enjoyment of reading an extended reading material, not to analyze its organization or rhetorical modes, so the SLO should read, "Identify organization and rhetorical modes of reading materials."	**Enhancement:** To address the concerns stated above, the department may need to evaluate the standards for ESL 252 and make certain that students develop adequate language skills, critical thinking and analytical skills, and vocabulary knowledge before moving up ESL 262. Instructors also need better strategies to ensure that more students do their homework and choose reading materials that are more engaging. (01/19/2016)
		Program Review Reporting Year: 2010-2011 **Target :** Target Not Met 60% of students passed the assessment tool. (01/28/2015) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The topic of the reading for the summary exam was the environment. While there was some concern that using a topic students had not encountered during the quarter might disadvantage those students, it actually did not. There are two possible reasons for this. One, the environment is a very popular topic and students already possessed background information. Second, prior to the summary exam, the instructors told their students to review environmental vocabulary and gave them some examples such as "global warming" green products" and "sustainable resources."	
	Exam - Course Test/Quiz - 37.5% of the instructors gave a quiz or test and summary writing, 12.5% gave just a quiz or test, and 50% said that he/she did not assess students' ability to identify organization and rhetorical modes in extended reading materials.		

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
	Target for Success: 80% or higher of the class earned a C grade or higher		
ESL262_SLO_3 - Identify the main and supporting ideas of a level-appropriate text. **SLO Status:** Active	**Demonstration -** Students read and analyzed a a common non-fiction reading to be summarized as part of the ESL 262 final. **Target for Success:** 80% or higher on the assessment tool.	**Program Review Reporting Year:** 2010-2011 **Target :** Target Not Met Only 60 percent of the students passed. (01/28/2015) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Several instructors felt that their students were not prepared for ESL 262. They entered ESL 262 with insufficient reading, vocabulary and grammar skills. One instructor said that her students had not done any summary writing before entering her class. Another commented that ESL 262 had neither the prerequisite of ESL 253 nor the co-requisite of ESL 263, and therefore students lacked the skills necessary to write successful summaries.	
	Demonstration - 50% of the instructors reported giving both a quiz or test and summary writing, 25% gave only a quiz or test, and 25% gave only summary writing to assess students' ability to identify the main and supporting ideas of a text. **Target for Success:** 80% or higher on the assessment tool	**Program Review Reporting Year:** 2014-2015 **Target :** Target Not Met 87.5% of the instructors said that at least 80% of their students passed the assessment with at least 70% accuracy, while 12.5% (1 instructor) said that less than 80% of her students passed the assessment. (01/19/2016) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** One instructor commented that it was difficult teaching both the textbook and the novel in such a short amount of time. Another said that two of her students weren't taught how to write summaries in ESL 252. Another instructor said that the department should revise the recommended text list to ensure that the texts are engaging and not too difficult.	
ESL262_SLO_4 - Demonstrate understanding and usage of level-specific vocabulary in academic readings. **SLO Status:** Active	**Demonstration -** Students read and analyzed a common non-fiction reading and then wrote a summary about it. **Target for Success:** 80% or higher on the assessment tool.	**Program Review Reporting Year:** 2010-2011 **Target :** Target Not Met 60% of the students passed the reading and writing assessment. (01/28/2015) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Several instructors felt that their students were not prepared for ESL 262. They entered ESL 262 with insufficient reading, vocabulary and grammar skills. One instructor said that her students had not done any summary writing before entering her class. Another commented that ESL 262 had neither the prerequisite of ESL 253 nor the co-requisite of	**Enhancement:** Because of the results described above, it is clear that we need to do more norming in the ESL Department in order to produce more consistent instruction, expectations and grading. Other helpful enhancements would be to ensure summary writing is being taught in ESL 252. (It is included in the ESL 252 course outline.) Creating a

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
		ESL 263, and therefore students lacked the skills necessary to write successful summaries.	common ESL 252 summary grading rubric would be extremely useful. In addition, all the ESL 262 instructors who participated in the assessment gave their students the summary grading rubric at the beginning of the quarter which helped students see exactly what was expected of them. We recommend this for all classes. Giving students model A, B, C and no pass papers is equally useful. Finally, several instructors recommended offering more LinCed ESL 262-263 classes not only because the writing instruction would strengthen students' summary skills, but also because LinC classes inherently help faculty norm their grading. (01/28/2015)
	Survey - Students either submitted a vocabulary log or cards that included definitions and their own sentences using the vocabulary, or took a quiz. The instructors then graded the logs/cards or quizzes, and answered questions in a survey. **Target for Success:** 80% or higher on the assessment tool.	**Program Review Reporting Year:** 2014-2015 **Target :** Target Met Students received an average grade of A or B, while 2 responded that the average grade for their students was a C. This indicated that the students achieved the SLO. (02/26/2015) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** It appears that the students achieved the SLO because instructors were explicitly teaching and assessing vocabulary learning on a regular basis.	**Enhancement:** One instructor commented that students need to practice using the vocabulary more. Otherwise, vocabulary logs/cards and quizzes seem to be effective methods for teaching vocabulary. (02/26/2015)

ESL 263:Low Advanced Grammar and Writing

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
ESL263_SLO_1 - Write well-developed, single and connected analytical paragraphs demonstrating level-specific grammar and vocabulary in response to reading materials. **SLO Status:** Active	**Portfolio Review -** ESL 263 students were required to make a portfolio (which accounts for most of the teaching and learning involved with SLOs). At the end of the quarter, all instructors met to evaluate all student portfolios. **Target for Success:** 80% or higher on the assessment tool.	**Program Review Reporting Year:** 2013-2014 **Target :** Target Not Met 60% of students were able to meet SLO 1 goal. (01/28/2015) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Some faculty were having difficulty creating writing prompts that would produce analytical writing. Successful prompts were collected and distributed to faculty.	
	Other - Essay **Target for Success:** All students that attempt the essay will receive a passing score of 70% or better. **Comments/Notes:** The rubric that was used: 263 ESSAY EVALUATION NAME: The numbers given in answer to these grading points are based on a five-point scale: 1—inadequate 2—needs work 3—adequate 4—good 5—exceptional Essay has a title Essay addresses topic Essay is well focused	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met # Students Who Took the Exam 29 # Students Who Passed the Exam (score of 5 or higher) 20 # Students Who Failed the Exam (score of 4 or below) 9 (03/08/2018) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Based off the rubric, nine students failed to meet the expectations. Those students would benefit from some tutoring in structure and grammar.	

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
	Writer clearly states personal opinion on the topic Writer provides ample clear support for personal opinion . Essay content is well organized Grammatical and mechanical errors do not seriously impair meaning There is a clear beginning (introduction) and (end) conclusion to the essay		
ESL263_SLO_2 - Evaluate own writing for unity, coherence, clarity and development rhetorical structure and clarity to revise and edit. **SLO Status:** Active	**Portfolio Review -** ESL 263 students were required to make a portfolio (which accounts for most of the teaching and learning involved with SLOs). At the end of the quarter, all instructors met to evaluate all student portfolios. **Target for Success:** 80% or higher on the assessment tool.	**Program Review Reporting Year:** 2012-2013 **Target :** Target Not Met 60% of students passed the assessment tool. (01/28/2015) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Some faculty were allowing students to submit an out-of-class assignment that had been drafted unlimited times for the portfolio. Now all ESL 263 students must only submit the first graded final draft of an out-of-class writing assignment.	**Enhancement:** Faculty discussed enhancements for ESL 263. Not all instructors were assigning same number of paragraphs. One instructor was having students write introductions and conclusions, which are not part of ESL 263 curriculum. Requirements were reinforced and faculty strongly encouraged to use the ESL 263 Department standard grading evaluation form. Form will now be posted on ESL Dept website. (01/28/2015)
	Other - Essay **Target for Success:** All students that attempt the essay will receive a passing score of 70% or better! **Comments/Notes:** The rubric used to assess students: LETTER GRADE	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met # Students Who Completed the Evaluation Form 29 # Students Who Didn`t Complete the Evaluation Form 0	

	Assessment Methods	Assessment Data Summaries	

	SCORE
	DESCRIPTION
	A
	10-12
	The 10-12 essay will be fluent, well-developed, and well-organized. It will show:
	  a. Sophisticated, topic-related ideas;
	  b. A clear organizational framework;
	  c. Superior command of written English;
	  d. Precise, vivid language which may contain an
	    occasional flaw;
	  e. Sentence variety;
	  f. Effective, specific supporting statements.
	B
	7-9
	The 7-9 essay is characterized by a clear sense of essay form and paragraphing, and strong, but not flawless, written English. It may:
	a. Demonstrate intellectual content, thesis support,
	  and vocabulary superior to that of a '4';
	b. Make appropriate connections between the
	  reading's issues and examples from outside the
	  reading;
	  c. Display sentence variety;
	  d. Have few usage or syntactic errors.
	C
	C- (4)
	No Pass
		(03/08/2018)
		Reflection (CLICK ON ? FOR INSTRUCTIONS): The students excelled in this assignment! It was very successful and will be used again.	

4-6
The 4-6 essay clearly passes. It may:
  a. Provide adequate organization;
  b. Provide adequate, but sometimes rather scant,
    support;
  c. Demonstrate acceptable proficiency in written
    English, though it may; have errors in sentence
    structure, usage, mechanics, etc.
D+
3
The 3 essay shows some evidence of development; however, it tends to be underdeveloped and/or poorly organized. It may:
  a. Respond to the topic, but only in generalization;
  b. Neglect part of the writing task;
  c. Display a pattern of mechanical errors that impair
    meaning.
D
2
The 2 essay addresses the topic but lacks coherence and/or adequate development. It may be characterized by:
a. A pattern of serious usage, grammatical or
  syntactical errors that impair meaning;
b. Little knowledge of essay form and/or
  paragraphing;
c. A lack of related and/or specific support.
D-
1

The 1 essay is seriously flawed on the mechanical, syntactical, and/or rhetorical levels. It may be:
  a. Off-topic;
b. Unfocused, illogical, incoherent and/or
   undeveloped;
  c. Dogged by persistent writing errors.
F
0
No Paper
THE ESL 263 GRADING RUBRIC

ESL 272:Advanced Reading and Vocabulary

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
ESL272_SLO_1 - Demonstrate comprehension of literal and inferred meaning of fiction and nonfiction texts, and identify main and supporting ideas of expository prose. **SLO Status:** Active	**Demonstration -** Students wrote a summary based on a common reading for the assessment. **Target for Success:** 80% or higher on the assessment tool.	**Program Review Reporting Year:** 2017-2018 **Target :** Target Met 80% of our ESL 272 got a B or better on the assessment. (03/19/2018) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The students read articles, the novel and wrote summaries and responses to the readings. Because of the preparation done in class, the students did exceptionally well on these assignments.	
		Program Review Reporting Year: 2010-2011 **Target :** Target Met Most of the students demonstrated comprehension of literal and inferred meaning of the text, and identified main and supporting ideas of expository prose. (01/29/2015) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Because of discussion of the SLOs and SLOAC process, faculty explicitly taught summarizing readings with main and supporting ideas. Some faculty revealed that they had not done this type of instruction before.	**Enhancement:** The instructors participated in the process and all agreed it was very effective. We felt that the various perspectives of instructors who are teaching the course were shared in an open and thoughtful environment.Although overall students performed well on the assessment, some students did not have the writing skills to write an effective summary response. Faculty also discovered that ESL students do not have to take the parallel level writing class, ESL 273, when enrolled in ESL 272. The common rubric proved to be an effective measurement tool to assess student learning outcomes. Instructors for this course will use this rubric to grade students' work in order to be fair and consistent across all sections. We also found that critical thinking and summarizing/paraphrasing skills need to be taught early in the ESL sequence in order for

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
			students at this level to successfully demonstrate in writing comprehension and critical analysis of academic reading material. There was a strong consensus that summarizing/paraphrasing and critical thinking skills need to be taught early in the ESL sequence so that students can be more successful in this course, where they are required to read and respond to highly academic material. Instructors also agreed that students should complete ESL 263 before entering this course so that they will have the writing skills to summarize and paraphrase successfully. (01/29/2015)
ESL272_SLO_2 - Demonstrate critical analysis and evaluation of ideas, persuasive techniques, and/or validity of argument found in readings through responsive writing. **SLO Status:** Active	**Demonstration -** Students wrote a summary based on a common reading for the assessment. **Target for Success:** 80% or higher on the assessment tool.	**Program Review Reporting Year:** 2017-2018 **Target :** Target Met 80% of our ESL 272 got a B or better on the assessment. (03/19/2018) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Students analyzed readings and responded to ideas in written format in class and online discussions. Because of the preparation done in class, the students did extremely well on these assignments and discussions.	
		Program Review Reporting Year: 2010-2011 **Target :** Target Not Met Though the majority of the students were only able to demonstrate some critical thinking skills by only giving personal examples to illustrate their point. (01/29/2015) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Students could not use broader and/or deeper analysis of the readings. Students could not formulate their own generalizations to prove or disprove the author's point of	**Enhancement:** The assessment underscored the importance of teaching summarizing, paraphrasing and critical thinking skills in our classes, and using a common rubric to evaluate our student consistently across all sections. Faculty agreed that there needs to be more in-class

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
		view.	discussions to promote a broader and deeper analysis of the readings. (01/29/2015)
ESL272_SLO_3 - Demonstrate in writing understanding and usage of academic vocabulary and language that is relatively free of basic errors. **SLO Status:** Active	**Demonstration -** Students wrote a summary based on a common reading for the assessment. **Target for Success:** 80% or higher on the assessment tool.	**Program Review Reporting Year:** 2017-2018 **Target :** Target Met 82% of our ESL 272 got a B or better on the assessment. (03/19/2018) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Students had weekly vocabulary quizzes and integrated vocabulary in summaries and responses. Because of the preparation done in class, the students did tremendously well on these assignments and quizzes.	
		Program Review Reporting Year: 2010-2011 **Target :** Target Met Most of the students demonstrated proficiency in writing and vocabulary usage appropriate for this level; (01/29/2015) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The faculty realized that a few of the students lacked the proficiency since they had not taken ESL 263, the low-advanced writing/grammar course, which is one level below 272. Faculty agreed that in order for students to succeed in 272, they must have taken 263 to be able to demonstrate in writing the understanding and usage of academic vocabulary and language that is relatively free of basic errors.	**Enhancement:** Instructors agreed that students should complete ESL 263 before entering this course so that they will have the writing skills to summarize and paraphrase successfully. In fall 2010, the faculty revised the course outline for 272, so effective fall 2011 ESL 263 will be a prerequisite for ESL 272. (01/29/2015)
ESL272_SLO_4 - Identify main arguments and supporting ideas/examples of expository prose in selected readings. **SLO Status:** Active	Students demonstrate identifying arguments and supporting ideas/examples through summaries and use of reading guides. **Target for Success:** 80% of our ESL 272 students got a B or better on the assessment.	**Program Review Reporting Year:** 2017-2018 **Target :** Target Met Students demonstrate identifying arguments and supporting ideas/examples through summaries and use of reading guides. (03/20/2018) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Because of preparation done in class, the student did exceptionally well on the summaries.	

ESL 273:Introduction to the Essay

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
ESL273_SLO_1 - Write well-developed essays that analyze and synthesize main ideas and differing viewpoints from a variety of academic reading materials. **SLO Status:** Active **Planned Assessment Quarters:** 2012-13 3-Winter	**Portfolio Review -** At the end of the ESL 273 course, students submitted a portfolio consisting of four essays written during the quarter. 273 faculty members met and evaluated student portfolios. **Target for Success:** 70% or higher on the assessment tool.	**Program Review Reporting Year:** 2017-2018 **Target :** Target Met 5 out of 7 instructors (71%) reported that at least 70% of their students were able to write well-developed essays, while 2 instructors (29%) said that 60-69% of their students were successful. In the survey, 83% of the instructors said that the reason why some of the students failed is because their essays lacked coherence. 67% responded that students did not have enough critical thinking or analytical skills to be able to write well-developed essays. Date entering assessment: Academic Year of Data Collection: 2017-2018 Quarter Fall Target Met? Yes__X___ No _____ # people involved in Reflection & Analysis: 7 (03/08/2018) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The data reveals that ESL 273 students need more support and practice in being able to think critically and analytically about academic topics, and organize their ideas in a logical and coherent manner. This could be due to the fact that they didn't develop these skills adequately in ESL 263, or because the skills are not taught explicitly or adequately in ESL 273, or both.	**Enhancement:** The department should examine the curriculum for both ESL 263 and ESL 273 and see how we can better teach critical thinking and analytical skills. (03/08/2018)
		Program Review Reporting Year: 2013-2014 **Target :** Target Met The portfolios demonstrated that most students could write a thesis statement and organize a five-paragraph essay. (01/29/2015) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** In the Portfolio Scoring Guide, students who are ready to continue to ESL 5 are required to show "development" skills, which rely heavily on "language" skills. The guide's minimum requirement in language skills is often the problem. Cultural literacy is an area that can be improved. To	**Enhancement:** The needs of the students in any ESL class is to continue working toward English language facility, American cultural literacy, and multicultural awareness. Mindfully, keeping these goals present in creating assignments will enhance the student's learning experience and, hopefully, encourage self-motivation to go beyond the

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
		stimulate curiosity about different cultures and different ideas can enhance analytical skills and the ability to synthesize information. At the end of the quarter, student confidence in approaching a writing assignment without apprehension was one of my expectations that was met.	minimum requirements. (01/29/2015)
ESL273_SLO_2 - Demonstrate level-specific grammar, sentence structures and vocabulary in writing. **SLO Status:** Active	**Portfolio Review -** At the end of the ESL 273 course, students submitted a portfolio consisting of four essays written during the quarter. 273 faculty members met and evaluated student portfolios. **Target for Success:** 70% or higher on the assessment tool.	**Program Review Reporting Year:** 2017-2018 **Target :** Target Not Met 4 out of 6 instructors (67%) said that 70-79% of their students were able to demonstrate level-specific (i.e. advanced) grammar, sentence structure and vocabulary in their writing, while 2 of them (33%) reported that only 60-69% of their students were able to do it. No one reported the percentage of students who were able to demonstrate advanced grammar, sentence structure and vocabulary as being higher than 79%. 67% of the instructors said that the language skills of the students who were unsuccessful in their class were below the ESL 273 level. In other words, they failed ESL 273 because they were unable to demonstrate adequate proficiency in their use of grammar and sentence structure. Some commented that even basic grammar such as simple tenses and subject verb agreement posed a challenge, and that their sentences lacked variety, i.e. they only wrote simple sentences or they had a lot of errors in their complex sentences. On the other hand, no one reported vocabulary as a reason for students not being able to succeed in ESL 273. (03/08/2018) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The data reveals that ESL 273 students need more support and practice in being able to use advanced grammar and sentence structure. This could be due to the fact that they didn't develop these skills adequately in ESL 263, or because the skills are not taught explicitly or adequately in ESL 273, or both. It could also be because we lost our ½ unit Readiness courses, which provided extra support in grammar and sentence structure to ESL students. Without	**Enhancement:** The department should examine the curriculum for both ESL 263 and ESL 273 and see how we can better teach grammar and sentence structure in these courses. We also need to identify ways that students can receive more support both in and outside of class, such as tutors and ½ unit classes. The department also needs a class set (25) of English learners dictionaries so that we can teach our students how to use their dictionary to improve their vocabulary and grammar. (03/08/2018)

the courses, students are not sufficiently developing skills to understand and use correct grammar and sentence structure in their writing.

Program Review Reporting Year: 2013-2014
Target : Target Not Met
Only 70% of the students demonstrated level-specific grammar, sentence structures and vocabulary in their assigned reading. (01/29/2015)
Reflection (CLICK ON ? FOR INSTRUCTIONS): When the writing lab accompanied ESL 273, students' language skills improved, specifically, vocabulary, word usage, and sentence complexity.

ESL273_SLO_3 - Evaluate own writing for rhetorical structure and clarity by means of revision and editing.
SLO Status: Active

Portfolio Review - At the end of the ESL 273 course, students submitted a portfolio consisting of four essays written during the quarter. 273 faculty members met and evaluated student portfolios.
Target for Success: 70% or higher on the assessment tool.

Program Review Reporting Year: 2017-2018
Target : Target Met
5 out of 6 instructors (83%) said that 70% of more of their students were able to evaluate their own writing for rhetorical structure and clarity by means of revision and editing, while 1 instructor (16%) said 60-69% of his/her students could. (03/08/2018)
Reflection (CLICK ON ? FOR INSTRUCTIONS): This SLO combines students' ability to evaluate their own rhetorical structure (i.e. organization) by means of revising as well as clarity (i.e. language) by means of editing, which are actually two separate skills. 5 out of 6 instructors (83%) said that 70% or more of their students were able to demonstrate this ability. However, only 4 out of 6 instructors (67%) reported that at least 70% of their students were able to demonstrate level appropriate grammar, sentence structure, and vocabulary. Perhaps we need to separate this SLO into two SLOs.

Enhancement: The department should revisit this SLO to see if it should be separated or restated to make it clear. We should also examine the curriculum and see how we can better teach students how to identify and correct their own language errors. We also need to identify ways that students can receive more support both in and outside of class, such as tutors and ½ unit classes, to develop these skills. The department also needs a class set (25) of English learners dictionaries so that we can teach our students how to use their dictionary to improve their vocabulary and grammar. (03/08/2018)

Program Review Reporting Year: 2013-2014
Target : Target Not Met
Only 70% of the students demonstrated proficiency in rhetorical structure and clarity by means of revision and editing. (01/29/2015)

Reflection (CLICK ON ? FOR INSTRUCTIONS): The majority of ESL 273 students still need practice with grammar and editing.

ESL 274:Grammar and Proofreading for Academic Writing

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
ESL274_SLO_1 - Critically read, discuss, and analyze various genres and analytically respond in writing. **SLO Status:** Active	**Demonstration -** The assessment tool is an open-book, open-note personal reflective in-class essay, in which students are asked to evaluate their learning and progress throughout the quarter. **Target for Success:** 80% or higher on the assessment tool.	**Program Review Reporting Year:** 2011-2012 **Target :** Target Met Most students were able to utilize the content and skill knowledge from the readings and discussion to respond analytically in writing even though the final assessment was a personal reflection. (01/29/2015) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Students were able to respond to all parts of the writing prompt and provide adequate supporting detail and analysis.	**Enhancement:** The reading and writing assignments will remain the same as they provide context for the grammar points covered and build on students' already-established content and cultural knowledge, thus providing ideas for extensive discussion, analysis, and critical response. (01/29/2015)
	Exam - Course Test/Quiz - Students took a final exam consisting of writing, grammar and editing **Target for Success:** 80% of students performed at 70% or higher	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met 80% of students in the class scored over 80% on the final exam, meeting the goals of the course were met. (10/07/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** A strong grouping of students who collaborated well and were able to apply the grammar concepts to their writing.	**Enhancement:** No enhancements. (10/07/2017)
ESL274_SLO_2 - Analyze and use English grammar, usage and mechanics for correctness in writing for various academic purposes. **SLO Status:** Active	**Demonstration -** The assessment tool is an open-book, open-note personal reflective in-class essay, in which students are asked to evaluate their learning and progress throughout the quarter. **Target for Success:** 80% or higher on the assessment tool.	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met Almost 80% of students in the class scored over 80%, meeting the goals of the course (10/07/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** A strong grouping of students who collaborated well and were able to apply the grammar concepts to their writing.	**Enhancement:** No enhancements. (10/07/2017)
		Program Review Reporting Year: 2011-2012 **Target :** Target Met The final essay showed that students were able to meet this learning outcome to adequate proficiency. In the final assessment, students were required to use a number of learned structures and their writing demonstrated that they had sufficient skill to do so. (01/29/2015) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Students were able to meet the challenges of this SLO adequately. They	**Enhancement:** To address the needs of correct usage, the instructor should assign more academic vocabulary homework, stress complement and other fixed forms, like adjective and verb + preposition combinations and collocations, and address semantic and usage restrictions as they

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
		were able to analyze and use selected structures and grammar points relatively well. However, correct usage remains a problem as language learners need time to understand how a language works not only at its most basic level, but also at a more sophisticated level for academic discourse, which includes collocations, the semantic restrictions of vocabulary usage, complement forms and so on.	arise. The content of the course, the assignments, and course evaluation procedures will remain the same. (01/29/2015)
		Program Review Reporting Year: 2011-2012 **Target :** Target Met The final essay showed that students were able to meet this learning outcome to adequate proficiency. In the final assessment, students were required to use a number of learned structures and their writing demonstrated that they had sufficient skill to do so. (01/29/2015) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Students were able to meet the challenges of this SLO adequately. They were able to analyze and use selected structures and grammar points relatively well. However, correct usage remains a problem as language learners need time to understand how a language works not only at its most basic level, but also at a more sophisticated level for academic discourse, which includes collocations, the semantic restrictions of vocabulary usage, complement forms and so on.	
	Exam - Course Test/Quiz - Students took the final exam existing of writing, grammar, and editing **Target for Success:** 80% of students scored 70% or higher		
ESL274_SLO_3 - Evaluate own writing to edit and proofread effectively. **SLO Status:** Active	**Demonstration -** The assessment tool is an open-book, open-note personal reflective in-class essay, in which students are asked to evaluate their learning and progress throughout the quarter. **Target for Success:** 80% or higher on the assessment tool.	**Program Review Reporting Year:** 2011-2012 **Target :** Target Met Most students were able to meet this learning outcome to an adequate level (01/29/2015) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Students still need to improve the proofreading of their own writing, which takes practice and time. While the students' self-correction was not perfect, they were able to find the	**Enhancement:** The content of the course, the assignments, and course evaluation procedures will remain the same. However, the instructor should do more short proofreading activities each time a new grammar point is studied and, perhaps, reevaluate the

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
		majority of their errors, except for those whose language is fossilized due to aural/oral learning styles and an extended length of time in the U.S. (Generation 1.5 students).	sequencing of points covered.

Two proposed actions arose. First, there needs to be special focus on the needs of Generation 1.5 students, some sort of component to developmental EWRT classes and/or a specific module offered in the Skills area or within the purview of tutoring in the Student Success Center

Also what's needed is another course to follow 274, a class that builds on the work already done. With 274 as a prerequisite, a new course would cover the impact of style and offer more academic vocabulary and complex sentence structures, such as reduced adjective clauses, verbal phrases, noun phrase appositives and so on. Many students at this level believe that if their writing is error free, they are at college-level expression, but this is not the case. Much of their writing remains at the elementary level even if they incorporate subordination or adjective clauses sporadically. (01/29/2015)

Enhancement: The content of the course, the assignments, and course evaluation procedures will remain the same. However, the instructor should do more short proofreading activities each time a new grammar point is studied and, perhaps, reevaluate the |

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
			sequencing of points covered. Two proposed actions arose. First, there needs to be special focus on the needs of Generation 1.5 students, some sort of component to developmental EWRT classes and/or a specific module offered in the Skills area or within the purview of tutoring in the Student Success Center Also what's needed is another course to follow 274, a class that builds on the work already done. With 274 as a prerequisite, a new course would cover the impact of style and offer more academic vocabulary and complex sentence structures, such as reduced adjective clauses, verbal phrases, noun phrase appositives and so on. Many students at this level believe that if their writing is error free, they are at college-level expression, but this is not the case. Much of their writing remains at the elementary level even if they incorporate subordination or adjective clauses sporadically. (01/29/2015)
	Exam - Course Test/Quiz - Students took a final exam consisting of writing, grammar, and editing **Target for Success:** 80% of students passed the exam with 70% or higher	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met While 75% of students in the class scored over 80%, meeting the goals of the course (15 out of 20 students earned B or better), many still struggle with verb tense and appropriate grammatical word forms. They need a longer amount of time than native-speakers of English to	**Enhancement:** More training of non-ESL teachers, those who could and should hold students more accountable for correctness in their writing. (10/08/2017)

proofread.
 (10/08/2017)
Reflection (CLICK ON ? FOR INSTRUCTIONS): A strong grouping of students who collaborated well and were able to apply the   grammar concepts to their writing.

ESL 280:English As a Second Language for Child Development and Education

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
ESL280_SLO_1 - Demonstrate increase in Child Development related vocabulary. **SLO Status:** Course Not Currently Taught **Outcome Creation Date:** 02/11/2018			
ESL280_SLO_2 - Engage in conversation in English at an intermediate level regarding Child Development issues. **SLO Status:** Course Not Currently Taught **Outcome Creation Date:** 02/11/2018			

ESL 5:Advanced Composition and Reading

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
ESL5_SLO_1 - Analyze and evaluate college-level fiction & nonfiction texts. **SLO Status:** Active **Planned Assessment Quarters:** 2012-13 3-Winter **Outcome Creation Date:** 12/31/2009	**Exam - Standardized -** The standardized assessment tool are mid-term and final in-class essays, which require students to analyze, synthesize texts and to express ideas clearly using evidence to support claims. **Target for Success:** 80 percent or more of the students receive a C or a higher grade on in-class midterm and final essays.	**Program Review Reporting Year:** 2017-2018 **Target :** Target Met More than 80% of students passed the mid-term and final in-class essays. (02/19/2012) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** While students were familiar with the theme of the in-class essays, they did not know the topic in advance. The prompt was presented to the students on the day of the exam. Therefore, the exams accurately reflect the mastery level of the student learning objective based on analysis and evaluation of college-level fiction and nonfiction texts.	**Enhancement:** To further increase the student success rate, more practice on skills of paraphrasing and synthesizing informative texts would be beneficial. An important enhancement of ESL 5 is an integration of reading assignments that directly relate to the themes of Environmental Sustainability and Global Citizenship. ESL 5 meets the ESGC (Environmental Sustainability and Global Citizenship) requirement, which is one of the General Education requirements of De Anza College that integrates the College's Institutional Core Competency of Civic Capacity for Global, Cultural, Social and Environmental Justice into pedagogical practices. (02/19/2018)
	Demonstration - The assessment methods utilized to evaluate SLO 1are essays based on comprehension and critical analysis of nonfiction and informative texts, an essay based on analysis of novel's theme(s), and a research paper on a contemporary topic with ideas stemming from reading and discussion of assigned texts in class. **Target for Success:** 80 percent or more of students are able to utilize the content and the critical analysis of the readings to synthesize ideas	**Program Review Reporting Year:** 2017-2018 **Target :** Target Met 80 percent or more of students were able to utilize the content and the critical analysis of the readings to synthesize ideas to create their own original thesis for their essays and the research project and to write essays and the research project utilizing credible evidence from a variety of online and printed sources. (02/19/2018) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Instructors shared ideas about the combination of reading and writing skills at the advanced ESL level. One instructor stated that ESL 5 is "challenging more for the critical thought than for the mechanics of writing." ESL 5 is a course that teaches students to not only read for	**Enhancement:** To further enhance and improve the reading experience for students in ESL 5, elements of different disciplines can be integrated into the curriculum of ESL 5. Introducing articles from different disciplines can motivate students to read and understand that in-depth text comprehension and analysis are not only skills needed for an ESL class, but they can also help them succeed in other courses related to their academic major and

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
	to create their own original thesis for their essays and the research project and to write essays and the research project utilizing credible evidence from a variety of online and printed sources.	comprehension, but also to read for critical analysis of ideas. Students are encouraged to discuss, reflect, and consider their perspectives about read articles and connect them to other relevant ideas from various types of sources.	career. Another enhancement would be to share rubrics and assignments among ESL 5 instructors along with EWRT 1 instructors since ESL 5 and EWRT 1A are equivalent courses. With regards to reading assignments, instructors should discuss time management strategies and emphasize students' personal responsibility for the quality of work they produce. (02/19/2018)
	Exam - Course Test/Quiz - Assessment methods utilized to evaluate SLO 1 are course quizzes focused on comprehension and analysis of fiction, nonfiction, and informative texts and weekly journals that students write in response to fiction, nonfiction, and informative texts. **Target for Success:** 80 percent or more of the students receive a C or better grade on assessments focused on analysis and evaluation of college-level fiction and nonfiction texts.	**Program Review Reporting Year:** 2017-2018 **Target :** Target Met 80 percent or more of the students received a C or better grade on assessments focused on analysis and evaluation of college-level fiction and nonfiction texts. (02/19/2018) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Students showed proficient understanding of the fiction and nonfiction texts and used them to write analytically about themes and symbolism. Majority of the students found it easier to answer text comprehension questions than to answer analytical questions that require them to evaluate specifically stated but also implied ideas presented in articles. Students needed to be provided historical and social context for reading assignments.	**Enhancement:** In order to help international and immigrant students, who represent student population of ESL 5 courses, understand diverse fiction and nonfiction texts, instructors can use videos, movies, documentaries, and other media resources. When students become familiar with historical, cultural, ethnic, as well as social and political backgrounds of the texts that they are reading and analyzing, they become more successful learners who are able to synthesize knowledge and ideas. This enhances the quality of the text analysis and written work that they produce in ESL 5. Students also respond well to interactive activities using technology, such as Kahoot and

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
			other websites and apps that assist them with learning, practice, and retention of knowledge. (02/19/2018)
ESL5_SLO_2 - Write well-developed expository and argumentative essays based on personal experience, critical responses to readings, and research materials. **SLO Status:** Archived SLO Statement **Planned Assessment Quarters:** 2012-13 3-Winter **Outcome Creation Date:** 12/31/2009	**Exam - Standardized -** The final exam essay for assessment and the Department ESL 5 Rubric as assessment tool. We agreed that the final exam would be an in-class essay that required students to analyze, synthesize texts/readings and to express ideas with sentence variety. **Target for Success:** 80 percent of the students will get a C or better grade in the in-class final exam essay.	**Program Review Reporting Year:** 2011-2012 **Target :** Target Not Met For instructors who brought in their final exam samples, only one instructor met the target of eighty-percent of students passing. The others did not. (07/13/2012) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Design assignments for analysis and synthesis of text-based materials. Students could bring personal experience and reflections to the tasks of text-based assignments. Provide opportunities for students to practice the skills of integrating academic sources. Require these skills in every assignment in a progressive manner?from one to two sources in beginning assignments to multiple works in the research paper assigned towards the end of the quarter. To improve reading skills: Design tasks, such as journal writing to summarize and reflect on the main ideas in the reading, for students to practice and demonstrate their skills in interacting with texts. Explore the use of theme-based assignments, which make it easier for students to acquire skills in analysis, synthesis, and critical in-depth thinking. For example, a food-based curriculum that involves journal writing, field trips, and the reading of texts or articles that approach the topic from different perspectives, ranging from cultural, psychological, social, to political.	**Enhancement:** More practices on skills of paraphrasing and synthesizing materials. Embed small bits of research-based components in each assignment. Explore a theme-based approach for course materials and assignments. Among instructors: Standardize assignments by providing models and trading assignments. For grammar points: More instruction on parallelism, noun clauses, relative clauses, and transitions. Arrange library orientations conducted by reference librarians to equip students with research skills. Planned actions: Need smart classrooms and computer labs for Internet access and writing practices during classes. Identify students with less language proficiency early and send them to ESL 274 or WRC for tutors. Bring class to WRC in the first two weeks to familiarize students with their services. Use Catalyst to enhance teaching. Planned actions: Need smart classrooms and computer labs for Internet access and writing practices during class time. Identify students with lower language proficiency early and

send them to ESL 274 or WRC for tutors. Bring class to WRC in the first two weeks to familiarize students with their services. Use Catalyst to enhance teaching. (07/13/2012)

Demonstration - The final research paper shows that students were able to meet this learning outcome to adequate proficiency. In the essays students were required to use quotes and paraphrase from selected reading passages to support their opinions on the issue, and in the research paper students were required to research a contemporary social issue, use a minimum of 6 sources of varying types, and cite quotes and paraphrase in-text as well as in a works cited list at the end of the paper.

Target for Success: Students were able to meet the challenges of this SLO adequately. They were able to analyze and use research-based essay writing strategies and techniques relatively well. However, clear paraphrase and correct citation of sources still cause difficulty as this was the first time many of the students had cited sources for academic purposes.

Comments/Notes: To address the needs of correct paraphrase and academic citation, instructors should assign more summary/paraphrase of reading content and exercises practicing citation of the materials. Also, instructors might include more instruction in the evaluation and

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
	analyses of sources, especially in regards to Internet sources, which often have no author or published date and work cited notations. More paraphrase activities, citation exercises, and analyses of sources should be added to the curriculum.		
ESL5_SLO_3 - Apply research skills and documentation conventions in citing sources. **SLO Status:** Archived SLO Statement **Planned Assessment Quarters:** 2012-13 3-Winter **Outcome Creation Date:** 12/30/2009	**Exam - Standardized -** The final exam essay for assessment and the Department ESL 5 Rubric as assessment tool. We agreed that the final exam would be an in-class essay that required students to analyze, synthesize texts/readings and to express ideas with sentence variety. **Target for Success:** 80 percent of the students will get a C or better grade on the in-class final exam essay.	**Program Review Reporting Year:** 2011-2012 **Target :** Target Not Met For instructors who brought in their final exam samples, only one instructor met the target of eighty-percent of students passing. The others did not. (07/17/2012) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Design assignments for analysis and synthesis of text-based materials. Students could bring personal experience and reflections to the tasks of text-based assignments. Provide opportunities for students to practice the skills of integrating academic sources. Require these skills in every assignment in a progressive manner from one to two sources in beginning assignments to multiple works in the research paper assigned towards the end of the quarter. To improve reading skills: Design tasks, such as journal writing to summarize and reflect on the main ideas in the reading, for students to practice and demonstrate their skills in interacting with texts. Explore the use of theme-based assignments, which make it easier for students to acquire skills in analysis, synthesis, and critical in-depth thinking. For example, a food-based curriculum that involves journal writing, field trips, and the reading of texts or articles that approach the topic from different perspectives, ranging from cultural, psychological, social, to political.	**Enhancement:** More practices on skills of paraphrasing and synthesizing materials. Embed small bits of research-based components in each assignment. Explore a theme-based approach in course materials and assignments. Among instructors: Standardize assignments by providing models and trading assignments. For grammar points: More instruction on parallelism, noun clauses, relative clauses, and transitions. Arrange library orientations conducted by reference librarians to equip students with research skills. Planned actions: Need smart classrooms and computer labs for Internet access and writing practices during class time. Identify students with lower language proficiency early and send them to ESL 274 or WRC for tutors. Bring class to WRC in the first two weeks to familiarize students with their services. Use Catalyst to enhance teaching. (07/17/2012)

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
ESL5_SLO_4 - Demonstrate college-level grammar, sentence structure, and vocabulary in writing. **SLO Status:** Active **Planned Assessment Quarters:** 2012-13 3-Winter **Outcome Creation Date:** 12/31/2009	**Exam - Standardized -** The standardized assessment tool are mid-term and final in-class essays, which require students to analyze, synthesize texts and to express ideas clearly using evidence to support claims. (Active) **Target for Success:** 80 percent or more of the students demonstrate proficiency in using college-level grammar, sentence structure, and academic vocabulary in exam essays.	**Program Review Reporting Year:** 2017-2018 **Target :** Target Met 80 percent or more of the students demonstrated proficiency in using college-level grammar, sentence structure, and academic vocabulary in exam essays. (02/19/2018) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Even though ESL 5 is an advanced composition course, ESL students still need to work on improving the practical application of grammar and mechanics. They are know the rules from lower level ESL courses; however, a review of verb tenses, parallelism, noun clauses, relative clauses, and transitions is very helpful. Instructors should emphasize the importance of using correct grammar, sentence structure and mechanics in academic writing. The correct usage of vocabulary and collocations is also emphasized at this level. Students should be encouraged to learn new English words and collocations in context and use contextual clues to decipher the meaning of new words. Working with vocabulary in context enhances students' writing skills and assists them in achieving the quality of writing that is comparable to the one of native English speakers.	**Enhancement:** Utilization of technology enhanced learning can assist students in acquiring and retaining knowledge of English grammar, syntax, and vocabulary. Some of the suggested websites and apps that have successfully assisted students are Kahoot, Grammar Express:Tenses Lite, Learn English with Jonny Grammar's Word Challenge, and ESL Tests. Students can use these resources individually, in pairs, or in groups. One of the instructors stated that "gamifying the learning experience works well." As 21 st century learners, ESL 5 students are technologically savvy and appreciate opportunities for technology enhanced instruction. (02/19/2018)
	Demonstration - The assessment methods utilized to evaluate this Student Learning Outcome are essays and a research paper in which students effectively use a variety of sentence structures, academic vocabulary, and advanced grammar. **Target for Success:** 80 percent or more of the students demonstrate proficiency in using college-level grammar, sentence structure, and academic vocabulary in essay and research paper writing.	**Program Review Reporting Year:** 2017-2018 **Target :** Target Met 80 percent or more of the students demonstrated proficiency in using college-level grammar, sentence structure, and academic vocabulary in essay and research paper writing. (02/19/2018) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Even though ESL 5 is an advanced composition course, ESL students still need to work on improving the practical application of grammar and mechanics. They are know the rules from lower level ESL courses; however, a review of verb tenses, parallelism, noun clauses, relative clauses, and transitions is very helpful. Instructors should emphasize the importance of using correct grammar, sentence structure and	**Enhancement:** Enhancement for this SLO includes early identification of students with lower language proficiency. It is recommended that students with lower language proficiency are advised to register for ESL 274 (Grammar and Proofreading for Academic Writing) and utilize tutoring services offered by WRC (Writing and Center). ESL 5 students would benefit from positive learning environment in

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
		mechanics in academic writing.

The correct usage of vocabulary and collocations is also emphasized at this level. Students should be encouraged to learn new English words and collocations in context and use contextual clues to decipher the meaning of new words. Working with vocabulary in context enhances students' writing skills and assists them in achieving the quality of writing that is comparable to the one of native English speakers. | smart classrooms with white boards and advanced computer technology. In addition to white boards that enhance grammar instruction by providing professors with an opportunity to use colors to differentiate various grammar and writing concepts, ESL 5 classrooms should also have dual or triple light switches that would enable all students, regardless of their vision abilities, to see words written on board and projected through a document camera. English as a Second Language instruction in dust-free and effective learning environment in smart classrooms with white boards and advanced computer technology would not only enhance the students' learning experience at De Anza College, but it would also support student equity efforts related to effective learning environment for visual learners for whom color differentiation assists with knowledge retention (need for white boards) and students with vision problems who can not see the words projected through the document camera when all classroom lights are on (need for dual or triple light switches). ESL faculty who teach evening ESL classes must either keep all lights on, which results in lack of visibility of words projected through the document camera, or they must have all lights turned off |

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
			and teach in dark classrooms in order to enable all students to see, which leads to safety concerns for both faculty and students. (02/19/2018)
ESL5_SLO_5 - Write essays, including research-based writing, demonstrating academic rhetorical strategies and documentation **SLO Status:** Active **Outcome Creation Date:** 10/14/2017	**Exam - Standardized -** The standardized assessment tool are mid-term and final in-class essays, which require students to write academic multi-paragraph essays utilizing MLA citation format for in-text citations. **Target for Success:** 80 percent or more of the students receive a C or a higher grade on in-class midterm and final essays.	**Program Review Reporting Year:** 2017-2018 **Target :** Target Met 80 percent or more of the students received a C or a higher grade on in-class midterm and final essays. (02/19/2018) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** All instructors who participated in the Student Learning Outcomes assessment process expressed confidence in their students' understanding of required academic writing skills. Since Fall Quarter 2015, ESL 5 faculty have participated in 3 meetings focused on norming and sharing of materials and instructional ideas. The standards for ESL instructions have been discussed and modified to reflect the current needs of transfer level English as a Second Language instruction. All instructors who participated in the SLO evaluation process use clear essay assessment rubrics that are discussed with students along with detailed requirement for all writing assignments. Thus, students are informed about the requirements and expectation and are, consequently, able to meet them. Also, faculty observed gradual improvement of their students writing and analytical skills during the quarter. This highlights the quality of methodological and instructional approaches utilized by ESL 5 instructors.	**Enhancement:** In order to increase student success rate in midterm and final exam essays, explicit instruction in essay development should be completed by the week 5 of an academic term. Students should read models and practice creating their own thesis statements, topic sentences, and transitional sentences. They should practice developing credible and relevant support in their out-of-class essay written in multiple drafts. Instructions for exam essays must be stated clearly, and students should have an opportunity to review the grading rubric in order to understand all expectations and requirements of the exam. (02/19/2018)
	Demonstration - The assessment methods utilized to assess proficiency in writing academic essay and research papers demonstrating academic rhetorical strategies and documentation are out-of- class	**Program Review Reporting Year:** 2017-2018 **Target :** Target Met 80 percent or more of the students demonstrated proficiency in advanced academic writing. (02/19/2018) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** All instructors who participated in the Student Learning Outcomes	**Enhancement:** ESL 5 instructors who participated in the SLO assessment process have agreed that modeling combined with a discussion of the grading rubric for

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
	essays and a research paper in which students incorporate various printed and online sources cited according to Modern Language Association (MLA) standards. **Target for Success:** 80 percent or more of the students demonstrate proficiency in advanced academic writing	assessment process expressed confidence in their students' understanding of required academic writing skills. Since Fall Quarter 2015, ESL 5 faculty have participated in 3 meetings focused on norming and sharing of materials and instructional ideas. The standards for ESL instructions have been discussed and modified to reflect the current needs of transfer level English as a Second Language instruction. All instructors who participated in the SLO evaluation process use clear essay assessment rubrics that are discussed with students along with detailed requirement for all writing assignments. Thus, students are informed about the requirements and expectation and are, consequently, able to meet them. Also, faculty observed gradual improvement of their students writing and analytical skills during the quarter. This highlights the quality of methodological and instructional approaches utilized by ESL 5 instructors.	each writing assignment increases student success rate. When students clearly understand the instructions and expectations of each individual assignment, they feel more positive about writing and are more likely to succeed. Successful completion of assignments leads to increased motivation for improvement of writing and reading skills. To further enhance this Student Learning Outcome, ESL 5 instructors would like to have a joint meeting with English 1A instructors to compare SLOs and course objectives for ESL 5 and EWRT 1A, as well as to share ideas about learning support for English Language Learners in ESL and English courses. In addition, close cooperation with Student Success Center, especially Writing and Reading Center (WRC), can improve student success rate and increase opportunities for accomplishing ESL 5 Student Learning Outcomes. (02/19/2018)

ESL 6:Critical Reading and Research for Writing

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
ESL6_SLO_1 - Develop analytical, interpretive, and integrative reading skills in readings that reflect multiple forms of diversity. **SLO Status:** Active **Outcome Creation Date:** 12/31/2009	**Exam - Standardized -** ESL 6, the highest level of writing class in the ESL program, is offered once a year in the spring quarter. One full-time faculty member (Clara Lam) has been the sole instructor teaching this course for the past fifteen years. For the ESL 6 SLOAC, two other faculty members (one full-time and one part-time) who teach ESL 5, the previous level, were invited to participate in the assessment. A total of two meetings were held. In the first meeting, we reviewed the ESL 6 SLOs and green sheet, and came to an agreement that we would use the in-class final exam essay as the assessment tool. Because the final exam was based on a lengthy article, team members were emailed the article, exam prompt, and a set of four sample essays on high pass (A/B+), pass (C), (low pass (C-/D), and no pass (F), ahead of time. In the second meeting, we reviewed the rubric that the ESL 6 instructor brought in and agreed that it covers all the essential elements (critical thinking, argumentation strategies, sentence variety, and grammar accuracy) for assessing the samples. Except for one essay, all three instructors were in total agreement on the grade assigned to each of the samples. For the essay in question, one ESL 5 instructor thought that it should score higher than the grade given by the ESL 6 instructor. The	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met For the ESL 6 SLOAC, three faculty members (one full-time and two part-time) who teach ESL 5, the previous level, were invited to participate in the assessment with the lead faculty, Clara Lam. Because of schedule conflicts, all four instructors agreed to correspond via emails instead of face-to-face meetings. The team agreed to use the in-class final exam essay as the assessment tool. All members were emailed the exam prompts with extensive contexts from the book, Cathedral of the Wild (which the students read for the final exam), a set of four in-class essays, and a grading rubric on critical thinking, argumentation strategies, sentence variety, and grammar accuracy. The samples were on the same prompt (out of a total of four) selected by the students to enable easier comparison for the assessment. Instructors were asked to grade the essays on high pass (A/B+), pass (C), low pass (C-/D), and no pass (F). Results were then emailed to the lead faculty for the SLOAC. (10/08/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** All four instructors were in agreement with their assessment for two samples but not in total agreement with the other two. The first paper in question falls short in word count and doesn't address one part of the prompt. Two ESL 5 instructors gave it a low pass (LP), one gave it no pass (NP), and the ESL 6 instructor passed it. For the second paper, two ESL 5 instructors gave it an NP, one gave it a B grade, and the ESL 6 instructor passed it. The differences in assessment reflect that even though we are experienced writing teachers, oftentimes we may not come to total agreement as some of us might give more weight to one area of assessment than the other. One way to resolve the differences would be to have a face-to-face meeting to share perspectives and rationales. However, this did not	**Enhancement:** Provide opportunities for students to practice the skills of integrating academic sources in informal, ungraded assignments before formal papers. Require these skills in every assignment in a progressive manner from one to two sources in beginning assignments to multiple works in the research paper assigned towards the end of the quarter. Improve reading skills by designing tasks, such as journal writing, for students to respond and reflect on the main ideas in the reading to demonstrate their skills in interacting with texts. Design activities employing LACUNA, an annotation software developed at Stanford, for students to practice annotation skills in identifying main ideas, supporting details, inferences, figurative language, and to share their insights with their peers. (10/08/2017)

| | question was resolved after the instructors engaged themselves in a discussion on their respective rationales for their grades.
Target for Success: 80 percent of the students will get a C or better grade on the in-class final exam essay. | happen in this round of SLOAC due to schedule conflicts.

One ESL 5 instructor recognized one of the papers she assessed as NP was from a student in her ESL 5. She commented that many students write below their ability when put under time pressure. This student wrote adequately for out-of-class papers in her class but had difficulty passing in-class writing. Another factor hinges on if students feel confident with the materials assigned for the test. For example, the midterm in-class exam at a passing rate of 63% is much lower than that of the final in-class of 83%. The midterm used The Road Back to Sweetgrass, a collection of short stories on Native Americans, posed much difficulty for students who didn't read literary text too well or spent as much time as should be in preparing for the exam. The final in-class, on the other hand, used the last section of a book (Cathedral of the Wild), which students had written a research paper on, so the materials were deemed easier compared to those in the midterm.

There might still be a question of whether students should be asked to write in-class essays for assessment purpose or as pedagogical practice in general. To answer the first part of the question, it would be easier to ensure that what is being assessed is truly student's work. For the second part of the question, even though students feel pressured to do in-class writing exams, the majority rise to the occasion to meet the challenge. After the test, they feel relieved in being able to write an essay in 2 hours and make some headway in putting down words on paper.

On another note, ESL 6 used to be a required class in Area C for CSU transfer. Beginning Fall 2016, however, it has lost this status owing to a Curriculum Committee proposal to remove it from the required list for alignment purpose. One student in Spring 2017 reported that the class,despite its changed status,still helps students register early for 100 W at San Jose State. The full impact of this change on enrollment is still not entirely clear. However, the Spring | |

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
		2017 enrollment at 19 students was much lower than that of 2016 at 30. Over a period of seven years, the average enrollment for the class is 24, so 2017 definitely experienced a drop.	
		Program Review Reporting Year: 2011-2012 **Target :** Target Met Over 80 percent of the students passed the in-class final exam with a C or better grade. (07/16/2012) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Extensive practices on skills of paraphrasing sources and integrating quotes. Embed small bits of research-based components in each assignment. Speed up the return of papers back to students so that they can benefit from the instructor?s feedback before they begin the next assignment. For writing and critical thinking skills: Focus on thesis statement, topic sentences, and reflection of ideas at different levels: personal, cultural, social, environmental, and political. Arrange multiple library orientations conducted by reference librarians to equip students with research skills. For grammar: Focus instruction on parallelism, verb tenses, and subject-verb agreement.	**Enhancement:** Provide opportunities for students to practice the skills of integrating academic sources. Require these skills in every assignment in a progressive manner?from one to two sources in beginning assignments to multiple works in the research paper assigned towards the end of the quarter. Improve reading skills by designing tasks, such as journal writing, for students to respond and reflect on the main ideas in the reading to demonstrate their skills in interacting with texts. Planned actions: Need smart classrooms and computer labs for Internet access and writing practices during class time. Identify students with lower language proficiency early and send them to WRC for tutors. Bring class to WRC in the first two weeks to familiarize students with their services. Use Catalyst to enhance teaching. (07/16/2012)
ESL6_SLO_2 - Write well developed, analytical essays based on critical readings of literary texts and research.	**Exam - Standardized -** ESL 6, the highest level of writing class in the ESL program, is offered once a year in the spring quarter. One full-time	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met For the ESL 6 SLOAC, three faculty members (one full-time and two part-time) who teach ESL 5, the previous level,	**Enhancement:** Extensive practices on skills of paraphrasing sources and integrating quotes through formal (papers) and informal

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
SLO Status: Active **Outcome Creation Date:** 12/31/2009	faculty member (Clara Lam) has been the sole instructor teaching this course for the past fifteen years. For the ESL 6 SLOAC, two other faculty members (one full-time and one part-time) who teach ESL 5, the previous level, were invited to participate in the assessment. A total of two meetings were held. In the first meeting, we reviewed the ESL 6 SLOs and green sheet, and came to an agreement that we would use the in-class final exam essay as the assessment tool. Because the final exam was based on a lengthy article, team members were emailed the article, exam prompt, and a set of four sample essays on high pass (A/B+), pass (C), (low pass (C-/D), and no pass (F), ahead of time. In the second meeting, we reviewed the rubric that the ESL 6 instructor brought in and agreed that it covers all the essential elements (critical thinking, argumentation strategies, sentence variety, and grammar accuracy) for assessing the samples. Except for one essay, all three instructors were in total agreement on the grade assigned to each of the samples. For the essay in question, one ESL 5 instructor thought that it should score higher than the grade given by the ESL 6 instructor. The question was resolved after the instructors engaged themselves in a discussion on their respective rationales for their grades. **Target for Success:** 80 percent of the students will get a C or better grade	were invited to participate in the assessment with the lead faculty, Clara Lam. Because of schedule conflicts, all four instructors agreed to correspond via emails instead of face-to-face meetings. The team agreed to use the in-class final exam essay as the assessment tool. All members were emailed the exam prompts with extensive contexts from the book, Cathedral of the Wild (which the students read for the final exam), a set of four in-class essays, and a grading rubric on critical thinking, argumentation strategies, sentence variety, and grammar accuracy. The samples were on the same prompt (out of a total of four) selected by the students to enable easier comparison for the assessment. Instructors were asked to grade the essays on high pass (A/B+), pass (C), low pass (C-/D), and no pass (F). Results were then emailed to the lead faculty for the SLOAC. (10/08/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** All four instructors were in agreement with their assessment for two samples but not in total agreement with the other two. The first paper in question falls short in word count and doesn't address one part of the prompt. Two ESL 5 instructors gave it a low pass (LP), one gave it no pass (NP), and the ESL 6 instructor passed it. For the second paper, two ESL 5 instructors gave it an NP, one gave it a B grade, and the ESL 6 instructor passed it. The differences in assessment reflect that even though we are experienced writing teachers, oftentimes we may not come to total agreement as some of us might give more weight to one area of assessment than the other. One way to resolve the differences would be to have a face-to-face meeting to share perspectives and rationales. However, this did not happen in this round of SLOAC due to schedule conflicts. One ESL 5 instructor recognized one of the papers she assessed as NP was from a student in her ESL 5. She commented that many students write below their ability when put under time pressure. This student wrote adequately for out-of-class papers in her class but had difficulty passing in-class writing. Another factor hinges on	assignments (journal writing). Create opportunities for students to practice the skills of integrating academic sources in informal, ungraded assignments before formal papers. Speed up the return of papers back to students so that they can benefit from the instructor's feedback before they begin the next assignment. For writing and critical thinking skills: Focus on thesis statement, topic sentences, and reflection of ideas at different levels: personal, cultural, social, environmental, and political. Arrange multiple library orientations conducted by reference librarians to equip students with research skills. (10/08/2017)

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
	on the in-class final exam essay.	if students feel confident with the materials assigned for the test. For example, the midterm in-class exam at a passing rate of 63% is much lower than that of the final in-class of 83%. The midterm used The Road Back to Sweetgrass, a collection of short stories on Native Americans, posed much difficulty for students who didn't read literary text too well or spent as much time as should be in preparing for the exam. The final in-class, on the other hand, used the last section of a book (Cathedral of the Wild), which students had written a research paper on, so the materials were deemed easier compared to those in the midterm. There might still be a question of whether students should be asked to write in-class essays for assessment purpose or as pedagogical practice in general. To answer the first part of the question, it would be easier to ensure that what is being assessed is truly student's work. For the second part of the question, even though students feel pressured to do in-class writing exams, the majority rise to the occasion to meet the challenge. After the test, they feel relieved in being able to write an essay in 2 hours and make some headway in putting down words on paper. On another note, ESL 6 used to be a required class in Area C for CSU transfer. Beginning Fall 2016, however, it has lost this status owing to a Curriculum Committee proposal to remove it from the required list for alignment purpose. One student in Spring 2017 reported that the class,despite its changed status,still helps students register early for 100 W at San Jose State. The full impact of this change on enrollment is still not entirely clear. However, the Spring 2017 enrollment at 19 students was much lower than that of 2016 at 30. Over a period of seven years, the average enrollment for the class is 24, so 2017 definitely experienced a drop.	
		Program Review Reporting Year: 2011-2012 **Target :** Target Met Over 80 percent of the students passed the final exam essay with a C or better grade. (07/16/2012)	**Enhancement:** Provide opportunities for students to practice the skills of integrating academic sources. Require these

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
		Reflection (CLICK ON ? FOR INSTRUCTIONS): Extensive practices on skills of paraphrasing sources and integrating quotes. Embed small bits of research-based components in each assignment. Speed up the return of papers back to students so that they can benefit from the instructor?s feedback before they begin the next assignment. For writing and critical thinking skills: Focus on thesis statement, topic sentences, and reflection of ideas at different levels: personal, cultural, social, environmental, and political. Arrange multiple library orientations conducted by reference librarians to equip students with research skills. For grammar: Focus instruction on parallelism, verb tenses, and subject-verb agreement. Arrange multiple library orientations conducted by reference librarians to equip students with research skills.	skills in every assignment in a progressive manner?from one to two sources in beginning assignments to multiple works in the research paper assigned towards the end of the quarter. Improve reading skills by designing tasks, such as journal writing, for students to respond and reflect on the main ideas in the reading to demonstrate their skills in interacting with texts. Planned actions: Need smart classrooms and computer labs for Internet access and writing practices during class time. Identify students with lower language proficiency early and send them to WRC for tutors. Bring class to WRC in the first two weeks to familiarize students with their services. Use Catalyst to enhance teaching. (07/16/2012)
ESL6_SLO_3 - Demonstrate correct grammar, sentence structure, and academic vocabulary in writing. **SLO Status:** Active	**Exam - Standardized -** ESL 6, the highest level of writing class in the ESL program, is offered once a year in the spring quarter. One full-time faculty member (Clara Lam) has been the sole instructor teaching this course for the past fifteen years. For the ESL 6 SLOAC, two other faculty members (one full-time and one part-time) who teach ESL 5, the previous level, were invited to participate in the assessment. A total of two meetings were held. In the first meeting, we reviewed the ESL 6 SLOs and green sheet, and came to	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met For the ESL 6 SLOAC, three faculty members (one full-time and two part-time) who teach ESL 5, the previous level, were invited to participate in the assessment with the lead faculty, Clara Lam. Because of schedule conflicts, all four instructors agreed to correspond via emails instead of face-to-face meetings. The team agreed to use the in-class final exam essay as the assessment tool.

All members were emailed the exam prompts with extensive contexts from the book, Cathedral of the Wild (which the students read for the final exam), a set of four in-class essays, and a grading rubric on critical thinking, argumentation strategies, sentence variety, and grammar | **Enhancement:** Speed up the return of papers back to students so that they can benefit from the instructor's feedback before they begin the next assignment. Meet with students individually during class time and/or at the instructor's office hours to address particular language areas that students need to work on. Identify students with lower language proficiency early and send them to WRC for tutors. Bring class to WRC in the first two weeks to familiarize students with their |

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Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements

the materials were deemed easier compared to those in the midterm.

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Program Review Reporting Year: 2016-2017
Target : Target Met
For the ESL 6 SLOAC, three faculty members (one full-time and two part-time) who teach ESL 5, the previous level, were invited to participate in the assessment with the lead faculty, Clara Lam. Because of schedule conflicts, all four instructors agreed to correspond via emails instead of face-to-face meetings. The team agreed to use the in-class final exam essay as the assessment tool.

All members were emailed the exam prompts with extensive contexts from the book, Cathedral of the Wild (which the students read for the final exam), a set of four in-class essays, and a grading rubric on critical thinking,

Enhancement: Speed up the return of papers back to students so that they can benefit from the instructor's feedback before they begin the next assignment. Meet with students individually during class time and/or at the instructor's office hours to address particular language areas that students need to work on. Identify students with lower language proficiency early and send them to WRC for tutors. Bring class to WRC in the first two weeks to

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
		argumentation strategies, sentence variety, and grammar accuracy. The samples were on the same prompt (out of a total of four) selected by the students to enable easier comparison for the assessment. Instructors were asked to grade the essays on high pass (A/B+), pass (C), low pass (C-/D), and no pass (F). Results were then emailed to the lead faculty for the SLOAC. (10/08/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** All four instructors were in agreement with their assessment for two samples but not in total agreement with the other two. The first paper in question falls short in word count and doesn't address one part of the prompt. Two ESL 5 instructors gave it a low pass (LP), one gave it no pass (NP), and the ESL 6 instructor passed it. For the second paper, two ESL 5 instructors gave it an NP, one gave it a B grade, and the ESL 6 instructor passed it. The differences in assessment reflect that even though we are experienced writing teachers, oftentimes we may not come to total agreement as some of us might give more weight to one area of assessment than the other. One way to resolve the differences would be to have a face-to-face meeting to share perspectives and rationales. However, this did not happen in this round of SLOAC due to schedule conflicts.	their services. Arrange presentations on Smarthinking or other online tutoring service for students to get extra help. Use Canvas to enhance teaching and learning through speedy interactions between students and instructor. (10/08/2017)
		Program Review Reporting Year: 2011-2012 **Target :** Target Met Over 80 percent of the students passed the final exam with a C or better grade. (07/16/2012) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Extensive practices on skills of paraphrasing sources and integrating quotes. Embed small bits of research-based components in each assignment. Speed up the return of papers back to students so that they can benefit from the instructor?s feedback before they begin the next assignment. For writing and critical thinking skills: Focus on thesis statement, topic sentences, and reflection of ideas at different levels: personal, cultural, social, environmental, and political. Arrange multiple library orientations conducted by reference librarians to equip students with research skills. For grammar: Focus instruction on	**Enhancement:** Provide opportunities for students to practice the skills of integrating academic sources. Require these skills in every assignment in a progressive manner from one to two sources in beginning assignments to multiple works in the research paper assigned towards the end of the quarter. Improve reading skills by designing tasks, such as journal writing, for students to respond and reflect on the main ideas in the reading to demonstrate their skills in interacting with texts.

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
		parallelism, verb tenses, and subject-verb agreement. Arrange multiple library orientations conducted by reference librarians to equip students with research skills.	Planned actions: Need smart classrooms and computer labs for Internet access and writing practices during class time. Identify students with lower language proficiency early and send them to WRC for tutors. Bring class to WRC in the first two weeks to familiarize students with their services. Use Catalyst to enhance teaching. (07/16/2012)

Assessment: Course/Service Four Column

Dept - (LA) English

ELIT 8:Children's Literature

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
ELIT8_SLO_1 - Apply key methods of interpreting and evaluating literary texts written for children. **SLO Status:** Active	**Exam - Course Test/Quiz -** Give midterm exam **Target for Success:** 100% of students will achieve success in evaluating and interpreting literary texts written for children.	**Program Review Reporting Year:** 2015-2016 **Target :** Target Met Students demonstrated the ability to analyze various genres of children's literature through appropriate methods of criticism. 100% passed the midterm with at least 70% (04/26/2016) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** It would extremely helpful for the students to be able to download the extremely bulky and difficult to wield textbook. This would require that the department be able to to provide Ipads for students, who found it difficult to carry and prevent damage to the text.	
ELIT8_SLO_2 - Demonstrate the knowledge of the role of literature as an educational tool. **SLO Status:** Active	**Project -** Students will present the causes and results of censoring works of children's literature for at least three works. **Target for Success:** 100% of the students will receive at least 70% on the project.		
	Students will complete a presentation **Target for Success:** 100% of students will complete the presentation with 70% or better.		

ELIT 10:Introduction to Fiction

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
ELIT10_SLO_1 - Identify, articulate and evaluate the nature and variety of fictional texts, styles, conventions and techniques. **SLO Status:** Active	**Project -** We created a grading system that assesses if students are understanding the nature of narrative structure, figurative language, genre, literary periods, traditional to experimental styles when understanding themes within the work of fiction. **Target for Success:** All students would pass the assignment with a 70% or better. **Comments/Notes:** Our assessment results indicate students need to better differentiate literal reading and analytical reading, and better practice close reading of key passages in the text. Student performance was outstanding in terms of being open to different literary experiences and perspectives.		

Presentation/Performance - With a group a 3-5 other students, students were responsible for presenting crucial information about our novel or a longer short story towards then end of the quarter. The presentations were required to cover:

·   at least 2 passages from your work of fiction that are throughly analyzed
·   make at least one connection to texts we've read this quarter to

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
	deepen our/your understanding of the text. · and include at least one piece of research cited in proper MLA format Of the 30 Ss enrolled at the end of the course, 19 received full credit for their presentations, 6 received 25 points (a B grade) and only 3 Ss did not complete the assignment. Ss practiced presenting ideas, analyzing passages, and researching biographical information on authors or certain themes of their work. **Exam - Course Test/Quiz -** Midterm **Target for Success:** 70% of students that took the exam will get a passing score.	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met All the students that took the exam passed, and one did not pass because they did not come. (06/26/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The students responded well to the material, and most students achieved an A on the exam. This was probably due to the review session offered.	
ELIT10_SLO_2 - Analyze fiction in writing from multiple critical perspectives. **SLO Status:** Active	**Exam - Standardized -** Students were assessed on their ability to analyze fiction through the means of short essay questions on an exam as well as writing a paper in which they had to analyze one or more of the assigned texts. **Target for Success:** Successful learning will be reflected by 85% or more of the students producing passing level analysis.	**Program Review Reporting Year:** 2011-2012 **Target :** Target Met Assessment Data Summary: A total of 26 students completed the final exam and paper. For the final exam, 25 out of 26 students passed the final exam. For the final paper, 26 out of 26 students passed the final paper. (09/20/2012) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Reflection and Analysis: For the final exam, 96% of students successfully demonstrated the ability to analyze fiction from a variety of critical perspectives and 100% of students successfully demonstrated the ability to do so for the final paper. It is difficult to determine of this success is due to the learning that occurred during the quarter or if the students had these abilities coming into the class. While these results show excellent success, having a survey at the beginning of the quarter to show students? abilities and then again at	**Enhancement:** * Have students take a self-assessment at the beginning of the quarter to determine their comfort level with analyzing fiction (09/20/2012) **Enhancement:** * Have students take a diagnostic quiz to determine their ability to recognize key elements of fiction necessary in the analysis of fiction. (09/20/2012)

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
		the end of the quarter would assist in determining how much the students learned over the quarter.	

Presentation/Performance - With a group a 3-5 other students, students were responsible for presenting crucial information about our novel or a longer short story towards then end of the quarter. The presentations were required to cover:

·   at least 2 passages from your work of fiction that are throughly analyzed
·   make at least one connection to texts we've read this quarter to deepen our/your understanding of the text.
·   and include at least one piece of research cited in proper MLA format

Of the 30 Ss enrolled at the end of the course, 19 received full credit for their presentations, 6 received 25 points (a B grade) and only 3 Ss did not complete the assignment. Ss practiced presenting ideas, analyzing passages, and researching biographical information on authors or certain themes of their work.

Other - Essay **Target for Success:** 70% of students that submit the essay will receive a passing score.	**Program Review Reporting Year:** 2016-2017 **Target :** Target Not Met Out of 40 students, 37 passed. (06/26/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The students that did not pass had stopped showing up and attending class.	**Enhancement:** Working with tutors on essay and composition structure. (06/26/2017)	

ELIT 11:Introduction to Poetry

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
ELIT11_SLO_1 - Identify, articulate, and evaluate poetic texts in English and in translation ranging from classical to contemporary and employing a variety of styles and techniques. **SLO Status:** Active	**Project -** An essay to determine how well students understand both the techniques poets use and the content they convey. My rubric is I ask them to explicate a poem and judge them on their understanding of style and content. **Target for Success:** That all students earn a 70% or better on the essay. **Comments/Notes:** The majority of students have a good understanding of a poem's style and content. About 10% had problems understanding stanza forms, line breaks, and onomatopoeia. Initially, they were afraid of poetry, but after a few weeks they actually began to enjoy analyzing poetic forms and techniques. Enhancement (Part I): As a department, we create a culture of poetry by offering public readings and writing workshops in order to make students more comfortable with poetry. We are going to do staff development on how to teach poetry in composition and literature classes. SMART classrooms would be helpful because you could project the poems and assignments and students could visualize them more effectively. Enhancement (Part II): We need space for poetry readings and workshops and celebrations. We need SMART classroo0ms and		

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
	funding for staff development. We also need to hire more full-time instructors with literature and poetry backgrounds. **Exam - Course Test/Quiz -** Students took a midterm exam, administered online. They were required to write short, essay-style answers to ten questions covering a variety of assigned readings of poetic texts. FINAL GRADE OUTCOMES Fall 2013: 16 A's; 7 B's; 3 C's; 1 D; and 5 F's Fall 2014: 17 A's; 6 B's; 4 C's; and 2 F's		
	Demonstration - Essay on poetry close reading **Target for Success:** 100% of students that completed the assignment will achieve a passing score.	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met Out of 28 students, 24 students completed the exam with a passing score. 4 Students did not complete. (06/29/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Students did extremely well because they were able to complete journal assignments with feedback, so they understood the requirements and were prepared to write. They also have a rubric that sets them up for exceptions.	
ELIT11_SLO_2 - Analyze poems in writing from multiple critical and cultural perspectives. **SLO Status:** Active	**Other -** Essay **Target for Success:** All students will achieve a 70% competency on this assignment	**Program Review Reporting Year:** 2016-2017 **Target :** Target Not Met Out of 28 students in the class, 23 students passed. 5 students did not complete the assignment. (06/29/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Overall, the students were extremely successful. Some students stopped coming for unknown reasons.	
	Demonstration - Students wrote three close-reading-style essays, in which they analyzed poems from multiple perspectives.		

FINAL GRADE OUTCOMES

Fall 2013: 16 A's; 7 B's; 3 C's; 1 D; and 5 F's
Fall 2014: 17 A's; 6 B's; 4 C's; and 2 F's

ELIT 12:Introduction to Dramatic Literature

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
ELIT12_SLO_1 - Identify, articulate, and evaluate the nature and variety of dramatic texts, styles, and techniques. **SLO Status:** Active	**Survey -** The students in ELIT 12 will be assessed as part of the Lit. Committee's SLO assessment survey in Fall 2012. The students will be asked to rank their confidence level with identifying, articulating, and evaluating the nature of dramatic texts. **Target for Success:** That 70% of students will have confidence in their ability to articulate and evaluate dramatic texts.		
	Exam - Course Test/Quiz - Final examination including objective questions, analysis of passages, and essay questions on several dramatic texts. **Target for Success:** 70% of students will pass the final exam.	**Program Review Reporting Year:** 2014-2015 **Target :** Target Met 33 of 37 students passed the final exam with a C or above. approximately 89%. (04/17/2015) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The relative success of students in learning about dramatic texts, styles, and techniques is partly due to some guest lectures by experts in the field as well as the fact that students were able to attend live performances of some plays. One enhancement that would benefit all would be either co-teaching the class or having honoraria for visiting experts so that people with both literary and theatrical expertise could present their points of view. Another enhancement would be including financing of a class visit to a live performance in the Bay Area.	**Enhancement:** Honoraria for visiting experts in theater to enhance the students' understanding of the relationship between written texts and live theater. Financial assistance so that the entire class may attend the live performance of a play the class has read. (04/17/2015)
ELIT12_SLO_2 - Using multiple critical perspectives, write analytical responses to plays. **SLO Status:** Active	**Survey -** As part of the Fall 2012 Lit. Committee's SLO assessment survey, students will be asked to rank their comfort level with using critical perspectives in their analysis. **Target for Success:** The target for success is that 100% of students will feel confident in using critical perspectives in their writing.		

ELIT 17:Introduction to Shakespeare

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
ELIT17_SLO_1 - Demonstrate the ability to analyze social and cultural contexts in the poetic and dramatic literature of William Shakespeare. **SLO Status:** Active	**Project -** Julie Pesano used a final research essay to assess whether the students could apply the social and cultural contexts they had learned to a literature analysis. **Target for Success:** All students would pass the essay with a 70% or better score. **Comments/Notes:** 70% of students passed the essay, but Julie decided that the instructions on the assignment needed to be more explicit that the assignment must incorporate social and cultural perspectives. Also, she felt that the students needed a workshop or tutor that could provide more teaching on plagiarism since several students seemed unsure of the plagiarism standards.		
	Project - Students completed a literary research project **Target for Success:** 100% of students would demonstrate proficiency on this skill via passing the essay	**Program Review Reporting Year:** 2014-2015 **Target :** Target Not Met 16 out of 20 students demonstrated the ability to analyze social and cultural contexts in the poetic and dramatic literature of William Shakespeare by passing the project. (06/08/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Several of the students in the summer were taking the class pass/no pass, so they decided not to complete the projects. The rest of the class excelled at the project.	**Enhancement:** Due to the number of student that take this class as Pass/No Pass, use an assessment method that can show students success on the SLO without having it be a major assignment. (06/08/2017)
ELIT17_SLO_2 - Produce analytical writing based on complex texts. **SLO Status:** Active	**Project -** Research Paper Students will use a chapter of the Bedford Companion to Shakespeare as the inspiration for further research on background knowledge for understanding the plays and		

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
	poems of William Shakespeare. **Target for Success:** All students will pass with 70% or better. **Demonstration -** 26 students out of a total of 43 produced very good to excellent analytical essays based on the works of Shakespeare. 8 students out of 43 wrote satisfactory analytical essays based on the works of Shakespeare. 2 students out of 43 wrote essays that were below a satisfactory level. 7 students out of 43 either took an Incomplete due to family issues or did not turn in the analytical essay. Or this is simplified: Out of 43 students, 34 wrote good to excellent analytical essays based on the plays and sonnets of William Shakespeare. 9 students either wrote essays that were below a satisfactory level, or received the grade of Incomplete due to family issues, or did not turn in the final analytical essay. This is for Winter Quarter, 2016, ELIT 17-01 and ELIT 17-01H.		
	Demonstration - A weekly discussion paper. **Target for Success:** 100% of students will receive a passing score on analysis in the discussion assignment.	**Program Review Reporting Year:** 2014-2015 **Target :** Target Met 100% of students completed the discussion post with a passing score in analysis. (06/08/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Students were very successful at demonstrating their ability to analyze the text, but some received lower scores on the assignment as a whole because of citation issues and proofreading.	**Enhancement:** Offer tutoring on MLA & proofreading via Canvas, so students will not lose points. (06/08/2017)
ELIT17_SLO_3 - Show the ability to examine the use of language in	**Presentation/Performance -** Students performed a scene from a	**Program Review Reporting Year:** 2014-2015 **Target :** Target Not Met	**Enhancement:** Send out reminders to students about

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
literature. **SLO Status:** Active	Shakespeare play **Target for Success:** 100% of students would be able to complete a reflection examining the meaning of their lines.	18 out of 20 students were able to complete a reflection (06/08/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Students did exceptionally well on this assignment. 2 students were unable to complete the assignment due to missing the performance date.	performance times, so they can complete the assignment. (06/08/2017)

ELIT 19:Introduction to the Bible as Literature

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
ELIT19_SLO_1 - Identify and analyze a range of literary expression in the Old and New Testaments and Apocrypha. **SLO Status:** Active	**Demonstration -** Reading Response to Leland Ryken?s How to Read the Bible as Literature ? I chose to accompany the Oxford College Bible with Leland Ryken?s How to Read the Bible as Literature. The book does a very good job of focus on the ?range of literary expression? in the bible. Every week the students had reading from the book and a reading response. **Target for Success:** The goal is for the students to be able to competently identify and critically analyze literary expression seen in in the Old and New Testaments and Apocrypha.	**Program Review Reporting Year:** 2011-2012 **Target :** Target Met Student responses to the Ryken material was strong. I paired the appropriate Ryken readings with specific genres from the bible (parable, poetry, hero, etc) and this seemed to really help the students? understanding of the different literary expressions in the bible. (09/20/2012) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** This was the first time I have taught this class, and so choosing texts was a challenge. I wasn?t sure if Ryken was going to be the best book, but in the end, I feel like it was an excellent book for this class. The students seemed to appreciate the focus the book gave on the different aspects of literature found in the bible.	**Enhancement:** ? Continue to become more familiar with Leland Ryken?s How to Read the Bible as Literature (09/20/2012)
	Exam - Course Test/Quiz - Exam **Target for Success:** 100% of students that took the exam/quiz will pass with a 70% or better.	**Program Review Reporting Year:** 2015-2016 **Target :** Target Not Met Students took a quiz on "Types of Biblical Poetry." Out of 16 students, 10=A; 1=B; 1=F; 4=Not Submitted (01/24/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Most of the students passed with an A, but some of the students that did not take the exam many of them were no longer taking the class, but had failed to drop.	
	Exam - Course Test/Quiz - Midterm **Target for Success:** 100% of students who attempt the exam will get 70% or better.		
ELIT19_SLO_2 - Identify and analyze the stories and figures that are the basis for countless works of art, literary allusions, and philosophical constructs of the western tradition. **SLO Status:** Active	**Demonstration -** Weekly Online Discussions: This is a hybrid class and the students are required to do a weekly online discussion assignment. The discussions are based on specific topics and questions that encourage students	**Program Review Reporting Year:** 2011-2012 **Target :** Target Met The Weekly Online Discussions work well. Through this weekly assignment, students are able to take our ideas from class discussion and other assignments and take them further by using their critical thinking skills to connect the bible?s literary structures, stories and characters to other	**Enhancement:** ? Continue to use a social networking site ? Require a discussion post and response each week ? Grade discussions quickly each week ? Find a faster way to

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
	to use critically thinking in order to identify these bible stories and figures and analyze them in connection with a myriad of art, literary allusions, and philosophical constructs of the western tradition. **Target for Success:** The goal is for the students to be able to competently identify and analyze the stories and figures that are the basis for countless works of art, literary allusions, and philosophical constructs of the western tradition	ancient and historical texts all the way into our contemporary society and culture. (09/20/2012) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** I like the way the online discussions turned out. Since they were in addition to our class discussion and more specific assignments, the students seemed to be able to be more comfortable in them, which better enabled them to connect the readings to themselves and the world they live in. I made up the topics and questions each week, which allowed me to capitalize on ideas from class or encourage new direction. Also, the discussions were post on Ning.com, which is a social networking site. I feel like this also helped them feel more comfortable and contemporary.

One thought is the students often had assignments to respond to other students, but they did not have to respond other students each week. I think they should. Also, to keep the ideas flowing online and in class, the discussions need to be graded immediately each week. | grade discussions. (09/20/2012) |
	Other - Final essay **Target for Success:** 100% of students that attempt the essay will achieve a passing score of 70% or better.	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met All students who turned in final essay received passing scores. (07/06/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The papers were thoughtful and varied in their scope.	**Enhancement:** I was happy with the quality of the writing and the topics covered. The students showed evidence of course engagement. (07/06/2017)
		Program Review Reporting Year: 2015-2016 **Target :** Target Not Met Out of 16 students: 4=A; 9=B; 2=C; 1=Not Submitted (06/29/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Most of the students passed with high scores, but one student did not attempt the quiz.	
	Exam - Course Test/Quiz - Midterm exam **Target for Success:** 100% of students that attempt the exam will pass.	**Program Review Reporting Year:** 2016-2017 **Target :** Target Not Met 18 students attempted the midterm. 13 students passed. (07/03/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** ELIT students often underestimate the reading load and difficulty of exams, and the midterm is often a wake-up call to step it	

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
		up. Keep offering quizzes leading up to midterm to better prepare them.	
ELIT19_SLO_3 - Compare and contrast myth and narrative structures to other ancient Mediterranean and world literatures. **SLO Status:** Active	**Demonstration -** Assignment ? Compare the story of Noah and the Flood to Utnapishtim?s flood story in Gilgamesh. **Target for Success:** For students to understand that that Christian bible is not completely unique and shares narrative structures, characters and conflicts with many other ancient and world literatures.	**Program Review Reporting Year:** 2011-2012 **Target :** Target Met This assignment is part of a series of readings that give students a good amount of historical context in order to better understand the bible. The readings seemed to really help lay some of the groundwork. This assignment and post discussion helped students better understand the bible in the context of our larger world. (09/20/2012) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** This assignment was eye-opening for the students. People who do not question the bible rarely see the many similarities it has to other world myths. We did this assignment a few weeks into the quarter, but in hindsight, I feel like I should have done this reading and this assignment earlier. Also, I should have presented additional examples of character, story and structure parallels.	**Enhancement:** ? Present earlier in the quarter ? Add more examples of parallels than just Gilgamesh (09/20/2012)
	Demonstration - A graded discussion **Target for Success:** 100% of students will participate and achieve a passing score.	**Program Review Reporting Year:** 2015-2016 **Target :** Target Not Met In a graded discussion students compared several different world creation myths to the Genesis creation myth. Out of 16 students, 8=100%, 1=80%, 7=Not Submitted (06/29/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Several students were not present on the day of the activity, which prevented them from passing.	
	Other - Final Paper **Target for Success:** 100% of students that turned in the paper will pass with 70% or better		
ELIT19_SLO_4 - Identify, articulate and apply a range of possible interpretations of selected texts. **SLO Status:** Active	**Demonstration -** Mid Term and Final Essay. The midterm and the final essay are both essentially the same. Both are analytical essay in which they need to look at least two different things (stories, characters, conflicts, etc.). The only difference is	**Program Review Reporting Year:** 2011-2012 **Target :** Target Met In general, the students did well on both the midterm and the final. They really seemed to be able to use critical analysis to present strong, individual interpretations of the texts. (09/20/2012) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** I was happy	**Enhancement:** Continue with the assignment (09/20/2012)

	that the midterm focuses on the Old Testament readings and the Final focuses on the New Testament readings. **Target for Success:** A strong analysis of the texts among 75% of students in the class.	with the midterm and final essays. The students seemed to do a great job of presenting refreshing interpretations and interesting insight.	
	Presentation/Performance - Students did a Class Presentation on a specific Bible book, character or concept. **Target for Success:** 100% of students will achieve a passing score on the presentation.	**Program Review Reporting Year:** 2015-2016 **Target :** Target Not Met Out of 16 students, 8=A; 3=B; 4=D; 1=Not Submitted (06/29/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** All the students that submitted a presentation passed with successful scores, but one student failed to attempt the activity for reasons unknown.	
	Demonstration - Creative projects **Target for Success:** 100% of students Identify, articulate and demonstrate a range of possible interpretations of selected texts in their presentation.	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met Students articulated a range of possibilities and covered a variety of texts/topics during the presentations. (07/03/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Very pleased with level of difficulty and creativity in the creative projects.	

ELIT 21:Women in Literature

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
ELIT21_SLO_1 - Demonstrate understanding of a variety of literary texts by and about women. **SLO Status:** Active	**Presentation/Performance -** Students worked in groups to generate presentations about assigned short stories from the collection _More Stories We Tell_, with biographical information about the women authors, critical analysis of the stories (their own as well as from an article they researched in an academic journal), and discussion questions they generated. Students were graded for the quality of the presentation, including their contributions to the presentation (via their individual writeup) and participation in the presentation itself. **Target for Success:** At least 70% receiving a grade of 35 or higher (out of a possible 50 points)	**Program Review Reporting Year:** 2016-2017 **Target :** Target Not Met Out of 27 students, 26 students scored higher than 35, with the lowest score being 40. One student scored a 0 because she did not show up for the presentation (06/28/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Group presentations give students the opportunity to demonstrate deeper understanding of literary texts because they need to do research, prepare a presentation with a multimedia component, and show their peers what they have learned. Requiring collaboration with peers while also holding students accountable for documenting their contributions also deepens understanding. Class bonding accomplished on a field trip to attend a community film screening prior to this assignment facilitated more student connection. This demonstrates that we need to give both instructors and students resources and opportunities such as field trips and even study abroad for more EXPERIENTIAL learning to deepen their learning and engagement with the course content and with the class.	
	Project - Essay on literary texts **Target for Success:** 100% of students that turned in the essay will pass	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met All 19 students passed that turned in the essay! (06/28/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Judy Hubbard mentioned that two students dropped the class, but that the rest of the students passed mostly with A grades and they really enjoyed the topics.	
ELIT21_SLO_2 - Analyze influence of class, race and ethnicity, culture, abilities, and sexual orientation on women as writers, characters, subjects and leaders in literary texts. **SLO Status:** Active **Outcome Creation Date:** 09/25/2017	**Other -** Weekly reading journals on the book/memoir by Janet Mock titled _Defining Realness_ in which she discusses her coming-of-age being born as a male-identified child into a mixed race (Native Hawai'ian and African American) working class family through her gradual transition	**Program Review Reporting Year:** 2016-2017 **Target :** Target Not Met Consistently, 80-90% of 27 total students submitted these journals and chose and discussed quotes with evidence of critical thinking analysis. The 10-20% who did not submit journals during the two weeks that we focused on this book most likely did not do so because they were behind on the reading. (06/28/2017)	**Enhancement:** Having a connection with a counselor or psych referral would probably help many of the students to work through the trauma in a more successful way. (06/28/2017)

to publicly identifying as a transgender woman.
Target for Success: 70% of students will submit weekly journals where they write out two quotes and analyze the quotes in terms of what they discuss about class, culture, gender, and sexual orientation of the speaker/author.

Project - Essay on intersectionality called: "What is Patriarchy"
Target for Success: All students that turned in an essay will pass
Comments/Notes: Students used the paper to analyze literature and research about different ages and diverse populations.

Reflection (CLICK ON ? FOR INSTRUCTIONS): Many students taking this class did not have the luxury of being full-time students and, a few disclosed to me that they were wrestling with depression, or other mental health issues such as PTSD from being sexually or emotionally abused. These challenges cut significantly into students' abilities to keep up with the work.

Program Review Reporting Year: 2016-2017
Target : Target Met
All students that turned in the essay passed with high grades. (06/28/2017)
Reflection (CLICK ON ? FOR INSTRUCTIONS): 21/21 of the students passed on this assignment and that the students that later dropped did extremely well on the assignment, so those drops were likely personal reasons.

ELIT 22:Mythology and Folklore

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
ELIT22_SLO_2 - Apply a variety of critical perspectives in the interpretations of myths, traditional stories, folktales and their cultural contexts. **SLO Status:** Active	**Presentation/Performance -** End of quarter presentation. At the end of the quarter, students do a class presentation where they present their own interpretation and analysis of a character, story, or narrative structure from a world myth, folktale, legend or our contemporary, pop culture mythology (superheroes, comics, movies, etc.). **Target for Success:** The goal is for the students to be able to present their own analysis and interpretations of myths, traditional stories, folktales and their cultural contexts.	**Program Review Reporting Year:** 2014-2015 **Target :** Target Not Met 45 out of 47 students passed the final presentation with a 70% or higher. The two students that did not complete the assignment were students that chose to take the class for the fun of reading, but did not wish to complete the assignments in the class. These students might have been better served to audit the class. (06/22/2016) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** This assignment was very well received by the students in the class, who welcomed the opportunity to share their ideas and interpretations of texts. The main feedback I received on this assignment is that students would have preferred to have several days of presentations or to have the presentations put online rather than one long final presentation day since some people felt rushed.	**Enhancement:** I would recommend adding increasing the unit count to 5 and adding a hybrid hour to the class each week. Many of the students enjoyed part-taking in the online material and wanted an opportunity to hold class presentation, chats, and discussions online, which is actually additional work from what the course outline currently requires. Hence, it would seem logical to meet the students request and see if that would encourage all the students to not only complete the work but have time to interact together. (06/22/2016)
		Program Review Reporting Year: 2011-2012 **Target :** Target Met Summary: The presentations were a success. This is really a great way for students to express themselves and share their knowledge. The nature of a class like this attracts many students who have a strong interest in fantasy, comics, video games, anime, superheroes, pop culture, etc. This really gives them the freedom to explore the things they already love through a more enlightened, academic and critical lens. (09/25/2012) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** This was a lot of fun. These students have such a wealth of knowledge and they have such interesting perspectives. This assignment gives many of them a chance to really show off their knowledge and unique perspective. My only concern is that some students only presented information without interpretation or true analysis. The analysis is the key to this, so I have rewrite the assignment to emphasize this.	**Enhancement:** Enhancement/Action: Rewrite assignment to emphasize analysis Show strong examples from this class next time. (09/25/2012)

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
ELIT22_SLO_1 - Analyze elements, themes and motifs of myths, traditional stories and folktales. **SLO Status:** Active	**Other -** Essay **Target for Success:** All students will complete the assignment with a 70% level of competency.	**Program Review Reporting Year:** 2014-2015 **Target :** Target Not Met Out of 47 students, 43 students completed the assignment with a 70% or better. (06/22/2016) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Many students exceeded the target for success and earned As and Bs on the assignment. However, 4 students did not complete the assignment at a 70% or better because two students would have preferred to audit and two students had difficulty with citation.	**Enhancement:** I would recommend adding a class tutor/TA/Mentor for students to talk to about writing in the class. Since the transfer class allows for students with mixed levels of writing ability, the students would benefit from a mentor that could work one-on-one with the students to improve their literary analysis and citation skills. Many students commented that they were turned away from the writing center due or that the people at the WRC did not have the skills in literary analysis to help with the paper. (06/22/2016)

ELIT 24:Asian Pacific American Literature

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
ELIT24_SLO_1 - Students will identify multiple cultural and historical issues pertaining to Asian American Pacific Americans in literature. **SLO Status:** Active **Outcome Creation Date:** 08/24/2015	**Other -** Up to instructor **Target for Success:** Students will achieve a 70% competency on this SLO using the assessment method	**Program Review Reporting Year:** 2015-2016 **Target :** Target Met Midterm exam where students were asked to identify key terms/concepts in Asian Pacific American history and culture that were discussed in connection to literary texts (06/28/2016) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** 41/45 students received a passing (75% or above) grade on the midterm. This was a higher success rate because we took a day to review for the midterm in class and students worked together to create their own study guide. While this is a good percentage, I still believe that with further enhancements, we could achieve a higher success rate. One thing that helped the students really grasp this material was discussion of and extra credit visits to SFSU to learn about the battle for Ethnic Studies. I believe having field trips and other means of access to learn about ethnic studies and other issues in the AAPI community would help the students more. (See enhancements.)	**Enhancement:** Funding for more field trips to learn about past and current struggles within the Asian Pacific American community. Conference funds to attend conferences like Asian Pacific Americans in Higher Education (APAHE). Student mentors from targeted populations who can help the students who are still struggling with course assignments and overall studenthood skills. (06/28/2016)
ELIT24_SLO_2 - Students will critically analyze issues pertaining to race, class, sexuality and/or gender in relation to Asian Pacific American communities. **SLO Status:** Active **Outcome Creation Date:** 08/24/2015			

ELIT 39:Contemporary Literature

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
ELIT39_SLO_1 - Demonstrate the ability to analyze the diverse range of contemporary literary forms, focusing on works created after WWII. **SLO Status:** Active **Planned Assessment Quarters:** 2010-11 3-Winter	**Other -** The assessment methodology, the first analytical essay, shows whether students understand the elements of fiction and their ability to critically analyze the class texts from WWII and after. **Target for Success:** We want to evaluate our students' understanding of contemporary literature and whether it meets the course objectives the dept. has set up, so our target for success is that all students will be able to demonstrate critical analysis in a written essay. **Comments/Notes:** The majority of students were able to discuss the elements of fiction and critically analyze our texts in their papers. Students who did not pass the paper either stopped coming to class or missed a lot of class as they did not possess the studenthood skills they needed.	**Program Review Reporting Year:** 2011-2012 **Target :** Target Not Met Students showed increasing skill from midterm to final at analyzing and writing about contemporary literary texts, and of integrating explanatorily powerful insights related to cultural, psychological, political, and historical sources of contemporary literature. (07/23/2012) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Reflection and Analysis: In literature classes I foreground reading/interpreting while in a small way muting the importance of students? major formal written responses. Nonetheless, I do require 1-2 take home essays per quarter. However, I like and always assign take-home midterms and finals, writing opportunities requiring shorter responses that allow students to concentrate on their ideas and on marshaling apposite evidence.	**Enhancement:** Also, at strategic intervals throughout the quarter ?come up for air? and remind the class why we?re doing this, why we?re studying literature?because it?s pure oxygen for mind and spirit and has much to teach us about self and world. (09/24/2012) **Enhancement:** Model, model, model?continue to archive samples of student writing excellence for midterms, finals, essays. Pass these out in class or upload them to class website to be clear about what I?m asking students to do, about my criteria for excellence. (09/24/2012)
	Other - final paper midterm final exam **Target for Success:** 76% of students who complete the course will earn a passing grade or higher.	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met 90% of students who completed the course earned a passing grade or higher. (10/05/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** We are excited that the target was met and will continue to review curriculum and pedagogy to ensure future success.	
ELIT39_SLO_2 - Demonstrate global, cultural, and social awareness by assessing the influence of contemporary culture, politics, psychology, and history within	**Other -** Assessment Method: Take Home Midterm & Take Home Final with multiple (15-20) prompts each; students are to choose at least two for midterm (for a total of 900+		

literature.
SLO Status: Active
Planned Assessment Quarters: 2011-12 2-Fall
Outcome Creation Date: 01/05/2012

words, w/minimum wordcount of 350 per prompt) and three prompts for the final (1400 ? 2,000 words w/minimum 400 per prompt). Students are required choose prompts that force them to reference multiple texts.

Target for Success: 100% of students will demonstrate a passing level of understanding of global, cultural, and social awareness by assessing the influence of contemporary culture, politics, psychology, and history within literature through the assessment method.

100% of the students who continued attending through week twelve demonstrated a passing level mastery of this standard

Comments/Notes: This assessment was conducted in Fall 2011 and reviewed in Summer 2012 with the SLO team of Steve Howland and Amy Leonard.
Other - final paper
midterm
final exam
Target for Success: 76% of students who complete the course will earn a passing grade or higher.

Program Review Reporting Year: 2016-2017
Target : Target Met
90% of students who completed the course earned a passing grade or higher (10/05/2017)
Reflection (CLICK ON ? FOR INSTRUCTIONS): We are excited that the target was met and will continue to review curriculum and pedagogy to ensure future success.

ELIT 40:African American Literature

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
ELIT60_SLO_1 - Analyze the defining formal and stylistic attributes of African American Literature including the genres of memoir, essay, fiction, poetry and drama. **SLO Status:** Active **Outcome Creation Date:** 09/20/2014			
ELIT60_SLO_2 - Assess the fluctuating socio-historical contexts that have influenced the production of African American literary texts. **SLO Status:** Active **Outcome Creation Date:** 09/20/2014			

ELIT 41:Ethnic Literature of the United States

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
ELIT61_SLO_1 - Analyze the diversity of content and range of literary styles, including the genres of memoir, fiction, poetry, and drama, by authors from differing cultural backgrounds across race and ethnic identities of the United States. **SLO Status:** Active **Outcome Creation Date:** 09/20/2014	**Directly related to Student Learning Outcome (SLO)**	**Program Review Reporting Year:** 2016-2017 **Target :** Target Not Met N/A. The course was cancelled due to low enrollment both times it was offered. (09/28/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** N/A. The course was cancelled due to low enrollment both times it was offered.	
	Other - Final paper **Target for Success:** At least 76% of students will successfully pass the class with a C or higher. **Comments/Notes:** N/A. The course was cancelled due to low enrollment both times it was offered.		
ELIT61_SLO_2 - Examine comparative cultural contexts that have shaped the production of a broad range of ethnic literature of the United States. **SLO Status:** Active **Outcome Creation Date:** 09/20/2014	**Directly related to Student Learning Outcome (SLO)**	**Program Review Reporting Year:** 2016-2017 **Target :** Target Not Met N/A. The course was cancelled due to low enrollment both times it was offered. (09/28/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** N/A. The course was cancelled due to low enrollment both times it was offered.	
	Exam - Course Test/Quiz - Final exam **Target for Success:** At least 76% of students will earn a grade of C or higher. **Comments/Notes:** N/A. The course was cancelled due to low enrollment both times it was offered.		

ELIT 44:International Literature (Fiction)

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
ELIT44_SLO_1 - Compare the issues raised by non-Western fiction and experience to American fiction and experience. **SLO Status:** Course Not Currently Taught			
ELIT44_SLO_2 - Demonstrate knowledge of how different cultures produce different answers to timeless questions of human existence. **SLO Status:** Course Not Currently Taught			
ELIT44_SLO_3 - Express understanding of how fictional works are shaped by historical circumstances. **SLO Status:** Course Not Currently Taught			

ELIT 46A:Major British Writers (Medieval and Renaissance)

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
ELIT46A_SLO_1 - Acquire knowledge of the historical and cultural period, major writers, and key texts of Medieval and Renaissance British Literature. **SLO Status:** Active	**Tracked Academic Behavior -** Final grade **Target for Success:** 100% of students that complete the course will achieve a passing score.	**Program Review Reporting Year:** 2016-2017 **Target :** Target Not Met Above level=15 At level=16 Below level=5 (01/24/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Students often take our survey courses without understanding the rigor required of an English major. Most of the students who did not perform well on the final exam were students who did not attend class regularly, students who were taking the class as a G.E. (they should not be taking the survey courses as a G.E. class!), and/or students who never took ELIT10, 11 or 12 first.	**Enhancement:** I think the main funding need we have is an additional counselor, part of whose job is to advise students about the English major. If we could have a counselor/advisor who knew our English courses intimately, that person could direct students to take ELIT10, 11, or 12 first and then take the survey series next. This would better prepare them to be successful at the survey level. (06/29/2017)
ELIT46A_SLO_2 - Develop critical thinking skills by applying a variety of critical and theoretical criteria to the evaluation of Medieval and Renaissance British Literature. **SLO Status:** Active	**Tracked Academic Behavior -** Final grades in the class **Target for Success:** 100% students who finish the class will pass with a 70% or better	**Program Review Reporting Year:** 2016-2017 **Target :** Target Not Met Above level=16 At level=15 Below level=5 (01/24/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Students often take our survey courses without understanding the rigor required of an English major. Most of the students who did not perform well on the final exam were students who did not attend class regularly, students who were taking the class as a G.E. (they should not be taking the survey courses as a G.E. class!), and/or students who never took ELIT10, 11 or 12 first.	**Enhancement:** I think the main funding need we have is an additional counselor, part of whose job is to advise students about the English major. If we could have a counselor/advisor who knew our English courses intimately, that person could direct students to take ELIT10, 11, or 12 first and then take the survey series next. This would better prepare them to be successful at the survey level. (06/29/2017)
ELIT46A_SLO_3 - Students will identify and assess the development of literary styles, forms, and genres as well as the depiction of male and female roles and various ethnic and social classes in the literature of the period.	**Exam - Course Test/Quiz -** Midterm exam **Target for Success:** 100% of students that took the exam will earn a 70% or better.	**Program Review Reporting Year:** 2016-2017 **Target :** Target Not Met Above level=16 At level=15 Below level=5 (01/24/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Students	**Enhancement:** I think the main funding need we have is an additional counselor, part of whose job is to advise students about the English major. If we could have a counselor/advisor

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
SLO Status: Active		often take our survey courses without understanding the rigor required of an English major. Most of the students who did not perform well on the final exam were students who did not attend class regularly, students who were taking the class as a G.E. (they should not be taking the survey courses as a G.E. class!), and/or students who never took ELIT10, 11 or 12 first.	who knew our English courses intimately, that person could direct students to take ELIT10, 11, or 12 first and then take the survey series next. This would better prepare them to be successful at the survey level. (06/29/2017)

ELIT 46B:Major British Writers (Neo-Classical and Romantic)

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
ELIT46B_SLO_1 - Acquire knowledge of the historical and cultural period, major writers, and key texts of Neo-Classical and Romantic British Literature. **SLO Status:** Active	**Demonstration -** Historical and Cultural Presentations **Target for Success:** That all presentations pass with a 70% or better.	**Program Review Reporting Year:** 2015-2016 **Target :** Target Not Met 4 A+, 8A, 8 A-, 2 B+. 1B, 0 B-, 0 C+, 14 C, 0 C-, 0 D+. 0 D, 0 D-, 1 F (06/21/2016) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The biggest challenge to the Presentations is for students to connect the culture and history to the texts we are reading. In addition, many of them forget to turn in the written portion of the presentation, resulting in a missing 25 points and therefore many C's. Of the 37 students, I'm still waiting on 14 of the written contributions.	**Enhancement:** Many of the students are having challenges connecting with the readings from the British Culture, especially 300 years ago. I can't stress enough how experiencing the authors and the culture would bring the texts to life. Many of my students are English Majors and would benefit beyond measure from a campus abroad London program to live the readings and connect in a more in depth and more profound way. (06/21/2016)
		Program Review Reporting Year: 2014-2015 **Target :** Target Met 11 A, 11 B's, 7 C's, 2 D's (07/15/2015) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The students did the best they could with the knowledge they had access to online and in texts. But much of the information researched and shared seemed removed and impersonal. I can not stress how much more connected to the history and the authors the students would be if they actually got to see the places and experienced British culture in person. The Campus Abroad program would be such a transformative learning experience for them. The London campus abroad, even for a summer 3 weeks session, would make the learning so much more impactful.	**Enhancement:** The students did the best with the online and print resources they had. But the information often felt removed and impersonal. The students would connect to British History, British Culture, and the British Authors if they had a chance to see up close the information come to life. The campus abroad program in London would be a transformative experience and change the depth and learning of our coursework. (07/15/2015)
		Program Review Reporting Year: 2011-2012 **Target :** Target Met Assessment Data Summary: Breakdown by grade of Presentations 23 A+, 14 A, 2 A-, 2 B+, 1 B, 0 C, 0 D, 0 F (09/25/2012) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Almost all students received an A on this assignment with only some	**Enhancement:** In order for everyone to get an A, I would like to see the college make the course have a 1A prerequisite and have English Majors have priority registration. Some students who register are not prepared for high level communicating and thinking

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
		receiving B?s. Everyone clearly passed with a 70% or higher.	without these foundation courses. (09/25/2012)
	Exit Interview - I think the main funding need we have is an additional counselor, part of whose job is to advise students about the English major. Students often take our survey courses without understanding the rigor required of an English major. Most of the students who did not perform well on the final exam were students who did not attend class regularly, students who were taking the class as a G.E. (they should not be taking the survey courses as a G.E. class!), and/or students who never took ELIT10, 11 or 12 first. If we could have a counselor/advisor who knew our English courses intimately, that person could direct students to take ELIT10, 11, or 12 first and then take the survey series next. This would better prepare them to be successful at the survey level.		
ELIT46B_SLO_2 - Develop critical thinking skills by applying a variety of critical and theoretical criteria to the evaluation of Neo-Classical and Romantic British Literature. **SLO Status:** Active	**Exam - Standardized -** Midterm exam **Target for Success:** 100% of students will pass the exam with 70% or better grasp of the material.	**Program Review Reporting Year:** 2015-2016 **Target :** Target Not Met 6 A, 4 A-, 2 B+, 7 B, 4 B-, 2 C+, 4 C, 1 C-, 1 D-, 3 F (06/21/2016) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Honestly, I have noticed since the size of the classes has increased to 50 students, the ability for teacher/student time and building a cohesive community for class discussion is incredibly challenging.	**Enhancement:** The class size is much much too large. An incredibly support would be to make the class a 5 unit class (perhaps the extra 50 minutes as a hybrid for more one on one time). Another support would be to have Mentors or Teaching Assistants who could hold small group discussions outside of class. (06/21/2016)
		Program Review Reporting Year: 2014-2015 **Target :** Target Met	**Enhancement:** The students would benefit so tremendously

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
		5 A , 6 A-, 11 B+, 7 B, 5 B-, 1C- (07/15/2015) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The students would benefit so tremendously from the London Campus abroad program. The literature comes to life when one fully immerses him/herself in the culture and the history.	from the London Campus abroad program. The literature comes to life when one fully immerses him/herself in the culture and the history. (07/15/2015)
		Program Review Reporting Year: 2011-2012 **Target :** Target Met Assessment Data Summary: Breakdown by grade of Midterm exam 1 A+, 12 A, 6 A-, 5 B+, 10 B, 4 B-, 3 C+, 1 C, 0 D, 0 F (09/25/2012) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** While not everyone received an A, all students passed the exam with at least a C 70% or higher.	**Enhancement:** In order for everyone to get an A, I would like to see the college make the course have a 1A advisory and have English majors have priority registration. Some students who register are not prepared for this high level writing and thinking without the foundation courses. (09/25/2012)
	Exit Interview - I think the main funding need we have is an additional counselor, part of whose job is to advise students about the English major. Students often take our survey courses without understanding the rigor required of an English major. Most of the students who did not perform well on the final exam were students who did not attend class regularly, students who were taking the class as a G.E. (they should not be taking the survey courses as a G.E. class!), and/or students who never took ELIT10, 11 or 12 first. If we could have a counselor/advisor who knew our English courses intimately, that person could direct students to take ELIT10, 11, or 12 first and then take the survey series next. This would better prepare them to be successful at the survey level.		

ELIT 46C:Major British Writers (Victorian and Modern)

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
ELIT46C_SLO_1 - Understanding of the capitalist and religious bind of the Victorian period writers. **SLO Status:** Active	**Project -** The assessment tool was selected as a means for evaluating student understanding, analysis, and synthesis of the course material. Using writing asks the students to construct meaning from connections between the texts and their ideas.	**Program Review Reporting Year:** 2010-2011 **Target :** Target Not Met n/a (04/27/2012) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** n/a	
	Exam - Course Test/Quiz - Students take a Final Exam that demonstrates this knowledge **Target for Success:** 100% of all students that take the exam will achieve a 70% or higher	**Program Review Reporting Year:** 2015-2016 **Target :** Target Not Met 36 out of 45 students who took the final exam earned a C grade or higher (06/29/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Students often take our survey courses without understanding the rigor required of an English major. Most of the students who did not perform well on the final exam were students who did not attend class regularly, students who were taking the class as a G.E. (they should not be taking the survey courses as a G.E. class!), and/or students who never took ELIT10, 11 or 12 first. If we could have a counselor/advisor who knew our English courses intimately, that person could direct students to take ELIT10, 11, or 12 first and then take the survey series next. This would better prepare them to be successful at the survey level.	**Enhancement:** I think the main funding need we have is an additional counselor, part of whose job is to advise students about the English major because they could help them be prepared to take a survey class and understand the expectations of this class. (06/29/2017)
	Demonstration - Essay **Target for Success:** 70% of students that took the exam will pass	**Program Review Reporting Year:** 2016-2017 **Target :** Target Not Met 2 D 9 C 15 B 20 A (06/29/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The two students who did not pass the midterm exam appeared to lack reliable access to the texts for the class.	**Enhancement:** I think that there should be additional copies of the required texts on reserve at the De Anza Library. This would help students who do not have other access options to be able to check out the texts. (06/29/2017)
ELIT46C_SLO_2 - Develop direct textual analysis skills and apply to	**Other -** Final Paper where these skills had to be demonstrated and	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met	**Enhancement:** I think that having an experienced Lit student to

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
understanding the Victorian social and psychological pressures and desires. **SLO Status:** Active	applied	4 C grades 20 B 22 A (06/29/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** While all the students did pass the essay, I think that several of the students who received a C could have performed better if they had more guidance about the basics of writing literature papers.	serve as a tutor or a mentor would help students who are not used to writing literature papers. The tutor/mentor could go over the basics of argumentative writing about literature with the students who need that help. (06/29/2017)

ELIT 47A:World Literature: Antiquity to the 1500s

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
ELIT47A_SLO_1 - Analyze the defining formal and stylistic attributes of a variety of literary forms across the ancient world, including oral literature, myths, prose, fiction, poems, and drama from the earliest known texts to approximately 1550 CE. **SLO Status:** Course Not Currently Taught **Outcome Creation Date:** 08/26/2016			
ELIT47A_SLO_2 - Assess the influence of sociohistorical, cultural and political movements and events on the production of literary texts during this period. **SLO Status:** Course Not Currently Taught **Outcome Creation Date:** 08/26/2016			

ELIT 47B:World Literature: Africa and Latin America

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
ELIT47B_SLO_1 - Comparatively analyze literature of diverse cultural origins. **SLO Status:** Course Not Currently Taught **Outcome Creation Date:** 08/24/2015			
ELIT47B_SLO_2 - Evaluate the historical evolution of a culture's literary traditions. **SLO Status:** Course Not Currently Taught **Outcome Creation Date:** 08/24/2015			

ELIT 48A:Major American Writers (Colonial to Romantic, 1620-1865)

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
ELIT48A_SLO_1 - Acquire knowledge of the historical and cultural period, major writers, and key texts and documents of American Literature from 1620-1855. **SLO Status:** Active	**Demonstration -** Historical & biographical presentations **Target for Success:** 100% of people that try the assignment will pass	**Program Review Reporting Year:** 2017-2018 **Target :** Target Met Everyone that attempted the assignment passed. (10/03/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** All the students that attempted the assignment requested opportunities to learn more through a campus abroad program.	
ELIT48A_SLO_2 - Develop critical thinking skills by applying a variety of critical and theoretical criteria to the evaluation of American literature from 1620-1855. **SLO Status:** Active	**Demonstration -** Literary response paper **Target for Success:** 100% of students that attempted it passed it.	**Program Review Reporting Year:** 2016-2017 **Target :** Target Not Met All but one student passed the assignment. (10/03/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** All the students did well at critical thinking and analysis, but the one student that did not pass had issues with grammar and organization that made the paper difficult to write.	**Enhancement:** Adding a class tutor or mentor to help students with writing skills and revision. (10/03/2017)

ELIT 48B:Major American Writers (the Advent of Realism, 1865-1914)

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
ELIT48B_SLO_1 - Analyze the defining formal and stylistic attributes of a variety of American literary genres, schools and movements, including realism and naturalism in American literature from the Civil War to the early 20th Century. **SLO Status:** Active	**Demonstration -** Literary Analysis Essay **Target for Success:** 100% of students that attempt the essay will earn a 70% or better	**Program Review Reporting Year:** 2016-2017 **Target :** Target Not Met On this assignment, 39 out of 40 students earned a grade of C or better. (02/06/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Because 39 out of 40 students earned a grade of C or better, this course is achieving the desired learning outcome.	
ELIT48B_SLO_2 - Assess the influence of sociohistorical, cultural and political movements and events on the production of literary texts during this period. **SLO Status:** Active	**Demonstration -** Final essay **Target for Success:** 100% of students that attempt the essay will achieve a 70% or better	**Program Review Reporting Year:** 2016-2017 **Target :** Target Not Met On this assignment, 31 out of 40 students earned a grade of C or better, a success rate of over 78%. (02/06/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The assignment that best assesses this outcome is the final essay assignment, which asks students to use research into historical, biographical, cultural or political contexts and explain how one of the course texts reflects and responds to these influences. On this assignment, 31 out of 40 students earned a grade of C or better, a success rate of over 78% in this learning outcome, again meeting the desired learning outcome. Many of the students who did not succeed in this assignment had stopped attending the course and did not turn in the assignment at all.	

ELIT 48C:Major American Writers (The Modern Age, 1914-the Present)

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
ELIT48C_SLO_1 - Acquire knowledge of the historical and cultural period, major writers, and key texts and documents of American Literature from 1914 to present. **SLO Status:** Active	**Exam - Standardized -** The mid-term and final exam (weeks 6 and 12) are two-part assessments in-class to determine how well the students understand the historical significance of Modernism as well as the literary themes. Students are asked to identify, analyze, and make connections between details of the text and the literary history. Mid-term and Final Exam, Part 1: Passage Identification and Analysis Students must select from quotes, and first identify the author, title, year, and narrator, and then they are asked to analyze the details of the passage using literary terms (tone, metaphor, diction, point of view) and then connect to larger themes of American Modernism. The mid-term covers the first six weeks of reading, including Ernest Hemingway, William Faulkner, Langston Hughes, T.S. Eliot, Wallace Stevens. The final covers the last six weeks of reading, including Zora Neale Hurston, John Cheever, Raymond Carver, Sylvia Plath, Anne Sexton, Jhumpia Lahiri, Amy Hempel. Mid-Term and Final Exam, Part 2: Short Critical Answer Students must respond critically to specific short answer questions about Modernism and the literary movements included in American 20th century literature, such as: Southern Gothic, Harlem Renaissance, Psychological Realism,	**Program Review Reporting Year:** 2011-2012 **Target :** Target Not Met 53 Students Total: 25 As 20 Bs 6 Cs 2 Fs (09/20/2012) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The students engaged in process writing for both assignments by participating in class peer review before the due date. Many students came to office hours or discussed text/topics with my before of after class. Students posted questions about process and writing and specific quotes on the class Facebook page for additional support. The students were successful. The only element for revision: a greater variety of student examples to show the range of successful possibilities in terms both of writing and analysis	**Enhancement:** Smart classroom *online materials and lecture notes on faculty website * class Facebook page for class community-building, collaborative and supportive academic tool, writer's space (09/20/2012)
		Program Review Reporting Year: 2011-2012 **Target :** Target Not Met 53 students total: 25 As 18 Bs 9 Cs 1 F (09/20/2012) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The students were offered two review sessions (during and outside of class) to prepare for both the mid-term and the final. Because EWRT 1A is a suggested prerequisite for ELIT 48C, not all of the students are skilled at college-level composition, so this assessment method allows for students to engage directly with the details of the texts, respond critically, and make textual and historical connections through writing but without writing a formal paper. The students who were most successful developed	**Enhancement:** Adding a Smart classroom as a requirement for the class: *online materials and lecture notes on faculty website * class Facebook page for class community-building, collaborative and supportive academic tool, writer's space (09/20/2012)

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	the Beat Movement, San Francisco Renaissance, Confessional Poetry, Pathetic Fallacy, Dirty Realism, Narrative Fiction. Students must also respond to literary terms using textual examples, such as ?how is Jake Barns an example of an unreliable narrator?? **Target for Success:** That all students in the class will show passing level knowledge on the exam. **Exam - Course Test/Quiz -** Two major exams, the final one comprehensive, using passage, text, and author identification, short answer, and essay questions. **Target for Success:** 90% C or better	their ideas further with more cohesive and comprehensive development. The students cover an expansive amount of material and demonstrated great knowledge of the course readings and concepts.	
	Exam - Standardized - This exam covering the first half of the course will feature both objective and essay questions. Styles of questions may include rules of writing based on lecture, passage identification by work, character identification, name the speaker, author identification, fill in the blank, identify the theory, and short essay. **Target for Success:** 100% success with C or better.	**Program Review Reporting Year:** 2015-2016 **Target :** Target Not Met A = 14 B = 13 C = 12 D = 5 F = 5 (10/14/2016) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Four of the students who received grades of F did not take the final.	**Enhancement:** Add online document storage so all students can access information outside of class. Give practice test to familiarize students with the format. (10/14/2016)
	Exam - Course Test/Quiz - This comprehensive final exam will feature questions similar to the midterm. There will be approximately 15 questions on the material from the final section (Class 13 -End) worth 60 points, 10 questions on the material from the first half of the course worth 40	**Program Review Reporting Year:** 2015-2016 **Target :** Target Not Met A = 19 B = 20 C = 5 D = 2 F =3 (10/14/2016) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Scores increased for second test. Two of the F grades were based	**Enhancement:** Add online document storage so all students can access information outside of class. Give practice test to familiarize students with the format. (10/14/2016)

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	points, and 1 Comprehensive Essay Question 100 points (500-1000 words). The final essay question will allow students to choose works, but they must be from a range of the reading material and focus on a theme central to the course: modernism/postmodernism, critical theory, or The American Dream, for example. **Target for Success:** 100% of students will receive a C or better.	on exams not taken.	
	Other - Participation includes doing all work assigned both inside and outside of class, maintaining a positive learning environment for classmates, and contributing to class discussion. Participation points are accrued based on in-class participation. To earn points requires students do the reading, come to class, be prepared for the discussion or activity, and engage in both small and large group discussions. **Target for Success:** 100% of class receives a grade of C or better in participation for the quarter. **Comments/Notes:** Participation	**Program Review Reporting Year:** 2015-2016 **Target :** Target Not Met A = 21 B = 17 C = 9 D = 1 F = 1 (10/14/2016) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The students who received the D and F grades quit attending the class before the end of the quarter.	**Enhancement:** Email students to encourage them to attend class to the end of the quarter. (10/14/2016)
	Exam - Course Test/Quiz - Course exam **Target for Success:** 100% of students will get a 70% or better on the exam.	**Program Review Reporting Year:** 2016-2017 **Target :** Target Not Met 13 students earned an A; 12 students earned a B; 4 students earned a C; 1 student earned a D; 5 students earned a F. (07/07/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** 29/35 students met the target of 70% or better on the final exam. Of the 6 students who did not meet the target, 4 of them did not attempt the final exam. So 2 students who attempted the exam did not meet the target. In order to meet the target, students would have to be prepared by	**Enhancement:** Funds to create a resource library where students can access the assigned texts, if they do not possess them. Funds for peer tutors to lead review groups for the midterm and final exams. (07/07/2017)

completing the assigned reading.

ELIT48C_SLO_2 - Develop critical thinking skills by applying a variety of critical and theoretical criteria to the evaluation of American literature from 1914 to the present.
SLO Status: Active

Exam - Standardized - Students write 2 analytical responses (Weeks 4 and 9) that focus on the literary details of 2 quotes (tone, voice, images, irony) and/or the narrative form as a whole (narrator, characterization, conflict) that also considers how form, style, structure, themes, and voice reflect the Modernist literary period. Depending on quotes, may also consider critical details (social/internalized oppression, exoticism, double-consciousness). Analysis focuses closely on the details of the quotes, and then makes larger connections to the text as a whole (or related texts), course themes, literary histories, and/or personal reactions. Requirements include: 1) 3 page typed analysis of at least 2 quote (with author?s name and page number using MLA format). Quote(s) at the top of the page with the analysis following. Analysis is detailed and links the quotes in some clear and developed way. 2) Although thesis isn?t required, the relationship between evidence and thinking is clearly organized for writing cohesion. 3) Development of all ideas?especially details from the quotes?fully in connection to larger ideas within the text and literary genre. 4) Writing shows proficiency in voice, style, sentence variety and construction.
Target for Success: That all students

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	would pass at a 70% or better score on the exam.		
	Project - Essay #1: Response to Literature Essay: The Modern Period

After the first half of the quarter, students compose critical analyses (including typed essays, essay exams, and/or research papers) with clear thesis statements and specific, relevant support. Writing shows proficiency in voice, style, sentence variety and construction. Student success will be measured by their grades on these essays.
Target for Success: 100% of students achieve a grade of C or better.
Comments/Notes: Out of class essay assignment. | **Program Review Reporting Year:** 2015-2016
Target : Target Not Met
A = 19
B = 20
C = 5
D = 2
F = 3 (10/14/2016)
Reflection (CLICK ON ? FOR INSTRUCTIONS): Two of the three F grades were due to not turning in a paper. Other students seem to lack texts from which to work. | **Enhancement:** Try to get texts to make available to students who can't afford them. Encourage students to visit office hours for writing help. (10/14/2016) |
| | **Project -** Essay #2: Response to Literature Essay: The Postmodern Period
After the end of the quarter, students compose critical analyses (including typed essays, essay exams, and/or research papers) with clear thesis statements and specific, relevant support. Writing shows proficiency in voice, style, sentence variety and construction. Assessment of student success will be measured by their grades on these essays.
Target for Success: 100% of students achieve a grade of C or better
Comments/Notes: Essay #2 | **Program Review Reporting Year:** 2015-2016
Target : Target Not Met
A = 26
B = 14
C = 2
D = 3
F = 4 (10/14/2016)
Reflection (CLICK ON ? FOR INSTRUCTIONS): Students who missed class or who lacked textbooks performed the worst on this exam. | **Enhancement:** Try to get texts to make available to students who can't afford them. Encourage students to visit office hours for writing help. (10/14/2016) |
| | **Other -** Students respond to each lecture/reading via a series of written homework assignments that ask students to apply theory or other | **Program Review Reporting Year:** 2015-2016
Target : Target Not Met
A = 12 | **Enhancement:** Electronic access to class material. Students need computers or tablets in order to |

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
	critical criteria to literary text. **Target for Success:** 100% of students receive a C or better for homework grade **Comments/Notes:** Homework	B = 16 C = 3 D = 7 F = 11 (10/14/2016) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Many students failed the homework portion of the work; these scores correlate with low exam and essay scores.	access materials easily. (10/14/2016)
	Demonstration - Paper/Discussion Post **Target for Success:** 100% of students will earn a grade of 70% on the assignment	**Program Review Reporting Year:** 2016-2017 **Target :** Target Not Met 12 students earned an A; 14 students earned a B; 6 students earned a C; 4 students did not submit an assignment. Of the 32 students who submitted an analytical essay, 32 of them met the target. (07/07/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** All of the students who submitted an analytical essay met the target. In order to meet the 100% target for all students, I will need to improve contact with those who failed to meet the assignment deadline, possibly meeting with them individually in order to help them with the assignment. I can also consider an even more extended phase for submission of late essays (more than 14 days).	**Enhancement:** Funds to create a resource library where students can access the assigned texts, if they do not possess them. (07/07/2017)

ELIT 78 (X-Z):Special Topics in Literature

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
ELIT78_SLO_1 - Dependent on the nature of the project as determined in sections 3 & 4 of the Special Projects Contract. **SLO Status:** Active_Pending_Revision **Outcome Creation Date:** 02/11/2018			

EWRT 1A:Composition and Reading

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
EWRT1A_SLO_1 - Practice writing as a multi-step process including planning and revising with attention to varying purposes, audiences, and rhetorical strategies. **SLO Status:** Active	**Project -** Analytical Essay Assignment, a thesis-driven examination of a short story or essay, which includes the following parts: a first draft with peer review, a final, revised version of approximately 750 words, a reflection on the writing process. Final grade evaluates performance of all parts--composing, reviewing, revising, reflecting--according to the following rubric. **Target for Success:** That all students will receive a 70% or better on the assignment.	**Program Review Reporting Year:** 2010-2011 **Target :** Target Not Met Summary: Number of A grades=39/111 Number of B grades=45/111 Number of C grades=18/111 Number of D grades=5/111 Number of F grades=4/111 Most of the students were successful with a grade of C and above with a mean of a grade of B. The results demonstrate the performance of students in their fourth out of a total of five essays with the same goals and requirements, a good sign as many students are progressing with their reading, composing, revising, and reflecting skills. The best essays demonstrate the ability of a student to articulate her understanding of a text in writing in a clear, precise and meaningful way with depth. This student not only shows the ability to produce a final version of the essay, but also an understanding of the drafting, reviewing and reflecting stages of the writing process. Students that struggle with this writing task show weaknesses in one or more of the stages, their final versions often lacking depth. (06/10/2012) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** An emphasis on analytical writing as PROCESS that begins with observations from reading and ends with a revised version in essay form enables instructors to address what appears for many students like discrete skills?formulating a thesis, developing paragraphs, examining evidence, editing errors?in the context of completing a writing task. In other words, an instructor conveys to the students that these skills are all related and necessary parts for composing an effective analytical essay in response to reading. Special attention to a student?s ability to reflect on her writing process is important for she will be able to acknowledge her own strengths and address her weaknesses in order to develop as an analytical writer.	**Enhancement:** The department decided to create a common rubric for all 1A classes and to investigate using a portfolio as part of 1A. Additionally, the slo team felt that additional resource allocations for more full-time faculty positions; maintenance and upkeep of smart classrooms; training for technology; training for tutoring; maintenance and upkeep for existing support programs, Writing Center and counseling staff would help with the success rates. (06/10/2012)

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
	Other - Analytical essay **Target for Success:** All students passed the assessment method with a C or better.	**Program Review Reporting Year:** 2016-2017 **Target :** Target Not Met 53 students were assigned an analytical evaluation essay and 41/53 were able to complete the assignment at a passing score. (01/19/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Of the students that did not complete the assignment, it seems from e-mailing them that taking an online class required more time management than the students expected. Students that completed the assignment said that the reminders sent by the instructor were essential in completing the task.	**Enhancement:** Use Canvas to send daily reminders to students about when assignments are coming due, and investigate texting apps to remind online students of the work that is coming due. (01/19/2017) **Enhancement:** Have students take a pre-test prior to starting the class that makes students aware of the time management skills required for online learning. (01/19/2017)
	Demonstration - -Students participate in a thesis workshop in which every student submits a thesis statement for their upcoming essay and receives feedback from the class and the teacher prior to the drafting stage. -Students participate in a peer review exercise in groups of 3-4, where they read, comment on, and discuss each other's essay drafts according to an assignment rubric in preparation for the final revision. **Target for Success:** 77% passing rate or better **Comments/Notes:** -Students who participated in the thesis workshop received a final score on their essay that was 3-6% higher than students who did not. -Students who participated in the peer review exercise received a final score on their essay that was 7-14% higher than students who did not.		
EWRT1A_SLO_2 - Read and analyze	**Project -** Analytical essay, written in-	**Program Review Reporting Year:** 2010-2011	**Enhancement:** The department

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements

rhetorically and culturally diverse narrative and expository texts from a variety of perspectives.
SLO Status: Active
Planned Assessment Quarters: 2016-17 2-Fall
Outcome Creation Date: 01/19/2017

class, examining a long text. A thesis-driven essay examining an issue or theme in Zadie Smith's novel, White Teeth. Students read the novel over the course of the term. The task is a cumulative one in which students synthesize prior assignments about the novel and articulate their understanding of it in essay form written with a two hour time constraint (final exam).

Target for Success: That all students will receive a 70% or better on the assignment.
Comments/Notes:

Target : Target Not Met
Summary
Number of A grades=27/111
Number of B grades=49/111
Number of C grades=26/111
Number of D grades=5/111
Number of F grades=4/111

A cumulative task, the final exam essay provides students the opportunity to demonstrate what they have learned throughout the term about reading and writing analytically. Over the course of the term they read, discuss, and write about White Teeth, a 450 page novel. Weeks of producing discussion and short writing assignments and receiving feedback lead up to the task of synthesizing and articulating their understanding of an issue or theme in the novel in essay form under time constraints. While writing in-class under time constraints poses a challenge for many 1A students, they have had over the course of the term several in-class writing exercises, including a midterm with the almost identical task on the same reading, to practice and to receive feedback. The in-class essay exam allows the student to demonstrate her or his facility with the writing process with one attempt?a task which complements the achievement demonstrated from a sequence of essay assignments (5) which Outcome 1 evaluates.

The majority of the students in these 4 sections completed the assignment with a grade of C and above, with the grade of B as the mean. In the most successful essays, students demonstrated an ability to formulate and develop an evolving thesis, one that examines an issue or theme in the novel. For an in-class essay, the paragraphs were concise but conveyed enough depth consistent with their idea. In the least successful essays, though students were able to address a theme or issue from the novel, their approach to explanation was plot summary. So while the paragraphs may have been lengthy, these weaker papers were not analytical enough.

began the process of creating a grading rubric for all 1A essays, and it also began investigating using a portfolio system for 1A.

To fully implement these changes the department would require: Additional resource allocations for more full-time faculty positions; maintenance and upkeep of smart classrooms; training for technology; training for tutoring; maintenance and upkeep for existing support programs, Writing Center and counseling staff. (06/10/2012)

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
		In-class essays tend to reveal second language issues with composing in standard, edited English. Students who attempted to articulate their understanding of the novel with some depth also produced more grammatical errors. Evaluation of an in-class essay with several grammatical errors was a challenge for one acknowledges the errors which result from trying to convey a complex idea with depth. Sine the essay exam is a closed book and closed notes task, ALL students demonstrated their writing proficiency without the aid of an outside source. (06/10/2012) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Evaluating and then reflecting on a cumulative task such as a final exam, in-class essay enables one to review not only the reading material for the task, but also the steps and stages necessary for completing the task successfully. Selecting a long text which is appropriate for this task involves finding material that is not just engaging but also challenging. The text should allow students from diverse background to engage it in meaningful ways. For the cumulative assignment to work well, constant review of the reading-writing process?the stages and steps involved to produce a successful in-class essay exam?is crucial. One reviews the tasks and assignments directly related to the final exam and relevant long text AND the tasks and assignments related to the other essay assignments and related readings. BOTH lines of instruction have to be consistent in order for the cumulative assignment to work well.	
	Demonstration - Class debate **Target for Success:** All students will complete the assignment at a 70% level of competency.		
	Other - Students wrote an analytical essay analyzing a text from diverse prospectives and using multiple sources **Target for Success:** 100% of students would complete the assignment with a passing score of 70%	**Program Review Reporting Year:** 2016-2017 **Target :** Target Not Met In two sections of online EWRT 1A, 53 students were assigned to complete analytical essay that analyzed a novel from different prospectives using multiple sources. Out of 53 students, 37 were able to complete the assignment at a passing score. (01/19/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** With a 69%	**Enhancement:** Send out reminders to students to drop before the final drop date, so students are not left in classes they are no longer taking. (01/19/2017) **Enhancement:** Have students take a pre-test about time

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
		success rate on the assignment, it prompted me to look int why some students failed. It was a combination of students having time management problems and also failing to drop the class. This assignment was due in week 10 of the quarter and many of the students that did not complete had stopped participating in the course due to the workload exceeding their expectations for an online class. Of the 37 students that completed the assignment, they all passed the class.	management prior to starting the class, so they can be informed about how much time they will need to devote to online classes. (01/19/2017)
	Demonstration - Students write a timed persuasive essay in which they respond to articles presenting contradictory viewpoints and evidence on the ability of most Americans to eat healthy meals. **Target for Success:** 77% passing rate or better **Comments/Notes:** 92% of students (22 out of 24) received a grade of C or better in one section of EWRT 1A in Winter 2016.		

EWRT   1B:Reading, Writing, and Research

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
EWRT1B_SLO_1 - Demonstrate analytical skills in the reading of literary (and non-literary) texts linked by common theme or issue **SLO Status:** Active	**Project -** Essay Assignment: Find a family issue that emerges from the assigned class readings in the ?Family? section of Literature and Ourselves as well as from class discussion. Do substantive, MLA documented research to explore this issue further. Develop a thesis about this issue in a 4-6 page, typed, double-spaced essay that includes quotes and/or paraphrases from at least three different assigned readings in the Family section of LAO in addition to the quotes and paraphrases from your researched material. The title page will have the thesis copied onto it from wherever else it appears in the body of the paper. The Works Cited page will use the MLA documentation format. **Target for Success:** All students will pass the essay with a 70% or better.	**Program Review Reporting Year:** 2011-2012 **Target :** Target Not Met Number of A Grades: 6/49 Number of B Grades: 26/49 Number of C Grades: 15/49 Number of D Grades: 2/49 Number of F Grades: 0 All students identified a family issue worth investigation and thought. All but one generated a workable thesis and supported it with examples from the literary works as well as information from the researched sources. Incorporating quotes and paraphrases from the researched sources presented more difficulty both in signaling the source effectively and in pointing to the corresponding Works Cited entry. The best papers synthesized information from many sources while the weaker ones relied too heavily on one source or did not make clear how the researched material illuminated their points. Encouragingly, even students having moderate to severe problems with Standard Edited English expressed engagement with the topic and insightful applications of the assigned readings to their chosen family issue. (06/10/2012) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** In future essays, I expect to see improvement of correct documentation using the MLA format, investigation of more scholarly and scientific sources, and increased ability to state explicitly and thoroughly the ways the research contributes to the understanding of the issue.	**Enhancement:** The department decided to create a common rubric to help instructors to be normed on essay standards, and the department began investigating the creation of a 1A portfolio. (06/10/2012)
	Exam - Course Test/Quiz - Stude **Target for Success:** 100 percent of student will be able to demonstrate analytical skills in the reading of literary (and non-literary) texts	**Program Review Reporting Year:** 2016-2017 **Target :** Target Not Met Out of 26 students enrolled in the class, 23 students attempted the exam and all 23 passed. (06/09/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The average	

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
	linked by common theme or issue	score on the exam 92% and the students that took the class clearly demonstrated their ability to excel with the material. 3 students did not take the quiz, but are doing well in class, so perhaps, sending out more frequent reminders would have triggered these students to take the quiz.	
EWRT1B_SLO_2 - Demonstrate analytical, organizational, verbal, and research skills in writing focused on common theme or issue **SLO Status:** Active	**Project -** A series of papers on the central theme of gender, including a sequence of research-based assignments on a specific gender-related topic of the student's choosing. **Target for Success:** That all students would earn a 70% or better on the assignment.	**Program Review Reporting Year:** 2010-2011 **Target :** Target Not Met The average grade on each paper (of the students who completed the assignment) was generally B, and the final course grade for all students who completed the course (which included a contribution/effort component) was also B. Although the average did not significantly change, many students did improve over the course. Most papers were thoughtful, well-focused, well-organized, and well-developed (relatively detailed evidence and examples), though some were unclear and under-developed. Research papers generally did a good job of using outside sources to test and support a clear thesis. Demonstration of grammar and word usage skills varied widely, despite the fact that grammar review (technically beyond the scope of EWRT 1B) played a part in the course: in class, on the class website, on papers, and so on. Some students showed good grammar skills; some were able to edit their papers and improve; but most either didn't try or simply weren't able. Some international students wrote insightful, well-developed papers but didn't show much progress in grammar and word usage despite their best efforts. More advanced writing strategies such as examining a key example in special depth and detail and showing the evolution of one's thesis (based on ideas in WRITING ANALYTICALLY by Rosenwasser and Stephen) had limited success. Only a few students were able to carry them out. Some students initially had trouble grasping what an example is; they couldn't distinguish between an example	**Enhancement:** The department began work on a common grading rubric and investigated the idea of a 1B portfolio. (06/10/2012)

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
		and an idea or a statement. But after practice and instruction, most were able to grasp the concept and most were able to support their ideas with some evidence and examples, if not in special depth and detail. All in all, the assignments were successful, and students demonstrated their analytical, organizational, verbal, and research skills in essays based on a common theme or issue. Most students liked the topics and felt that they had something to say. (06/10/2012) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Grammar and word usage were a challenge, especially since students were at very different levels and many were far below "grade level." Teachers could pursue alternative teaching/learning strategies or devote less time and space to these issues on the theory that basic language learning is a gradual process and professional guidance won't speed up or change the process very much. Most students liked the gender-related focus of the course, but a few students were bored by the focus on one central theme (mandated by the course outline). It might be wise to introduce more variety into the course, at a possible cost in coherence and depth.	
	Demonstration - Students wrote a paper using research to analyze the primary text.	**Program Review Reporting Year:** 2016-2017 **Target :** Target Not Met All 26 students in the class turned in the paper, and 24 students successfully passed the paper. (06/09/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** All the students did well with the research, but the two students that did not pass failed to connect the research back to the primary text.	**Enhancement:** Creating a department creative commons assignment for MLA formatting and quotations that could be used in online classes to give students a refresher on quoting and MLA. (06/09/2017)
EWRT1B_SLO_3 - Comparatively evaluate multiple points of view and integrate them in analytical research paper **SLO Status:** Active	**Project -** Traditional documented research paper approx. 1500 words in length, based on other assignments done earlier in quarter. The general theme for the quarter was gender, and students had many	**Program Review Reporting Year:** 2010-2011 **Target :** Target Not Met The average grade for all students who did the paper was a solid B+, with the grades ranging from C to A+. (The average of final course grades for all students who completed the course was B.) This was partly due to the fact that this	**Enhancement:** The department began discussions of a formal rubric for this class to norm instructors, and also the department began to investigate using portfolios. (06/10/2012)

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
choices of gender-related topics (including topics related to the representation of gender in literature and popular culture, though few students chose literary topics). **Target for Success:** That all students will earn a 70% or better grade.		paper was a direct revision and expansion of another paper; it was also connected to previous assignments as well as a group oral presentation. In general, the papers were very thoughtful and well-focused (clear, specific thesis). Most did a good job of using substantive outside sources to test and support a thesis, though sometimes research was skimpy and/or documentation was imprecise. Most students were able to compare and evaluate sources (strength of evidence, connection between evidence and claims), partly because an earlier paper asked them to do exactly that (with two sources). Most students put a lot of effort into this paper, but some put in very little. Most students liked the topics and felt that they had something to say. All in all, the assignment was successful, and students demonstrated their ability to comparatively evaluate multiple points of view and integrate them in an analytical research paper. (06/10/2012) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The assignment itself and the sequence of related assignments were successful, but the sequence was a little redundant. As a result, the students did well, but at the cost of some excitement. Similarly, most students liked the gender-related focus of the course, but a few students were bored by the focus on one central theme (mandated by the course outline). It might be wise to introduce more variety into the course and into the assignment sequence, at a possible cost in coherence and depth.	
	Demonstration - Students write an analytical research paper. **Target for Success:** 100% of students will get a 70% or better on the assignment.	**Program Review Reporting Year:** 2016-2017 **Target :** Target Not Met 26 students turned in the essay, but 24 students passed the assignment. (06/09/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** All 26	**Enhancement:** Creating a department Creative Commons MLA with research assignment, so students can be more successful at citation. (06/09/2017)

students completed the assignment, and 24 passed the assignment. 2 students had trouble with citation and completing a Works Cited, so they did not pass.

EWRT 1C:Literature and Composition

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
EWRT1C_SLO_1 - Identify the multiple levels of meaning of literary texts in journals, discussion, and essays. **SLO Status:** Active	**Exam - Course Test/Quiz -** We used reading quizzes, student presentation, an in-class essay-format exam, and four essays. Our methodology is to demand thinking from students, in questions testing literal events in a text to broad, philosophical, entire class discussion topics, and in discussions that range from focus on a single word to the most complex meanings a text may communicate. The goal is for students to have full engagement with the entire range of meanings and values that literary texts offer. **Target for Success:** That all students would pass with a 70% or better.	**Program Review Reporting Year:** 2010-2011 **Target :** Target Met The need for students to become better adult readers capable of basic literacy was revealed as well as the the need for greater analytical thinking. Student performance was outstanding in terms of the learning progression of several individual students. Overall student performance can be improved in terms of analytical writing. Our students overall did meet basic expectations of student proficiency. (06/10/2012) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The department needs to improve the guidelines for student presentations and revise questions used for the poetry exam.	**Enhancement:** The department is planning on designing a new grading rubric for presentations and a a common grading rubric for analytical writing assignments (06/10/2012)
	Exam - Course Test/Quiz - Two exams testing comprehension of multiple texts, theoretical understanding, and the ability to write thesis driven in-class essays. Three essays, one focused on poetry, one on short stories, and one on a novel. All three with require use of one theoretical lens. The last one will require outside sources. **Target for Success:** 100% of students pass with 70% or better.		
EWRT1C_SLO_2 - Analyze the cultural and historical background of literary texts. **SLO Status:** Active	**Exam - Course Test/Quiz -** We used reading quizzes, student presentations, an in-class essay-format exam, and four essays. Our methodology is to demand thinking from students, in questions testing	**Program Review Reporting Year:** 2010-2011 **Target :** Target Not Met Our assessment results indicated that students were mostly ignorant of the cultural and historical background of literary texts--this was revealed through testing and class discussion.	**Enhancement:** The faculty began creating a list of suggested texts, assignments, and course pacing schedules for this class. (06/10/2012)

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	literal events in a text to broad, philosophical, entire class discussion topics, and in discussions that range from focus on a single word to the most complex meanings a text may communicate. The goal is for students to have full engagement with the entire range of meanings and values that literary texts offer. **Target for Success:** That all students would pass with a 70% or better.	Student performance in this area can be improved by assigned "research" homework, lectures on the cultural and historical background of literary texts and follow-up quizzes on said lectures. Students did not meet our expectations of proficiency in this area. (06/10/2012) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The department will use the assessment results in terms of recommending that faculty assign fewer literary works that demand knowledge of cultural and historical background in the beginning of the course.	
EWRT1C_SLO_3 - Demonstrates a progressive knowledge of the literary texts in essays and discussion through increasing length and/or the inclusion of appropriate quotations and close readings. **SLO Status:** Active	**Exam - Course Test/Quiz -** We used reading quizzes, student presentations, an in-class, essay-format exam, and four essays. Our methodology was to demand from students in questions ranging from literal events in a text to broad, philosophical, entire class discussion topics and in discussions that range from focus on a single word to the most complex meanings a text may communicate, a full engagement with the entire range of meanings and values that literary texts offer. **Target for Success:** That all students would pass with a 70% or higher.	**Program Review Reporting Year:** 2010-2011 **Target :** Target Not Met Our assessment results indicate that students need a great deal more work in the close reading of literary texts, but that over eleven weeks they are capable of making great strides in that work. Student performance was outstanding in grappling with and writing about a play. Our students by the end of the quarter were somewhat proficient in close reading. (06/10/2012) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** We will require more close reading in order to improve student learning and we will test for it.	**Enhancement:** The Department began work on a formal Essay Grading rubric and began investigating staff development for how to write clearer prompts. Needs: 1. More staff development for a best practices workshop series. 2. A tutoring workshop for students on textual analysis. 3. More full-time faculty trained in composition studies and literary analysis. (06/10/2012)
EWRT1C_SLO_4 - Write effectively organized, academic (analytical, argumentative) essays based on literary texts. **SLO Status:** Active	**Other -** Our methodology is to demand thinking from students, in questions testing literal events in a text to broad, philosophical, entire class discussion topics, and in discussions that range from focus on a single word to the most complex meanings a text may communicate.	**Program Review Reporting Year:** 2010-2011 **Target :** Target Not Met Our assessment of students ability to successfully write essays on literary texts is that by the end of the quarter students had progressed greatly and were able to learn the intensely analytical writing taught for the writing assignments.	**Enhancement:** Enhancement (Part II): We see an increasing need for tutoring services for students whose writing skills are still developing. WRC CAT tutors might be ideal for this purpose. This is a course which does not review

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
	The goal is for students to have full engagement with the entire range of meanings and values that literary texts offer. We asked students to write four essays on literary texts. **Target for Success:** That all students would earn a 70% or higher.	Student writing can be improved by linking the essay assignments very carefully to daily class activity, by modeling student work on these assignments and by devoting class time to working on these assignments. (06/10/2012) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Assessment results will be applied to the revision and improvement of essay assignments and to the planning of class activities in support of them.	fundamentals, and students weak in their writing skills need more support to succeed. We also see an increasing need for "smart" classrooms that have Internet access available in the classroom. This is required for students to not only make their presentations successfully, but also to further provide literary contexts within the classroom discussions. (06/10/2012)

EWRT 2:Critical Reading, Writing, and Thinking

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
EWRT2_SLO_2 - Demonstrate academic (analytical, argumentative) writing based on reading of complex texts. **SLO Status:** Active	**Other -** They will write an analytical essay demonstrating their understanding of complex texts. **Target for Success:** All students will pass with a 70% or better.	**Program Review Reporting Year:** 2010-2011 **Target :** Target Met Marilyn: In the two sections I assessed for Fall Quarter, twenty-five students succeeded at the A level in accomplishing all three goals. Twenty-eight succeeded at the B level, usually by falling short primarily on either strongly showing the two arguments equally or else in failing to focus on the effects of language within the argument. Seven students passed at the C level, generally due to under-development of the argument. Three students performed at the D level, lacking synthesis and clarity. Three students took Incompletes. In the three sections I assessed for Winter Quarter, 2011, fifty-five students succeeded at the A or A- level, while twenty-three succeeded at the B or B- level, primarily due to "limited understanding of the ways in which language . . . and values . . . inform an argument," and eight passed at the C level, generally due to lack of attention to weak documentation and lack of attention to more than one perspective (06/12/2012) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Student needs and issues: Some of the topics students chose were more difficult than others. Outstanding: The students made unique arguments and generally showed excellent grasp of critical thinking skills which we had been working on all quarter. Improvement is needed in all areas but particularly in the focus on showing two or three major points of view clearly. Yes, students met my expectations. Winter Quarter students met my expectations better than students in my Fall Quarter classes. One of the reasons was that I focused on ensuring that we had adequate technological support and partly because I changed the sequencing of the course and included two essays devoted to this particular outcome instead of just one.	**Enhancement:** Because this learning outcome should be at all stages directly integrated with use of technology, my students and I were consistently hampered in every way by the lack of available technology. Lack of classroom computers, lack of projectors, and lack of computer lab time for directed research were the three technology hindrances to performance. I do believe that if we had technology available within our classrooms and more computer lab time, at least half the students who performed at B level could have risen to the A level. (06/12/2012) **Enhancement:** The other issue for the students is that there is so little financial and staff support for the Writing and Reading Center that students at the EWRT 2 level are literally turned away when they request help. This leaves the entire drafting burden on me -- and I had about 107 students this quarter, about 1/4 to 1/3 of them international students. The WRC, which used to play a wonderful role in student success, was not helping when I needed help. (06/12/2012)

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
	Survey - Used a survey, where the the question: "This course improved my ability to write analytical essays based on complex texts" was used to assess the ability of the students to successfully demonstrate on this SLO. **Target for Success:** That 70% of the students would agree that the course material had prepared them to be successful at this SLO.	**Program Review Reporting Year:** 2012-2013 **Target :** Target Met The following survey question was used to assess the students level of success at achieving this SLO: "This course improved my ability to write analytical essays based on complex texts." Strongly Agree: 69 Agree: 78 Neutral: 24 Disagree: 7 Strongly Disagree: 1 (04/24/2013) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Instructors we happy that students felt they were achieving this SLO. The instructors also we eager to discuss way the neutral and disagree students might not feel they were meeting this SLO.	**Enhancement:** Instructors wanted to conduct a focus group of students to ask questions about what the instructors could do to increase the confidence and preparedness of students to complete written assignments based on complex texts. (04/24/2013)
	Survey - Half of the EWRT 2 courses (eight sections) were surveyed about **Target for Success:** 70% positive responses. **Comments/Notes:** See results posted in Documents.	**Program Review Reporting Year:** 2012-2013 **Target :** Target Met see documents (09/16/2013) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** student surveys	
	Other - Students constructed an analytical group essay based off human rights texts. **Target for Success:** 100% of students will demonstrate academic (analytical, argumentative) writing based on reading of complex texts.	**Program Review Reporting Year:** 2015-2016 **Target :** Target Not Met 71 students in two sections of EWRT 2 in Winter 2015 attempted to the group analytical essay, and 7 students did not pass. Of the 7 that did not pass, 5 students failed at the assignment because they did not incorporate analysis from the Human Rights readings to support their position. The additional 2 students did not pass because they had family and financial issues of having to work that kept them from presenting the essay with their group. (04/20/2016) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Reflection on this assessment is while many students that were successful, the students that were not successful were disadvantaged students that came from developmental	**Enhancement:** 1. Work to develop more tutoring options for transfer level students to use 2. Have class mentors that can help students understand the texts and be a bridge to understanding complex texts 3. Create a faculty inquire group to discuss scaffolding more complex texts in developmental and 1A classes. 4. Hire new faculty trained in basic skills & transfer instruction so that the needs of developmental students will be considered at all levels. (04/20/2016)

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
		classes. At a conference with each of these students, they were candid about how the Human Rights texts excited them, but at the same time, these texts challenged them because they had not received any texts like this in their developmental or 1A class. Hence, they chose to avoid using the text in their essay because they did not want to look like they did not understand it and they could not get tutoring on this because they were no longer in developmental class.	
EWRT2_SLO_1 - Apply critical thinking skills to writing and complex readings. **SLO Status:** Active	**Demonstration -** In the beginning of the quarter, students were lined up against a wall and asked to close their eyes. Students were asked to take a step forward in accordance with their answer to a question. Four questions were asked: 1. Are you racist? 2. Are you sexist? 3. Are you homophobic or heterosexist? 4. Are you ableist? For each question that a student answered "yes" to, they took one step forward. Students were then allowed to open their eyes. The instructor recorded the number of steps each student took. The assessment was repeated at the end of the quarter. The instructor recorded how many students took a different number of steps from the beginning of the quarter.	**Program Review Reporting Year:** 2010-2011 **Target :** Target Met This assessment was aimed at measuring the application of critical thinking skills that students learned throughout the quarter. Since critical thinking requires individuals to question their beliefs, assumptions, and integrity, this assessment tool measured any change in the individual on these grounds. In the assessment for Fall 2010, all but 5 students took a different number of steps forward. This revealed a change of opinion, belief, or ideology. One assumes that this change was due to the material covered in class. (06/12/2012) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Assessment results will improve student learning outcomes by honing content and assignments to encourage students to think critically about their biases and self-delusions. For example, if the assessment revealed that no students changed their views on the topics in question, then content or assignments would be added to enlighten students to the intricacies of racism, sexism, homophobia, and ableism.	**Enhancement:** In order to add content or assignments pertaining to ableism, resources such as visiting speakers or field trips would be useful. Also, presentation of material relating to ableism and homophobia are often found on the internet or in digital format, so smart classrooms and access to the internet is essential. (06/12/2012)

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
	Target for Success: That 70% of the students will have at least some change in their awareness. **Demonstration -** Students were given a lecture on rhetoric and a handout on types of rhetoric styles: ethos, pathos, logos before being asked to find rhetoric styles in two articles read for class. **Target for Success:** 100% of students would be able to apply critical thinking skills to writing and complex readings. **Comments/Notes:** This assessment took place over two class sections in Winter 2016.	**Program Review Reporting Year:** 2015-2016 **Target :** Target Not Met 71 students were given the task of identifying passages in two articles that used either ethos, pathos, or logos. However, 75% of students failed to be able to correctly identify the use of Ethos and Logos in a text, but 100% of students were able to correctly identify the use of Pathos. (04/20/2016) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** With 75% of students having problems correctly identifying not being able to clearly identify Logos and Ethos, it made me reflect on how these concepts may need to be taught earlier in the composition career of the students. Many students reported out in the "take away" analysis that while they had been told about these in previous classes, they had never been asked to identify or use them consistently in their writing. This tells me that students might do better on these critical thinking concepts if they were receiving scaffolded instruction in critical thinking and rhetoric in developmental and 1A courses.	**Enhancement:** 1. Develop a unit in Rhetoric for students to take as a DLA or short course in the WRC. (04/20/2016) **Enhancement:** Hire faculty trained in rhetoric and developmental pedagogy to transform the basic skills curriculum. (04/20/2016) **Enhancement:** Create a faculty inquiry group that focuses on creating critical thinking pedagogy at developmental and transfer levels. (04/20/2016)
	Other - Students were assigned an essay where they apply critical thinking skills to writing about complex readings. **Target for Success:** All students were able to complete the assignment with a 70% or better.		
EWRT2_SLO_3 - Demonstrate analysis, comparison, synthesis, and documentation of independent research. **SLO Status:** Active	**Project -** Students will complete an annotated bibliography assignment that demonstrates their ability to analyze, synthesize, and document their research. **Target for Success:** All students will complete the assignment with a 70%	**Program Review Reporting Year:** 2015-2016 **Target :** Target Not Met 71 students in two sections of EWRT 2 attempted to write an annotated bibliography that showed how they analyzed, synthesized, and documented their research of 8+ outside sources.	**Enhancement:** 1. Add a library visit where students can meet with a librarian and have time to research (04/25/2016) **Enhancement:** Pilot a class mentor project so that students can have access to peer help with research

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
or better.		Of the 71 students that attempted the annotated bibliography, 10 failed to meet the target for success rate of achieving a 70% or better grade on the assignment. This means that 86% of the students were successful, while 14% of the students were not. When looked at more closely, the 10 failing students were all male, under 25, and half were from the De Anza targeted student populations. When conferencing with the 10 failing students, they mentioned work, lack of tutoring help, confusion on the assignment, and time management issues as the reason they did not complete. Additionally, all 10 students failed to come to the mandatory conference with the instructor prior to the assessment being due. Reasons for not making it were workload, time management issues, and work schedule conflicts. (04/25/2016) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** My reflection for this assignment is that students might need more time to work one-on-one with the assignment either via a classroom tutor, instructor conferences, and/or a class mentor. While the unit was scheduled for 3-weeks and included peer review, instructor conferences, and library time, I think that students could have been helped out by an actual computer session so that they could complete more work in-clas rather than having to do it at home.	and analysis of research (04/25/2016) **Enhancement:** Pilot a tutoring day with the WRC where students can meet with tutors about Annotated Bibliography writing and researching. (04/25/2016)
		Program Review Reporting Year: 2011-2012 **Target :** Target Not Met The students completed their Annotated Bibliography assignment with the following percentages: 15% of students were in the D & F range 85% of students passed the assignment. (06/30/2012) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The majority of non-passing students did not complete the assignment because they committed accidental plagiarism due to either	**Enhancement:** Work closely with the tutoring center to develop an MLA citation workshop for students. (10/24/2012) **Enhancement:** Introduce Paraphrasing unit at the 211 level and 1A in a pilot in Fall 2012 LART 211 and 1A CREM program to see if earlier exposure to paraphrasing will help students understand paraphrasing better in the EWRT 2 level. (10/24/2012)

Student Learning Outcomes (SLOs)	*Assessment Methods*	*Assessment Data Summaries*	*Enhancements*

MLA citation errors or paraphrasing errors. Hence, the assignment revealed that students may need formal practice with citation and paraphrase beginning at an earlier level.

Survey - Conducted a student survey of multiple EWRT 2 sections in Fall 2012 to assess students' knowledge of research methods and research skills.

Target for Success: That 70% of the students would "strongly agree" that they had received skills and instruction on how to improve their researching during their EWRT 2 class.

Program Review Reporting Year: 2012-2013
Target : Target Met
The following data represents the findings of a Fall 2012 survey of EWRT 2 students in relation to their confidence in research and information literacy.

7. I feel more confident in both locating useful research sources.
Strongly Agree: 50
Agree: 77
Neutral: 42
Disagree: 7
Strongly Disagree: 1

8. I feel more confident incorporating outside sources into my own work.
Strongly Agree: 61
Agree: 73
Neutral: 33
Disagree: 9
Strongly Disagree: 2

9. I feel confident about my ability to analyze, compare, synthesize and document my own independent research.

Strongly Agree: 56
Agree: 77
Neutral: 37
Disagree: 5
Strongly Disagree: 4
 (04/24/2013)
Reflection (CLICK ON ? FOR INSTRUCTIONS): At the department meeting, we discussed how even though the results were successful, we felt a higher number of students

were either neutral or disagreed with the question: "I feel more confident in both locating useful research sources."

In response to this, the department decided to begin investigating ways to incorporate research techniques into 211 and 1A curriculum to help prepare students for the research requirements of EWRT 2. To this end, the Spring Department retreat will provide a session on different types of research assignments that could be used in EWRT 1A and EWRT/LART 211.

Project - Research Paper demonstrating analysis, comparison, synthesis, and documentation of independent research.
Target for Success: 100 % of students achieving a minimum of 70 % higher score on the research paper.

Program Review Reporting Year: 2017-2018
Target : Target Not Met
29 students in class. 27 achieved 70% or higher score on the research paper, and 2 students earned lower than 70%. That means 93% of the students succeeded in achieving the SLO, and nearly 7% did not. (12/12/2018)
Reflection (CLICK ON ? FOR INSTRUCTIONS): Reflection and Analysis: I want to achieve 100% success in getting all students to submit successful research papers and demonstrate the SLO of analysis, comparison, synthesis, and documentation of independent research through an effective research paper, but I have achieved a 93% success rate in the quarter assessed.

Enhancement:
Enhancement/Action: I need to have individual conferences with students on the progress of their work. Students who show early signs of being unable to complete work in a timely manner will be urged to seek tutoring help and one-on-one help from me. (12/12/2018)

EWRT 30:Introduction to Creative Writing

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
EWRT30_SLO_1 - Demonstrate a personal creative process in multiple literary genres. **SLO Status:** Active	**Demonstration -** In EWRT 30, students are split into peer workshops for each genre of writing they practice (non-fiction, fiction, poetry and drama). During each of these workshops, students must read their peers' work and provide critical commentary about its strengths and weaknesses. By evaluating the work of other students in these workshops, students learn how to think critically about the creative process and how this process applies to their own work as well. The final portfolio is another crucial methodology for this student learning outcome. Students must submit a portfolio which consists of two significantly revised drafts in different genres chosen from the four assignments they've submitted during the course of the quarter. These final revisions represent the critical and creative gains they've achieved through reading works by professional writers, crafting their own imaginative works and participating in the peer review process. Once students gain skills to assess the strengths and weaknesses in any creative work, they can employ these strategies to make their drafts more coherent, unified and complex. **Target for Success:** All students participate in workshops.	**Program Review Reporting Year:** 2011-2012 **Target :** Target Not Met Assessment Data Summary: As of May 24, 2012, all in-class writings had been completed by 21/25 students. 21/25 had completed two double versions (poem into nonfiction, nonfiction into fiction). 12/25 had done an optional third iteration. 24/25 had completed work in three genres for a portfolio. 23/25 had completed feedback on a creative work (09/25/2012) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Enhancement/Action: Creative writing students may be more prone than many to psychological difficulties such as depression, self-harm, harsh self-criticism. Five students reported serious depression. One needed to be hospitalized. Counseling resources on campus might be expanded to include family therapists and experienced depression counselors. Students also struggled to meet goals of attending class because of childcare difficulties and working full-time while going to school full-time. Many students need more financial aid especially book grants and inexpensive means of printing and photocopying. I?d like to request funding for five copies of the textbooks to be placed on reserve in the library and for each student who needs it to have a $20 printing/photocopying card.	**Enhancement:** Enhancement/Action: Creative writing students may be more prone than many to psychological difficulties such as depression, self-harm, harsh self-criticism. Five students reported serious depression. One needed to be hospitalized. Counseling resources on campus might be expanded to include family therapists and experienced depression counselors. Students also struggled to meet goals of attending class because of childcare difficulties and working full-time while going to school full-time. Many students need more financial aid especially book grants and inexpensive means of printing and photocopying. I?d like to request funding for five copies of the textbooks to be placed on reserve in the library and for each student who needs it to have a $20 printing/photocopying card. (09/25/2012)

Other - Assessment Method: Since a creative process involves facing both technical (?how do I write a radio play??) and psychological (fear of judgment, writers? block, fear of exposing art to criticism, fear of unearthing strong emotions) hurdles, students will face and accomplish many of the steps in class.

? Start small with 15-minute exercises in class
? Learn from instructor and textbooks how to provide helpful and appropriate feedback. Apply this to classmate?s portfolio of 10+ pages of creative work
? Accomplish significant revision by turning a poem into creative nonfiction on the same material, a memoir piece into fiction. (More advanced students have option of a third iteration: poem into nonfiction into fiction)
? Learn through reading and guest writers how professional creative writers manage time, fear, and blocks
? Examine and practice techniques individually, e.g., echoing/repetition, narrative/plot arc, significant detail, metaphor and apply them in class to their in-progress pieces (revising).

Target for Success: 25/25 students will complete 15-minute exercises each class period; 25/25 will change a poem into creative nonfiction and creative nonfiction into fiction. 10

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
	students will do a third iteration of the two genres, i.e. poem into creative nonfiction into fiction; 25/25 students will produce a portfolio and provide appropriate feedback to a classmate?s portfolio;		
	Demonstration - Initiate active reading within the genres of fiction, poetry, drama, and creative non-fiction. **Target for Success:** 100% of students will complete the assignment with a passing grade.	**Program Review Reporting Year:** 2015-2016 **Target :** Target Not Met Students felt as though there wasn't enough student (published) examples. Some words within the assigned readings were not accessible to aggregate student vocabulary. (01/19/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Given that student-recognized absence of published student work, I've noticed that the class needs more models that are within their creative and congnitive reach. Some professional examples intimidated rather than inspired.	**Enhancement:** Student experience in gathering, editing, formatting, and designing a modest collection of student poems would benefit them as models of the composition process. Needs to fulfill this action are a budget and access to campus publication/printing equipment. Ideally this course should be a 5 unit class as students reported that the course was difficult to fit into their schedules. (01/19/2017)
	Project - Students wrote poetry, fiction, dramatic dialogues, and creative nonfiction essays.		
EWRT30_SLO_2 - Identify and apply major technical and stylistic elements of imaginative writing. **SLO Status:** Active	**Portfolio Review -** Students were required to submit two pieces--one nonfiction, one fiction--and a "self-reflective" memo as their final portfolio. The self-reflective memo allowed them to frame their submissions in the context of their efforts to develop a personal creative process (a "voice" in both genres); it also gave them a chance to reflect on the progress they'd made throughout the quarter--as close readers, as peer-critiquers, and as independent creative writers.		

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
	Target for Success: All students will pass the portfolio with 75%. **Demonstration -** empower students to apply technical and stylistic elements of creative writing to their original compositions. **Target for Success:** By the end of the quarter, all students should be able to employ 100% of the technical and stylistic elements learned, although only 70% of the student population did not achieve mastery of this goal.	**Program Review Reporting Year:** 2015-2016 **Target :** Target Not Met Students wanted to bring in their culture's stylistic devices that aren't represented in the traditional cannon of English. (01/19/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Students wanted to bring in their culture's stylistic devices that aren't represented in the traditional cannon of English.	**Enhancement:** Take advantage of local creative outlets that are representative of the budding translingual movement. Studens should attend movies, plays, readings, and workshops. (01/19/2017)
	Project - In their assignments, students worked on using different points of view (1st, 2nd, 3rd), a variety of metaphors, thematic devices (motifs, symbols, literary allusions), and multiple styles of expressing dialogue.		
EWRT30_SLO_3 - Evaluate one's peers' and one's own imaginative writing. **SLO Status:** Active	**Portfolio Review -** In EWRT 30, students are split into peer workshops for each genre of writing they practice (non-fiction, fiction, poetry and drama). During each of these workshops, students must read their peers' work and provide critical commentary about its strengths and weaknesses. By evaluating the work of other students in these workshops, students learn how to think critically about the creative process and how this process applies to their own work as well. The final portfolio is another crucial methodology for this student learning outcome. Students must submit a portfolio which consists of	**Program Review Reporting Year:** 2015-2016 **Target :** Target Not Met Through research, identify a new rheotic of critique that is sensitive to our translingual students that captures the diversity of our students' voices. (01/19/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Students come from diverse communities that enable them to use language in unique ways not always honored by standardized linguistic conventions. Thus, flexible methods of adapting to student patterns of usage are needed to adopt assessment patterns that reflect progress towards the course goals.	**Enhancement:** Take advantage of local creative outlets that are representative of the budding translingual movement. Studens should attend movies, plays, readings, lectures, and workshops (01/19/2017)

two significantly revised drafts in different genres chosen from the four assignments they've submitted during the course of the quarter. These final revisions represent the critical and creative gains they've achieved through reading works by professional writers, crafting their own imaginative works and participating in the peer review process. Once students gain skills to assess the strengths and weaknesses in any creative work, they can employ these strategies to make their drafts more coherent, unified and complex.

Target for Success: All students will pass with a 70% or better.

Portfolio Review - Students met in small critique groups and shared work following a standard set of critique guidelines.

Students incorporated constructive feedback from peers and the instructor in their work and then submitted a final portfolio containing original and revised works. Portfolios had to contain at least 15 pages of creative work reflecting all four forms: poetry, fiction, dramatic dialogue, and creative nonfiction.

OUTCOMES

Fall 2013: 26 A's; 2 C's; 2 D's; and 2 F's
Fall 2014: 21 A's; 3 B's; 5 C's; 2 D's, and 3 F's

Fall 2015: 25 A's; 1 B; 2 F's

EWRT 40:Fiction Writing

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
EWRT40_SLO_1 - Demonstrate a personal creative process in fiction writing. **SLO Status:** Active	**Portfolio Review -** Final Portfolio Assignment **Target for Success:** 76% of students submitting a portfolio will earn a passing grade or higher.	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met 100% of those who completed the course earned a passing grade or higher. (10/05/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The portfolio assignment provides students an opportunity to evaluate their body of work as a whole.	
EWRT40_SLO_2 - Identify and apply major technical and stylistic elements of fiction. **SLO Status:** Active	**Other -** Homework assignments 1-5 required students to use particular techniques and elements of style in their own short responses. **Target for Success:** 76% of students completing the course will earn a passing grade on the homework assignments #1-5.	**Program Review Reporting Year:** 2016-2017 **Target :** Target Not Met 71% of students earned a passing grade or higher (10/05/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Most of those who did not meet the target didn't turn in enough work or turned it in late. This is a problem of time management and organization, not preparation for the class.	**Enhancement:** A counselor could help students identify these problems and develop these student skills. (10/05/2017)
EWRT40_SLO_3 - Evaluate one's peers' and one's own stories. **SLO Status:** Active	**Other -** Written and oral critiques of three longer stories by classmates. **Target for Success:** 76% of students will earn a passing grade or higher on the assignment	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met 83% of the students earned a C or higher in this category. (10/05/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Peer pressure worked very well to get higher participation in this area. Those who weren't ready knew they had disrespected their friends in the class by not giving them a thoughtful response.	

EWRT 41:Poetry Writing

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
EWRT41_SLO_1 - Demonstrate a personal creative process in poetry writing. **SLO Status:** Active	**Other -** Students keep a poet's notebook devoted entirely to their own process. This includes class notes, rough drafts, in-class writings, personal jottings, ideas for pieces, beginnings or even snatches of dialogue or just single images?and in many cases favorite poems or quotes either copied or pasted in scrapbook-style?even newspaper clippings. Students are also invited to include art or draw in their notebooks or illustrate them. A poet's notebook needs to be discrete?solely a notebook for writing?not also a notebook for other coursework. A three ring binder is fine since then notebook can then also hold copies, handouts, printouts of word-processed drafts, other inserted materials, but students can also create a notebook in terms of size, type, and shape (etc), that most reflects their personal style. Engaging the daily activity and developing a personal writing process that they can celebrate and discuss is so central to the work of young poets that students are given 200 points or 1/5th of their course grade based on the quality of this notebook. The rubric emphasizes engagement?and (an almost) daily practice. It also emphasizes the generation of new material and at least some evidence of revision/	**Program Review Reporting Year:** 2015-2016 **Target :** Target Met Assessment Data Summary: Students indicated that they had overall success in developing a personal creative process through doing a range of poetry writing in various forms and revising those poems, but would have liked to have had more time to do a wider variety of exercises and capstone projects including course chapbooks, longer portfolios, and course readings. (01/19/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Reflection and Analysis: Poetry is such an immense and varied discourse; students indicated that a more substantial course might have allowed for further experimentation and accomplishment in multiple forms from performance poetry to formal poetry—from lyric poetry to narrative—as well as from poetry modeled after diverse traditions, including oral, interdisciplinary, and performance traditions. Students would have valued further time for capstone accomplishments such as completing and sharing portfolios, performing their work for one another, completing interdisciplinary projects and creating class anthologies. **Program Review Reporting Year:** 2011-2012 **Target :** Target Not Met Half of the notebooks from winter, 2011 were ?thin,? which is to say, minimal or worse.. This is an assignment that needs to evolve, perhaps partly because so many students now write on laptops, iPads, or mobile devices. I may want to change the assignment to choosing between either a notebook or a blog?or an equivalent level of participation	**Enhancement:** Clearly increasing the course units from four to five would allow us to have the time to work toward greater mastery of outcome through allowing students to complete more refined revisions, full portfolios, class anthology chapbooks and performances. 75% of students also reported that they wished they could have taken more creative writing classes or had more time for creative writing this quarter and were intrigued by the idea of a five unit course. Students also indicated that a diverse lineup of guest speakers would be an important way to better model contemporary poetry. Students indicated a continuing thirst for vivid examples of diverse, empowered voices, including slam/ performance poetry—to inspire them. 65% of students would like to be able to send out work, and 90% would like to publish class chapbooks of their best creative writing as a capstone to the course. (01/19/2017) **Enhancement:** Enhancement/Action: This reflection points out once again the need for well-funded, ongoing staff development funding (as well as conference funding) ?for teachers still transitioning into new media and

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
	editing/ multiple drafts/ rewrites. **Target for Success:** 100% Students are all expected to keep a writer?s notebook and hand it in on two occasions?mid-quarter and end of quarter. Students also bring notebooks to instructor conferences/ critique sessions **Comments/Notes:** This assessment was conducted in Winter 2012.	on the course listserv. Two problems: 1) notebooks are private, and blogs and listservs aren?t?and second, notebooks are for rough material as opposed to polished. So I?ll have to figure out a way to make a bog or electronic option for the assignment that foregrounds creative process and not just public sharing. (07/23/2012) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Reflection and Analysis: Half of the notebooks from winter, 2011 were ?thin,? which is to say, minimal or worse.. This is an assignment that needs to evolve, perhaps partly because so many students now write on laptops, iPads, or mobile devices. I may want to change the assignment to choosing between either a notebook or a blog?or an equivalent level of participation on the course listserv. Two problems: 1) notebooks are private, and blogs and listservs aren?t?and second, notebooks are for rough material as opposed to polished. So I?ll have to figure out a way to make a bog or electronic option for the assignment that foregrounds creative process and not just public sharing.	technologies. As I learn to bring assignments/ assessment methods like this one into the digital age, I?ll want institutional backing and commitment to well-funded labs, training programs, and dissemination of best practices. (07/23/2012)
EWRT41_SLO_2 - Identify and apply major technical and stylistic elements of poetry. **SLO Status:** Active	**Other -** Write a poem in a particular formal style incorporating technical elements. **Target for Success:** 70% success for 100% of the students.	**Program Review Reporting Year:** 2015-2016 **Target :** Target Not Met Focus groups indicate skill and satisfaction overall (85%) regarding ability through coursework to identify and apply major technical and stylistic elements of poetry but point out that creative assignments don't always require articulating connections between creative work and meta-discourse. (01/19/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** : Useful data in the sense that although it shows that overall students felt that they could now better identify and apply major technical and stylistic elements of poetry—it is clearly indicated to me that with final portfolios for example it might be useful to ask students to introduce each piece of writing in relation to poetry discourse and be able to articulate the technical and stylistic element that they are applying, what effects they are hoping to create, and how successful they feel they were in that endeavor. It's	**Enhancement:** Increasing EWRT 41 course units from four to five could allow us time to work toward greater mastery of outcomes through allowing students to complete better understood, more refined revisions, including full portfolios, class anthology chapbooks, and literary performances. In the final portfolio our committee is now imagining as we work toward six-year revisions, we are seeking an extra unit in part so that students will have the opportunity to create finished portfolios that include 20 pages of creative work as well as introductory material that

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
		especially useful for a young artist to try to not only articulate which conventions of art they are applying, but also try to express why those conventions, why that form or style or mode of expression, is best suited for whatever mood or content or effect they are trying to convey or explore.	explicitly identifies major technical and stylistic elements of poetry—and how the student is applying those elements here. (01/19/2017)
			Enhancement: Furthermore, 75% of students also reported that they wished they could have taken more creative writing classes or had more time for creative writing this quarter and were intrigued by the idea of a five unit course. Students also indicated that a diverse lineup of guest speakers would be an important way to better model contemporary poetry. Students also demonstrate a continuing thirst for vivid examples of diverse, empowered voices, including slam/ performance poetry—to inspire them. Finally, 65% of students would like to be able to send out work, and 90% would like to publish class chapbooks of their best creative writing as a capstone to the course. All things considered, a five-unit class seems indicated. (01/19/2017)
EWRT41_SLO_3 - Evaluate one's peers' and one's own poems. **SLO Status:** Active	**Other -** Weekly small group peer feedback sessions running between 30-40 minutes include providing both verbal and written feedback to peers. Poets read their poems aloud and also provide each other with written copies; students are given a protocol and a checklist that directs them to practice readerly/	**Program Review Reporting Year:** 2015-2016 **Target :** Target Not Met Assessment Data Summary: 90% of students felt competent when it came to evaluating poems of their own and others. A few were reluctant to engage in evaluation of others' work at all. (01/19/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Students almost hit the target of 100% feeling competent—i.e., having competency in evaluating poems of their own and of their peers, but under scrutiny, there was a wish within the	**Enhancement:** Again, increasing course units from four to five should allow us time to work toward greater mastery of this evaluative outcome through allowing students to complete more refined feedback and commentaries for more formal portfolios, class anthology

experiential feedback while responding both from the gut and with appropriate vocabulary from the discipline?feedback sessions guide them to talk to each other about poetry as well as practice editing techniques studied in class. Poetry isn't fully alive until it is read; students learn a great deal by testing their work out on audiences (peers, instructor).

Target for Success: Students who show up with homework and follow basic group instructions should have no trouble scoring highly and learning a lot from this activity. Even unprepared students learn through offering feedback to others.
Comments/Notes: This was conducted in Winter 2012.

focus group for greater mastery or at least an increased level of competency. It will be valuable to push the EWRT 41 course one step more in the direction of providing greater competency—i.e., spending more time (at 5 units?) on self-evaluation and evaluation of others' work and applying meta-discourse to their own creative work and the work of others. Also clear is how important it is to define this sort of critical engagement not as primarily a judgment of the work, but as an ability to articulate the work's own purposes and aims and then to be able to measure and describe how and where that work best (and perhaps least) succeeds in or lives up to meeting its own expressed or inferred aims. The measuring systems are external, from the textbook and the discourse, but he criteria for evaluating a creative piece are just as likely to be internal to the work itself.

chapbooks, and performances. In addition, students who send work out or at least prepare it to send out for publication (to our on-campus journal or elsewhere) are also necessarily undertaking a refined evaluative process, and helping peers with the same. As I've mentioned elsewhere, 75% of students reported they wished they could have taken more creative writing classes or had more time for creative writing this quarter and were intrigued by the idea of a five-unit course. Students also indicated that a diverse lineup of guest speakers would be an important way to better model contemporary poetry—performers, like texts, model best practices and provide evaluative standards or touchstones. Students expressed a continuing thirst for vivid examples of diverse, empowered voices, including slam/ performance poetry—to inspire them. 65% of students would like to be able to send out work, and 90% would like to publish class chapbooks of their best creative writing as a capstone to the

Program Review Reporting Year: 2011-2012
Target : Target Not Met
During the winter of 2012, I had good success with this assessment. Only students with chronic attendance problems received ?C? or worse in this component of the course. Out of 20 students, 16 received either an ?A? or a ?B? on this assessment, which I measured in two ways:

Enhancement: At best, the arts inspire and form highly charged communities of diverse and engaged critical thinkers. Core values are forged and tested in those fires. Measures of how students evaluate and interrelate

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
		observation during group sessions, and collection and analysis of student feedback when I took the poems home that night and could read written peer comments as well. (07/23/2012) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** This is a crucial assignment and a necessary ongoing measure. Early in the quarter, students are absorbing a) how to talk about poetry using specific criteria and vocabulary; b) how to be positive and helpful readers while asking tough/ honest questions and offering praise and/or constructive criticism; and c) how to accept feedback gracefully and in some cases revise one?s own work and approach to poetry writing based on course teachings and the course community. I also use the course listserv as a way for students to read each others? work and give feedback; I could offer this electronic environment as a makeup option at least once per quarter for those who miss their in-class face-to-face feedback group. It's important that students inspire each other as much or more than the instructor or textbook. Poetry needs to be alive in these ways. Peer poetry evaluation, if done properly and in the right spirit, greatly facilitates learning.	as artists in community can be applied to how we all might interrelate as institutional visionaries and citizens in a democratic society. Beauty is truth, truth beauty?that is all ye know on earth, and all ye need to know. Let's save two things: our cultural commitment to community college education, and our cultural commitment to arts education. (07/23/2012)

EWRT 42:Introduction to Creative Nonfiction and Memoir Writing

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
EWRT42_SLO_1 - Demonstrate a personal creative process in the writing of memoir and creative non-fiction. **SLO Status:** Course Not Currently Taught	**Project -** Through a series of writing assignments, demonstrate how past memories can be interpreted and embellished in artistic form through voice, humor, portrayal of characters and setting. **Target for Success:** 100% of students submit course work, a working ?slice? of their memoir, to be published for an end-of-quarter publication.	**Program Review Reporting Year:** 2011-2012 **Target :** Target Not Met 94% of students properly completed the coursework, transforming previous facts from their lives into literary works of art (in progress). (09/25/2012) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Students who enroll in EWRT 42 generally have a creative bent, which allows them to successfully interpret their life through a creative lens. The few students who don?t feel creatively inclined should be paired with more creative students in hopes that they will learn new techniques and become engaged in the creative process. In addition, anxiety can stifle creativity, and some of our students may have a traumatic past which can elicit angst. In these cases, we allow students to reshape their memoirs toward themes that are easier to write about.	**Enhancement:** 1) The school could sponsor a published writer to attend the campus. The author would discuss his or her creative process of writing. 2) Identify a book or set of essays that describes the creative process and how to tap into it for the purpose of writing. (09/25/2012)
EWRT42_SLO_2 - Identify and apply major technical and stylistic elements of creative non-fiction. **SLO Status:** Course Not Currently Taught	**Project -** Through the development of students? written work (rough-draft through final-draft), determine if their memoir is shaping a dramatic story arc that incorporates the vehicles of the memoir genre: pacing, dialogue, characterization, theme, and structure. **Target for Success:** : 100% of students are able to develop a life-based narrative by identifying a coherent theme, shaping the narrative over time by revealing a desire, struggle, or transformation, and apply stylistic/technical elements toward realizing the narrative.	**Program Review Reporting Year:** 2010-2011 **Target :** Target Not Met 96% of the class fulfilled the SLO requirement. (09/25/2012) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The memoir that I used as a text modeled great stylistics elements, such as tone and voice, but the story, as a whole, was very dramatic in nature. Perhaps I should have included a published memoir that finds a way to transform the banal into dramatic tension, or a text that better illustrates this issue. This would allow students to then incorporate stylistic elements to the technical component of the memoir.	**Enhancement:** 1) Some students feel like only people with ?talent? or some ?magic tough? can write a good memoir, so by having professional writerrs? discuss mechanics/strategies/ learned tecniques, students can see that success comes not just from innate creative ability, but by using learned techniques to help shape and guide their writing. 2) Present paragraphs in class that lack some necessary elements of narrative flair and, as a class, provide stylistic enhancements and witness how the writing is transformed to fulfill SLO requirement. (09/25/2012)
EWRT42_SLO_3 - Evaluate one's	**Other -** Through written and oral	**Program Review Reporting Year:** 2010-2011	**Enhancement:** : 1) In order to

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
peers' and one's own creative non-fiction. **SLO Status:** Course Not Currently Taught	presentation, student work is evaluated by student peers. Evaluations are based on constructive, thoughtful feedback on how effectively the work in question has implemented elements of memoir, and suggested areas of strength and weakness with respect to the implementation. **Target for Success:** 100% of students should be capable of evaluating the mechanics of memoir: prose, style, story elements such as pacing, characterization, theme, and structure. Students will demonstrate this ability with verbal and written critique.	**Target :** Target Met 99% of stduents fullfilled this SLO requirement. (09/25/2012) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Because art is subjective, students were permitted to highlight areas of theirs and others? writing that required revision according to their aesthetic standards. To avoid broad and abstract discussions of these aesthetics, students were supplied with explicit terminology to assist them in articulating their critiques, and thus making their feedback much more concrete and effective.	ensure that students receive useful critiques that can help them further develop their craft, it would be ideal to evaluate peer critiques and give student-critics feedback on how to better identify and articulate areas of creative improvement in this genre. 2) For group critique?s, assign students specific elements/literary devices to focus on; this will encourage a diversity of critiques for a given work, and avoid duplicate suggestions for the work. 3) Provide models of high-quality critiques design an in-class process for using critiques to arrive upon an example-backed conception of what constitutes the art of the memoir. (09/25/2012)

EWRT 77, 77X, 77Z:Special Projects in English

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
EWRT77_SLO_1 - Dependent on the nature of the project as determined in sections 3 & 4 of the Special Projects Contract." **SLO Status:** Active_Pending_Revision **Outcome Creation Date:** 02/11/2018			

EWRT 141:Beginning Poetry Writing

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
EWRT141_SLO_1 - Demonstrate a creative process in poetry writing. **SLO Status:** Course Not Currently Taught **Outcome Creation Date:** 08/26/2016			
EWRT141_SLO_2 - Identify and use some technical and stylistic elements of poetry. **SLO Status:** Course Not Currently Taught **Outcome Creation Date:** 08/26/2016			
EWRT141_SLO_3 - Evaluate the success of one's peers' and one's own poems. **SLO Status:** Course Not Currently Taught **Outcome Creation Date:** 08/26/2016			

EWRT 200:Fundamentals of Writing

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
EWRT200_SLO_1 - Recognize and generate effective writing at the sentence level. **SLO Status:** Active	**Other -** To assess effective writing at the sentence level, we will give a quiz after a 2-3 week unit. This quiz will assess student control of sentence boundaries, focusing on run-on sentences and sentence fragments. The quiz will require students to identify/correct run-ons and fragments and to write original sentences free of run-on sentences and fragments. Students will be required to demonstrate competence in the following areas: use of punctuation (periods and commas) and conjunctions (coordinating and subordinating). **Target for Success:** ll student achieve a 75% or better.		
	Survey - The English department decided to survey students at the beginning of the quarter and the end of the quarter to assess their confidence in recognizing and generating effective sentences. The pre-test was administered in week 1 of the Fall 2011 quarter to all students taking EWRT 200 and the post-test was administered week 11 of the Fall 2012 quarter to all students taking EWRT 200. The survey questions that assessed their confidence were: ?How confident are you in writing skills? and ?what	**Program Review Reporting Year:** 2011-2012 **Target :** Target Not Met Assessment Data Summary: Pre-Survey Results: 95% of students reported lacking confidence in their writing skills. Over 70% of students reported lacking confidence in grammar concepts and their ability to write sentences clearly. Post-Survey Results: 90% of students reported being more confident in their writing ability, but over 30% reported a desire to learn more about grammar and sentence level writing. (01/05/2012)	**Enhancement:** Enhancement/Action: 1. To tweak the survey language to ask specifically about their confidence with grammar in the pre and post survey 2. To add a question to the survey to ask which grammar concerns they had at the beginning and which they had at the end. 3. To do a faculty focus group on how grammar is taught in their 200 classroom.

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
	writing skills do you want to work on?? **Target for Success:** 100% of students will report confidence in the ability to recognize and generate effective writing at the sentence level. **Comments/Notes:** This assessment was conducted in Fall 2011 as part of the title III work on Supplemental Instruction.	**Reflection (CLICK ON ? FOR INSTRUCTIONS):** Reflection and Analysis: The SLO team felt encouraged that students were gaining confidence in their writing, but the team was concerned about the students who were still desiring more instruction on grammar and sentence level writing. ? The team would like to know whether the desire comes from being more aware of grammar and sentence structure or a continued lack of awareness. ? The team was also interested in surveying instructors to see how they are teaching sentence level grammar.	4. To offer faculty ?Best Practices Workshops? on teaching grammar to 200 level students. (07/23/2012)
		Program Review Reporting Year: 2011-2012 **Target :** Target Not Met Assessment Data Summary: Pre-Survey Results: 95% of students reported lacking confidence in their writing skills. Over 70% of students reported lacking confidence in grammar concepts and their ability to write sentences clearly. Post-Survey Results: 90% of students reported being more confident in their writing ability, but over 30% reported a desire to learn more about grammar and sentence level writing. (01/05/2012) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Reflection and Analysis: The SLO team felt encouraged that students were gaining confidence in their writing, but the team was concerned about the students who were still desiring more instruction on grammar and sentence level writing. ? The team would like to know whether the desire comes from being more aware of grammar and sentence structure or a continued lack of awareness.	**Enhancement:** Enhancement/Action: 1. To tweak the survey language to ask specifically about their confidence with grammar in the pre and post survey 2. To add a question to the survey to ask which grammar concerns they had at the beginning and which they had at the end. 3. To do a faculty focus group on how grammar is taught in their 200 classroom. 4. To offer faculty ?Best Practices Workshops? on teaching grammar to 200 level students. (07/23/2012)

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
		? The team was also interested in surveying instructors to see how they are teaching sentence level grammar.	
	Exam - Course Test/Quiz - Quiz **Target for Success:** 100% of students will achieve 70% or better on the quiz	**Program Review Reporting Year:** 2016-2017 **Target :** Target Not Met Quiz on Run-on Sentence Error and Comma Splice Error 19 out of 21 students passed the quiz with an average score or better This Quiz came out of their skills workbook (11/30/2016) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Since the students need their skills workbook (a textbook) to take this quiz and most of the other grammar skills quizzes, it is important for them to have the financial means to afford their textbook, and have their textbook by the end of Week One of instruction. We need to provide a way to get free books to EWRT 200 Basic Skills Students--many of whom face financial challenges	
EWRT200_SLO_2 - Follow a writing process in order to convey focused, developed ideas in paragraph form. **SLO Status:** Active	**Portfolio Review -** Portfolio of student's writing at the end of the quarter. **Target for Success:** That all students pass the portfolio with a 70% or better.		
	Survey - The English department decided to survey students at the beginning of the quarter and the end of the quarter to assess their confidence in writing focused paragraphs. The pre-test was administered in week 1 of the Fall 2011 quarter to all students taking EWRT 200 and the post-test was administered week 11 of the Fall 2012 quarter to all students taking EWRT 200. The survey questions	**Program Review Reporting Year:** 2011-2012 **Target :** Target Not Met Assessment Data Summary: Pre-Survey Results: 95% of students reported that they lacked confidence in their ability to write paragraphs, essays, and sentences. However, the question ?What Writing Skills Do You Want to Work On? revealed that zero students wanted to work on their paragraphing skills; instead, the students mostly reported that they wanted help with essay structure and grammar.	**Enhancement:** Enhancement/Action: The SLO team decided that the survey should be tweaked for the 2012-2013 school year to specifically ask about the students? paragraphing skills and whether the students felt that their paragraphs were contributing to their writing of essays.

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
	that assessed their confidence were: ?How confident are you in writing skills? and ?what writing skills do you want to work on?? **Target for Success:** 100% of students will demonstrate confidence in their ability to write focused paragraphs. **Comments/Notes:** This SLO assessment was conducted as part of the Title III work on Supplemental Instruction in the Fall of 2011.	Post-Survey Results: The Post-Survey results revealed that 90% of students were more confident in their writing abilities at the end of the quarter. However, they reported that they felt their essays were stronger, but they did not identify their paragraphs as getting stronger. (07/23/2012) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The SLO team was pleased that students were reporting a higher confidence in their writing skills at the end of the quarter, but the team felt that the data revealed a disconnect between students? ability to recognize progress in their writing of essays as being connected to their paragraphing skills.	The SLO team also felt that staff development was needed for EWRT 200 instructors to norm them on the terms they should be stressing in their class, as well as the connection between parts of writing e.g. sentences and paragraphs and the product of writing e.g. an essay. (09/24/2012)
		Program Review Reporting Year: 2011-2012 **Target :** Target Not Met Assessment Data Summary: Pre-Survey Results: 95% of students reported that they lacked confidence in their ability to write paragraphs, essays, and sentences. However, the question ?What Writing Skills Do You Want to Work On? revealed that zero students wanted to work on their paragraphing skills; instead, the students mostly reported that they wanted help with essay structure and grammar. Post-Survey Results: The Post-Survey results revealed that 90% of students were more confident in their writing abilities at the end of the quarter. However, they reported that they felt their essays were stronger, but they did not identify their paragraphs as getting stronger. (01/05/2012) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The SLO team was pleased that students were reporting a higher confidence in their writing skills at the end of the quarter,	**Enhancement:** The SLO team also felt that staff development was needed for EWRT 200 instructors to norm them on the terms they should be stressing in their class, as well as the connection between parts of writing e.g. sentences and paragraphs and the product of writing e.g. an essay. (09/24/2012) **Enhancement:** The SLO team decided that the survey should be tweaked for the 2012-2013 school year to specifically ask about the students? paragraphing skills and whether the students felt that their paragraphs were contributing to their writing of essays. (07/23/2012)

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
		but the team felt that the data revealed a disconnect between students? ability to recognize progress in their writing of essays as being connected to their paragraphing skills.	
	Other - Paragraph Assignment **Target for Success:** 100% of students will achieve a 70% or better on the assignment.	**Program Review Reporting Year:** 2016-2017 **Target :** Target Not Met Paragraph One Assignment using PIE and Paragraph Coordination technique This assignment needed to be typed; printed out in hard copy; brought to an instructor/student conference; given feedback; then revised according to feedback and printed out in hard copy for a grade. 22 out of 25 students (at the start of the quarter) passed the assignment	
		(11/30/2016) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Since this assignment relies heavily on access to a reliable computer and reliable printing method by Week Three of instruction, it is difficult for financially challenged and/or first-generation college students to properly have computer skills; word-processing skills; and access to a reliable printer. To ensure results, we must continue to offer support in the form of the Language Arts Division Computer Lab. We also need to offer free printing to EWRT 200 students.	
EWRT200_SLO_3 - Approach and interact confidently with a variety of texts. **SLO Status:** Active	**Other -** To assess confident student interaction with a variety of texts, we used a reading journal to evaluate reading comprehension and critical/personal understanding. Students will be required to use at least 5 new vocabulary words in their journal. This assessment will require students to read assigned texts, write a 1-2 paragraph response to a	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met Film-as-text Timed, In-class Writing Response to an award-winning film on Women's Suffrage, SUFFRAGETTE students viewed film, with discussion questions to fill out while watching film; they were also given a handout with plot overview; the history of early twentieth voting rights for women; and film character names students then used one class session to write a timed, written response to the film; they had a choice of different writing prompts to choose from	

reading responding to a critical question. Their reading journal will incorporate their interpretation of the text, their personal connections, and new vocabulary.

Target for Success: 100% of students will turn in their journals.

analysis of a text; and using specific examples were skills they practiced in their writing

21 out of 21 students passed the assignment (11/30/2016)
Reflection (CLICK ON ? FOR INSTRUCTIONS): Film-as-text can be effective for the EWRT 200 Basic Skills Level population when the correct, appropriate, engaging, and intellectually challenging film choice is made. Also, a handout, to go along with the film, is a must. However, for this type of assignment to continue to be effective, we must continue to provide a "smart classroom" set-up--offering the use of DVD player as well as updated classroom computer to play DVD. The smart-room set-up, and projector, must continue to be repaired and maintained by college AV staff.

Also, for the handouts, we need to continue to provide photocopying of handouts to the instructor. Currently, instructors are only allowed 20 handouts per student. This should be increased to 40 handouts per instructor.

Survey - The English department decided to survey students at the beginning of the quarter and the end of the quarter to assess their confidence interacting with a variety of tests. The pre-test was administered in week 1 of the Fall 2011 quarter to all students taking EWRT 200 and the post-test was administered week 11 of the Fall 2012 quarter to all students taking EWRT 200. The survey questions that assessed their confidence were: ?How confident are you in reading skills? and ?what reading skills do you want to work on??
Target for Success: 100% of students will report a higher confidence in their reading skills at the end of the quarter.

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements

Comments/Notes: This SLO assessment was conducted as part of the Title III work on Supplemental Instruction in the Fall of 2011.

Survey - The English department decided to survey students at the beginning of the quarter and the end of the quarter to assess their confidence interacting with a variety of tests. The pre-test was administered in week 1 of the Fall 2011 quarter to all students taking EWRT 200 and the post-test was administered week 11 of the Fall 2012 quarter to all students taking EWRT 200. The survey questions that assessed their confidence were: ?How confident are you in reading skills? and ?what reading skills do you want to work on??

Target for Success: 100% of students will report a higher confidence in their reading skills at the end of the quarter.

Comments/Notes: This assessment was conducted as part of the Title III Supplemental Instruction work in Fall of 2011.

Program Review Reporting Year: 2011-2012
Target : Target Not Met
Assessment Data Summary:

The pre-survey data did reveal that 90% of students lacked confidence in their reading abilities and reported a desire to work on vocabulary, reading analytically, and 20% of students wanted to learn how to use quotes better.

The post-survey revealed that 90% of EWRT 200 Students were more confident in their reading abilities, but 20% revealed that they now lacked confidence in using quotes in their writing.
 (01/05/2012)

Reflection (CLICK ON ? FOR INSTRUCTIONS): Reflection and Analysis:

The survey data revealed that, while students were being exposed to a variety of text and gaining confidence in their reading abilities, they were not making the connection between the reading and their writing. Instead, the 20% who reported lacking confidence in their abilities to use quotes/text in their essays made the SLO assessment team realize their might be a flaw in the SLO and how teachers were incorporating that into their classes.

Enhancement: We feel that the question was not specific enough to get at the students? confidence in using texts within their writing, so the department will review and potentially re-write the SLO and the course outline to better gauge the students? ability to use a variety of texts in their writing e.g. non-fiction, fiction, visual, etc. Then, re-survey the students with a more specific question. (07/23/2012)

EWRT 211:Preparatory Reading and Writing Skills

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
EWRT211_SLO_1 - 1. Clear ability to respond critically to one's own and others' experiences and ideas **SLO Status:** Active	**Portfolio Review -** We chose to use the portfolio as an assessment standard because it more accurately reflects student growth in reading, writing and critical thinking during the entire course of the quarter as well as demonstrating the students' learning outcomes. The students are able to learn department agreed upon standards for writing and apply them to their own writing, in addition. **Target for Success:** All students would pass the portfolio.	**Program Review Reporting Year:** 2015-2016 **Target :** Target Not Met 11 instructors across 14 different sections had student submit portfolios of their work as the final exam of EWRT 211. 256 students participated and 217 of the students passed while 39 students failed to meet the requirements. This demonstrates an 85% success rate. (06/27/2016) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Instructors met in portfolio trios to discuss and grade portfolios from the students. While many of the portfolios were deemed passing and ready for EWRT 1A, the 39 students that were not able to complete the SLO target for success largely struggled with thesis construction and topic sentence construction.	**Enhancement:** Request funds for a project that will allow faculty to work with the student success center to develop a DLA that helps students and tutors differentiate between summary and analysis. (06/27/2016)
		Program Review Reporting Year: 2010-2011 **Target :** Target Not Met Out of 45 students in the two sections of EWRT 211, 15 and 16, 41 students passed. Of the 4 students who failed, two did not turn in portfolios at all and two students were deemed by the team of portfolio unready to take EWRT 1A because of the lack of English proficiency. At least half of the students turned in portfolios that were judged as strongly passing, indicating a high probability that those students will receive a B or better in EWRT 1A. (06/12/2012) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** One area in which the portfolio process could be improved is in a push to have the students turn in all strongly passing work, instead of doing the minimum required to pass a pass/ no pass class.	**Enhancement:** Will ask for funding of: 1. Smart classrooms for all 211 classes. 2. More staffing for EDC and DSS. 3. More staffing for counseling. 4. More tutors for students at risk. 5. More staff development for training of tutors. (06/12/2012) **Enhancement:** The students need support in the following areas: 1. Better and more access to computers so that have more time to revise under supervision so that they better understand writing as a recursive process. 2. More connection to the EDC and DSS so that the students can take advantage of the services which can enable their success.

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
			3. More connection counselors so that students can get help with the life issues that prevent their successfully completing their work for the course.

4. More well-trained tutors who can help students, particularly ESL and Generation 1.5, with the ongoing sentence-level work and usage problems. (06/12/2012) |
| **EWRT211_SLO_2 -** 2. Clear sequential relationship between supporting ideas and central argument/controlling idea

SLO Status: Active | **Portfolio Review -** We chose to use the portfolio as an assessment standard because it more accurately reflects student growth in reading, writing and critical thinking during the entire course of the quarter as well as demonstrating the students' learning outcomes. The students are able to learn department agreed upon standards for writing and apply them to their own writing, in addition
Target for Success: All students would pass the portfolio assessment with a 75% or better. | **Program Review Reporting Year:** 2015-2016
Target : Target Not Met
256 students in 14 sections of EWRT 211 attempted the final portfolio process. 217 students passed and 39 students did not pass. (06/27/2016)
Reflection (CLICK ON ? FOR INSTRUCTIONS): Instructors met in portfolio trios to discuss and grade portfolios from the students. While many of the portfolios were deemed passing and ready for EWRT 1A, the 39 students that were not ready for EWRT 1A demonstrated several of the main problem that prevented students from achieving this SLO was a lack of unity in paragraph and essay development and unity. | **Enhancement:** Developing a DLA in the Student success Center for students to practice Essay and Paragraph unity. (06/27/2016) |
| | | | **Enhancement:** Having a department retreat on paragraph structure so that students will be presented with a clear model of a successful paragraph and essay rather than having competing models depending on the teacher. (06/27/2016) |
| | | **Program Review Reporting Year:** 2010-2011
Target : Target Not Met
Out of 30 students in the one section of EWRT 211, 26 students passed. The grading breakdown was as follows: Strong Pass 5; Pass 17; Borderline Pass 4; No Pass 4. Historically, students who take EWRT 211 during the spring quarter may possess a weaker skill set to begin the course. This section of students did fall into that pattern. Consequently, the rate of Strong Pass was lower than for the winter sections. (06/12/2012)
Reflection (CLICK ON ? FOR INSTRUCTIONS): To work with other areas of the campus to support students in the following areas: | **Enhancement:** Request funding for:
1. Smart classrooms for all 211 classes.
2. More staffing for EDC and DSS.
3. More staffing for counseling.
4. More tutors for students at risk.
5. More staff development for training of tutors.

(06/12/2012) |

1. Better and more access to computers so that have more time to revise under supervision so that they better understand writing as a recursive process.

2. More connection to the EDC and DSS so that the students can take advantage of the services which can enable their success.

3. More connection counselors so that students can get help with the life issues that prevent their successfully completing their work for the course.

4. More well-trained tutors who can help students, particularly ESL and Generation 1.5, with the ongoing sentence-level work and usage problems.

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
EWRT211_SLO_3 - 3. Evidence of strong synthesis, argumentation, analysis, and/or problem-solving skills **SLO Status:** Active	**Portfolio Review -** We chose to use the portfolio as an assessment standard because it more accurately reflects student growth in reading, writing and critical thinking during the entire course of the quarter as well as demonstrating the students' learning outcomes. The students are able to learn department agreed upon standards for writing and apply them to their own writing, in addition. **Target for Success:** All students would pass the portfolio assessment with a 75% or better.	**Program Review Reporting Year:** 2015-2016 **Target :** Target Not Met 11 instructors across 14 different sections had student submit portfolios of their work as the final exam of EWRT 211. 256 students participated and 217 of the students passed while 39 students failed to meet the requirements. This demonstrates an 85% success rate. (06/27/2016) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** After reviewing the portfolios, many students clearly understood argumentation and synthesis. However, the 39 students that did not pass demonstrated weakness in thesis and topic sentences that prevented them from showing proficiency at the SLO.	**Enhancement:** Request funding to develop an instructor EWRT 211 BaseCamp or Slack site where instructors could easily share successful prompts and assignments, as well as get feedback on problems students are facing with argumentation and analysis. This type of space would allow instructors to dialogue about best practices throughout the quarter rather than waiting until the end of the quarter when it is too late to help the student. (06/27/2016)
		Program Review Reporting Year: 2010-2011 **Target :** Target Not Met Out of 30 students in the one section of EWRT 211, 26 students passed. The grading breakdown was as follows: Strong Pass 5; Pass 17; Borderline Pass 4; No Pass 4. Historically, students who take EWRT 211 during the spring quarter may possess a weaker skill set to begin the course.	**Enhancement:** To request funds for: 1. Smart classrooms for all 211 classes. 2. More staffing for EDC and DSS. 3. More staffing for counseling. 4. More tutors for students at risk.

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
		This section of students did fall into that pattern. Consequently, the rate of Strong Pass was lower than for the winter sections. Some students also struggled with the level of reading required. Since many of the writing assignments in the course were based upon textual analysis, the wide range of writing performance reflected the lesser reading skills. (06/12/2012) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** To work with other areas of the campus to create pathways for student in the following areas: The students need support in the following areas: 1. Better and more access to computers so that have more time to revise under supervision so that they better understand writing as a recursive process. 2. More connection to the EDC and DSS so that the students can take advantage of the services which can enable their success. 3. More connection counselors so that students can get help with the life issues that prevent their successfully completing their work for the course. 4. More well-trained tutors who can help students, particularly ESL and Generation 1.5, with the ongoing sentence-level work and usage problems.	5. More staff development for training of tutors. (06/12/2012)

EWRT 65A, 65AX:Literary Magazine I, National Edition

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
EWRT65A_SLO_1 - Establish and apply aesthetic criteria to selection of material for national literary magazine. **SLO Status:** Active **Outcome Creation Date:** 08/26/2016	**Directly related to Student Learning Outcome (SLO)**	**Program Review Reporting Year:** 2015-2016 **Target :** Target Met 75% of students who participated in the project earned a passing grade on it. (10/05/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Students were engaged with the in-class discussion; it was rewarding, which is confirmed in the online postings.	
	Project - Editing challenge project. Students review the previous year's National Edition of the Red Wheelbarrow to justify their choices of what they would have included in the edition. **Target for Success:** 75% of students who participate in the project will complete it with a passing grade.		
EWRT65A_SLO_2 - Apply management principles to plan and publish a national literary magazine. **SLO Status:** Active **Outcome Creation Date:** 08/26/2016	**Directly related to Student Learning Outcome (SLO)**	**Program Review Reporting Year:** 2015-2016 **Target :** Target Met 92% of students who completed the class did so with a passing grade. (10/05/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Students thrive with individualized choice making in magazine production. Students who commit to the course as a whole benefit from the project they focus on for magazine production, design, and completion.	
	Other - Final grades, which include successful engagement in individualized focus areas in which students specialize: Managing, poetry editor, fiction editor, art editor, screener, interview team, soliciting work, production and book design, proofreading/copy editing, publicity, web design and management/Facebook maven/online journal designer,		

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
	marketing/distribution/circulation, contest coordinator, reading/event coordinator, CD/DVD/Camera work/audio production, or creative non-fiction/book review/symposium editor. **Target for Success:** 75% of students who complete the class will do so with a passing grade.		

EWRT 65B, 65BX:Literary Magazine II, National Edition

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
EWRT65B_SLO_1 - Establish and apply specialized, genre-specific aesthetic criteria to selection of material for national literary magazine. **SLO Status:** Active **Outcome Creation Date:** 08/26/2016	**Project -** Editing challenge project: Editing challenge project. Students review the previous year's National Edition of the Red Wheelbarrow to justify their choices of what they would have included in the edition. **Target for Success:** 75% of students who participate in the project will earn a passing grade	**Program Review Reporting Year:** 2016-2017 **Target :** Target Not Met The class was not offered due to no enrollment. (10/05/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** This was the first year in which the EWRT65A/B/C stacked courses were offered. Thus, students may not have known the opportunity to enroll in the course.	
EWRT65B_SLO_2 - Apply management principles to plan and publish a national literary magazine. **SLO Status:** Active **Outcome Creation Date:** 08/26/2016	**Other -** Final grades, which include successful engagement in individualized focus areas in which students specialize: Managing, poetry editor, fiction editor, art editor, screener, interview team, soliciting work, production and book design, proofreading/copy editing, publicity, web design and management/Facebook maven/online journal designer, marketing/distribution/circulation, contest coordinator, reading/event coordinator, CD/DVD/Camera work/audio production, or creative non-fiction/book review/symposium editor. **Target for Success:** 75% of students who complete the course will earn a passing grade or higher.	**Program Review Reporting Year:** 2016-2017 **Target :** Target Not Met The class was not offered due to no enrollment. (10/05/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** This was the first year in which the EWRT65A/B/C stacked courses were offered. Thus, students may not have known the opportunity to enroll in the course.	

EWRT 65C, 65CX:Editorial Leadership Literary Magazine, National Edition

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
EWRT65C_SLO_1 - Apply leadership and management principles to plan and publish a national literary magazine. **SLO Status:** Active **Outcome Creation Date:** 08/26/2016	**Project -** Final grades, which include successful engagement in individualized focus areas in which students specialize: Managing, poetry editor, fiction editor, art editor, screener, interview team, soliciting work, production and book design, proofreading/copy editing, publicity, web design and management/Facebook maven/online journal designer, marketing/distribution/circulation, contest coordinator, reading/event coordinator, CD/DVD/Camera work/audio production, or creative non-fiction/book review/symposium editor. **Target for Success:** 75% of students who complete the course will earn a passing grade or higher.	**Program Review Reporting Year:** 2016-2017 **Target :** Target Not Met The class was not offered due to no enrollment. (10/05/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** This was the first year in which the EWRT65A/B/C stacked courses were offered. Thus, students may not have known the opportunity to enroll in the course.	
EWRT65C_SLO_2 - Establish and apply specialized aesthetic criteria to selection of material for national literary magazine. **SLO Status:** Active **Outcome Creation Date:** 08/26/2016	**Other -** Editing challenge project. Students review the previous year's National Edition of the Red Wheelbarrow to justify their choices of what they would have included in the edition. **Target for Success:** At least 75% of students who participate in the project will earn a passing grade or higher.	**Program Review Reporting Year:** 2016-2017 **Target :** Target Not Met The class was not offered due to no enrollment. (10/05/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** This was the first year in which the EWRT65A/B/C stacked courses were offered. Thus, students may not have known the opportunity to enroll in the course.	

EWRT 68A, 68AX:Literary Magazine: Student Edition

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
EWRT68_SLO_1 - Apply design principles as well as management skills to publish a student literary magazine. **SLO Status:** Active **Outcome Creation Date:** 09/11/2013	**Other -** Final grades, which include successful engagement in individualized focus areas in which students specialize: Managing, poetry editor, fiction editor, art editor, screener, interview team, soliciting work, production and book design, proofreading/copy editing, publicity, web design and management/Facebook maven/online journal designer, marketing/distribution/circulation, contest coordinator, reading/event coordinator, CD/DVD/Camera work/audio production, or creative non-fiction/book review/symposium editor. **Target for Success:** 75% of students who complete the course will earn a passing grade or higher	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met 90% of students completed the course with a passing grade or higher. (10/05/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Students thrive with individualized choice making in magazine production. Students who commit to the course as a whole benefit from the project they focus on for magazine production, design, and completion.	
EWRT68_SLO_2 - Establish and apply aesthetic criteria to selection of material for a student literary magazine. **SLO Status:** Active **Outcome Creation Date:** 09/11/2013	**Project -** Editing challenge project. Students review the previous year's Student Edition of the Red Wheelbarrow to justify their choices of what they would have included in the edition. **Target for Success:** 75% of students who participate in the project will earn a passing grade or higher.	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met 90% of students earned a passing grade or higher. (10/05/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Students were engaged with the in-class discussion; it was rewarding, which is confirmed in the online postings.	

EWRT 68B, BX:Literary Magazine II, Student Edition

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
EWRT68B_SLO_1 - Establish and apply specialized aesthetic criteria to selection of material for a student literary magazine. **SLO Status:** Active **Outcome Creation Date:** 08/26/2016	**Project -** Editing challenge project. Students review the previous year's Student Edition of the Red Wheelbarrow to justify their choices of what they would have included in the edition **Target for Success:** 75% of students who participate will earn a passing grade or higher.	**Program Review Reporting Year:** 2016-2017 **Target :** Target Not Met The class was not offered due to no enrollment. (10/05/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The class was not offered due to no enrollment.	
EWRT68B_SLO_2 - Apply design principles as well as management skills to publish a student literary magazine. **SLO Status:** Active **Outcome Creation Date:** 08/26/2016	**Other -** Final grades, which include successful engagement in individualized focus areas in which students specialize: Managing, poetry editor, fiction editor, art editor, screener, interview team, soliciting work, production and book design, proofreading/copy editing, publicity, web design and management/Facebook maven/online journal designer, marketing/distribution/circulation, contest coordinator, reading/event coordinator, CD/DVD/Camera work/audio production, or creative non-fiction/book review/symposium editor. **Target for Success:** 75% of students who complete the course will do so with a passing grade or higher.	**Program Review Reporting Year:** 2016-2017 **Target :** Target Not Met The class was not offered due to no enrollment. (10/05/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The class was not offered due to no enrollment.	

EWRT 68C, 68CX:Editorial Leadership Literary Magazine, Student Edition

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
EWRT68C_SLO_1 - Apply design principles and leadership skills to publish a student literary magazine. **SLO Status:** Active **Outcome Creation Date:** 08/26/2016	**Other -** Final grades, which include successful engagement in individualized focus areas in which students specialize: Managing, poetry editor, fiction editor, art editor, screener, interview team, soliciting work, production and book design, proofreading/copy editing, publicity, web design and management/Facebook maven/online journal designer, marketing/distribution/circulation, contest coordinator, reading/event coordinator, CD/DVD/Camera work/audio production, or creative non-fiction/book review/symposium editor. **Target for Success:** 75% of students who completed the course will do so with a passing grade or higher.	**Program Review Reporting Year:** 2016-2017 **Target :** Target Not Met The class was not offered due to no enrollment. (10/05/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The class was not offered due to no enrollment.	
EWRT68C_SLO_2 - Establish and apply specialized aesthetic criteria to selection of material for a student literary magazine. **SLO Status:** Active **Outcome Creation Date:** 08/26/2016	**Project -** Editing challenge project. Students review the previous year's Student Edition of the Red Wheelbarrow to justify their choices of what they would have included in the edition **Target for Success:** 75% of students who participate in the project will complete it with a passing grade.	**Program Review Reporting Year:** 2016-2017 **Target :** Target Not Met The class was not offered due to no enrollment. (10/05/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The class was not offered due to no enrollment.	

LING 1:Introduction to Linguistics

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
LING1_SLO_1 - Comprehend and analyze the descriptive systems of phonetics, phonology, morphology, syntax, and semantics. **SLO Status:** Active	**Exam - Standardized -** For the final assessment, students took a group exam whose directions required a review of the descriptive systems of linguistics. As students worked in pre-established groups, they discussed linguistic concepts and applied knowledge to 80% proficiency. **Target for Success:** All students will pass with a 70% or better.	**Program Review Reporting Year:** 2011-2012 **Target :** Target Met Students were able to utilize the content knowledge from the readings, linguistics problems, concepts, and discussion to respond analytically to a comprehensive exam. (10/23/2012) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Students were able to utilize the content knowledge from the readings, linguistics problems, concepts, and discussion to respond analytically to a comprehensive exam.	**Enhancement:** The reading, discussion and problem assignments will remain the same as they provide content and practice for extensive discussion, analysis, and critical response. (10/23/2012)
	Exam - Course Test/Quiz - Exam 3 in the course **Target for Success:** 70% of students will achieve a passing score	**Program Review Reporting Year:** 2016-2017 **Target :** Target Not Met 25 out of 38 students passed the final exam, which included syntax, sociolinguistics, and a review of all topics. (06/28/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Phonology/phonetics is a problem for students, but all students did very well on the other parts of the exam.	
LING1_SLO_2 - Analyze language universals contrasted by variations in social class, gender, age, ethnicity, geographic area, and idiosyntactic usage. **SLO Status:** Active **Planned Assessment Quarters:** 2011-12 4 -Spring **Outcome Creation Date:** 06/27/2012	**Exam - Standardized -** For this final assessment, students were to write a research paper based on an area of linguistics of interest to them. They were to develop an analytical thesis and incorporate language universals and variations. This assessment showed that students were able to meet this learning outcome to 81% proficiency. **Target for Success:** 100% of students will pass with a 70% or better.	**Program Review Reporting Year:** 2011-2012 **Target :** Target Met Students were able to meet the challenges of this SLO adequately. They were able to analyze and use linguistic content relatively well. However, it remained clear that some students did not spend the necessary time to thoroughly research and incorporate learned theory in their analysis. (06/29/2012) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Students were able to meet the challenges of this SLO adequately. They were able to analyze and use linguistic content relatively well. However, it remained clear that some students did not spend the necessary time to thoroughly research and incorporate learned theory in their analysis.	**Enhancement:** While the content of the course, the assignments, and course evaluation procedures will remain the same, the instructor will focus more on the importance of research and MLA citation. (10/23/2012)
	Exam - Course Test/Quiz - Final exam **Target for Success:** All students that	**Program Review Reporting Year:** 2016-2017 **Target :** Target Not Met 25 out of 38 students passed the final exam, which included	**Enhancement:** Tutoring on linguistics to help struggling students review or a mentor.

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
	take the exam will pass with 70% or better. **Comments/Notes:** This was a section added to the final exam that had previously been a paper.	a section on language universals contrasted by variations in social class, gender, age, ethnicity, geographic area, and idiosyntactic usage. (06/28/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Overall the class had a 76.3% success rate on the exams, which would have been if people had not stopped coming and that prevented them from learning all the material.	(06/28/2017)

Assessment: Course/Service Four Column

DeAnza College

Dept - (LA) Journalism and Mass Communication

JOUR 2:Mass Communication and Its Impact On Society

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
JOUR2_SLO_1 - Explain and illustrate the basic facets of communication theory. **SLO Status:** Active **Planned Assessment Quarters:** 2016-17 4-Spring	**Exam - Course Test/Quiz -** Quiz on the Basic Model of Human Communication (source-message-channel-receiver) and key theories. **Target for Success:** 90 percent of students show mastery of the Basic Model and key theories	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met Students responded to four quiz questions about the source-receiver theory and the four levels of communications (intra, inter, group, mass). Nineteen students took the quiz; average test score for the four questions was 91.25/100. (12/11/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The department discussed making changes to this assessment as it no longer reflects current research in communication theory.	**Enhancement:** Change the objective to reflect current theories of communication theory. (12/11/2017)
		Program Review Reporting Year: 2016-2017 **Target :** Target Not Met Out of 20 students that took the quiz, 85% passed. (06/29/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The students struggled with the examples in the question to match the correct example with the theory of communication. 7 students did not take the quiz for reasons unknown.	**Enhancement:** Students would benefit from more support from a tutor or mentor in the class or online to help them understand the material and studenthood skills . (06/29/2017)
		Program Review Reporting Year: 2013-2014 **Target :** Target Met Students completed a quiz of 8 true/false, multiple choice and fill-in-the-blank questions on the Basic Model and key theories. Average score was 9.6/10. 39/45 students scored perfect. Assessment by Sunny Malatesta. Entered by Cecilia Deck. (04/01/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** While the	**Enhancement:** Use a different assessment method such as a written narrative test and have students actually draw the Basic Model. (11/10/2014)

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
		scores were high, perhaps the assessment could have been more detailed to better reflect the depth of students' understanding.	
JOUR2_SLO_2 - Demonstrate knowledge of the history, operation and culture of different forms of mass media. **SLO Status:** Active_Pending_Revision **Outcome Inactive Date:** 05/05/2017	**Exam - Course Test/Quiz -** Quiz students on history, operation and culture of 6-8 forms of mass media. **Target for Success:** 90 percent of students show understanding of the history, operation and culture of forms of mass media.	**Program Review Reporting Year:** 2013-2014 **Target :** Target Met Students completed a quiz of 8 true/false, multiple choice and fill-in-the-blank questions on history, operation and culture of forms of mass media. Average score was 9.5/10. 38/45 students scored perfect. Assessment by Sunny Malatesta. Entered by Cecilia Deck. (04/01/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** While the scores were very high, perhaps the assessment was not rigorous enough.	**Enhancement:** Consider a more rigorous test or different assessment method. (11/10/2014)
JOUR2_SLO_3 - Analyze and critique the impact of mass media and the controversies and biases inherent in legal and ethical aspects of the media. **SLO Status:** COR_Update_Necessary **Planned Assessment Quarters:** 2012-13 2-Fall **Outcome Inactive Date:** 05/05/2017	**Portfolio Review -** Take-home midterm to evaluate a news website. Once students were directed to the website they evaluated language to determine how this website frames news events. Students then chose awards the website had received to ascertain whether they were awarded because of high standards of news reporting or if they were based on popularity of the site. Students also investigated the professional background of journalists on this site. Critical thinking was employed as students reflected on what they had discovered through their own investigation of the website. **Target for Success:** 80 percent of students thoroughly investigate the website and use critical thinking skills to reflect its validity.	**Program Review Reporting Year:** 2012-2013 **Target :** Target Met For this test the pass rate was 86%. During a debrief of the assignment, many students felt this was a key learning experience because they were active explorers of media rather than passive listeners to a lecture. Students expressed their surprise that accuracy and integrity are not checked, or may even be manipulated, by what appears to be a reputable journalistic organization. Thereafter, these same students used their burgeoning critical thinking skills to evaluate various sources of media in class assignments and their own class reports for truthfulness, reliability, a biased perspective, etc., and several said they now use these same skills in other classes, as well. Assessment by Sunny Malatesta. Entered by Cecilia Deck. (12/19/2012) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Through the hands-on evaluation of this website students found inflammatory material, biases, and ethical issues that raised questions for them. This process led to students going beyond the assignment looking for information that was supposed to be on a link.	**Enhancement:** This assignment proved to be more effective than lecturing about credible sources. In the future I plan to incorporate more hands-on experiences to illustrate in a powerful way concepts we discuss in class. (11/10/2014)
	Exam - Course Test/Quiz - Assess two different online discussions in which students find and comment	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met In the discussion of ethics cases, 17 students participated	

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
	on ethics and law cases. Success based on appropriateness of cases, accuracy of summaries, comprehension/insight in students' own analysis/critiques and in comments on other students' analysis/critiques. **Target for Success:** 85 percent of students should demonstrate a clear understanding, analysis and critique of the cases they choose, as well as in their comments on other students' responses.	with an average score of 20.3/25 or 81 percent. In the discussion of law cases, 16 students participated with an average score of 21.4/25 or 86 percent. (06/30/2018) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** This was borderline target met. Some students scored lower because they did not comment on other students' posts.	
JOUR2_SLO_4 - Investigate career opportunities in the mass media. **SLO Status:** Active_Pending_Revision **Outcome Inactive Date:** 05/05/2017	**Survey -** Survey students on their understanding of career opportunities in mass media. **Target for Success:** 90 percent of students illustrate an understanding of career opportunities in mass media.	**Program Review Reporting Year:** 2017-2018 **Target :** Target Not Met Students were surveyed on their knowledge of how to pursue careers in mass media, including teaching, journalism, public relations, film/TV and advertising. (06/29/2018) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Students scored an average of 85 percent on the five questions re: careers, demonstrating an above-average understanding of the questions. Department discussed removing this SLO as it does not match requirements for the TMC for the course, but to continue testing at the program level.	
		Program Review Reporting Year: 2017-2018 **Target :** Target Not Met Students were surveyed on their knowledge of how to pursue careers in mass media, including teaching, journalism, public relations, film/TV and advertising. (06/29/2018)	
		Program Review Reporting Year: 2013-2014 **Target :** Target Met Surveyed 45 students at the end of the quarter on types of media careers and the pros and cons of various careers in mass media including responsibilities and ethical guidelines. 100 percent of students agreed or strongly agreed that they had learned about these considerations for investigating	**Enhancement:** Use a more complex assessment to better reflect what students' investigations found, specifically. (11/10/2014)

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
		career opportunities. (04/01/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** While the high score is positive, a written assessment that summarizes or explores the students' actual investigations would provide a more accurate result.	
JOUR2_SLO_5 - Analyze and critique the impact of mass media and articulate controversies surrounding each medium. **SLO Status:** Active **Planned Assessment Quarters:** 2016-17 4-Spring **Outcome Creation Date:** 05/05/2017	**Project -** Take-home midterm to evaluate a news website. Critical thinking was employed as students reflected on what they had discovered through their own investigation of the website. **Target for Success:** 80 percent of students thoroughly investigate the website and use critical thinking skills to reflect its validity.	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met Jour 2-01 27 students are enrolled, only 1 student did not take the Midterm. 88.7% pass rate with 11% fail rate. Jour 2-02 29 students are enrolled, 2 students did not take the Midterm. 93.1% pass rate with 6.9% fail rate. (05/17/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** In a future quarter I would like to use one question on this material as an in-class assignment, using tablets. The reason for this is one question seemed to confuse about 20% of the students who, ultimately, passed the Midterm. I have other assignments in class that would benefit from tablet technology.	**Enhancement:** Because the topic of Journalism changes daily, if not minute by minute, I believe tablets are absolutely necessary technology for my entire class (enrollment is often 33 students). Currently, I have to make paper copies of articles I want students to read in class and they are outdated by the end of that quarter. (06/29/2017)
JOUR2_SLO_6 - Demonstrate knowledge of the history, operation and culture of five or more print, electronic and/or digital forms of mass media. **SLO Status:** COR_Update_Necessary **Planned Assessment Quarters:** 2016-17 4-Spring **Outcome Creation Date:** 05/05/2017	**Exam - Course Test/Quiz -** Quiz students on history, operation and culture of 6-8 forms of mass media. **Target for Success:** 90 percent of students show understanding of the history, operation and culture of forms of mass media.	**Program Review Reporting Year:** 2018-2019 **Target :** Target Not Met 25 students were in an online JOUR 2 course. 23 students took a quiz based on the history, operation and culture of forms of mass media. 2 students did not take this quiz. 8 students received 20 (100 percent) 5 students received 19 (95 percent) 2 students received 18 (90 percent) 2 students received 17 (85 percent) 1 student received 16 (80 percent) 1 students received 13 (65 percent) 2 student received 9 (45 percent) (06/30/2018) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The results show that we are not addressing the SLO properly. Of the 23 students who took the test, 78 percent received more than 16 points (80 percent), showing understanding of the history, operation and culture of forms of mass media.	**Enhancement:** The same test, performed in a live campus class setting, shows higher success rate. Maybe more interaction with online students and sending a reminder before each assignment to online students will help with their success. (06/30/2018)

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements

Based on the target for success, 90 percent of students should have shown understanding of the history, operation and culture of forms of mass media.

Program Review Reporting Year: 2016-2017
Target : Target Not Met
Seven different quizzes (worth 20 points each) were give to students on seven different forms of mass media (books, magazines, newspapers, audio/music, Movies, TV, Internet). Thirty students were enrolled in the class. Of these, 27 completed the quizzes. For the 27 students, the average score overall was 17.4 percent, which is a B. (06/29/2017)
Reflection (CLICK ON ? FOR INSTRUCTIONS): Generally, I was pleased to see how well the students did on average. One of the options I provide for students is that they can make-up two quizzes (out of 13) to improve scores on either a low -coring quiz or to take one they didn't complete. Since the goal is 90 percent (which is 18 or above), this target was not met. The target is the the average score is 19 or 20 points.

Enhancement: I would like to change the assignment being assessed. Open-book quizzes online may not be the best way to assess the SLO. A survey which asked specific questions would be more helpful. There is not enough qualitative data to assess whether students truly learned or what might improve the success rate. (06/29/2017)

JOUR 21A:News Writing and Reporting

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
JOUR21A_SLO_1 - Judge and rank characteristics of a news story. **SLO Status:** Active **Planned Assessment Quarters:** 2011-12 2-Fall	**Exam - Course Test/Quiz -** Midterm exam containing 30 questions about news writing and news story components. **Target for Success:** 80 percent of students will score 80 percent or higher.	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met 21 students took the midterm exam. 20 students scored 80 percent or higher. Only one student scored below 80 percent. (06/08/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The result shows that we are addressing the SLO effectively.	**Enhancement:** I don't have suggestions for enhancement at this point. (06/08/2017)
		Program Review Reporting Year: 2012-2013 **Target :** Target Met Midterm administered Nov. 2, 2012 to the 25 students enrolled in Jour 21a to assess their knowledge of news writing skills and news story characteristics. The midterm included such questions as (1) identifying the seven criteria for determining newsworthiness, (2) identify the necessary components of a good lead, (3) defining inverted pyramid style, and (4) choosing the most newsworthy angle of a story. The average score was 44/50. 90 percent of students scored 45 or higher. Assessment by Gail McElroy. Entered by Cecilia Deck (12/13/2013) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Students demonstrated through their high scores on the midterm that they understand they are able to judge and rank the characteristic of a news story by the middle of the term. The students who attended class on a regular basis and completed assignments, while the students who did not attend and participate in class tended to score lower. The achievement of the SLO goal confirms the course content and assignments are adequately teaching students about the components of news writing and what makes stories news worthy.	**Enhancement:** The exam shows students are grasping this particular SL0. For the next SLO assessment, I might consider using an end-of-class survey and choosing a different SLO to measure. (10/16/2013)
JOUR21A_SLO_2 - Synthesize important details to create the lead for a news story. **SLO Status:** Active	**Project -** Students wrote a 500-word story in response to the following prompt: In a newspaper or magazine, or on a website, find a national story or poll and localize it to De Anza by getting reaction from	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met Eighteen students were asked in their final exam to write a 500-word localized story by getting reaction from at least three De Anza students, instructors and/or staff. The final story was evaluated for grammar, punctuation,	**Enhancement:** The results show that we address the SLO effectively. I have no suggestions at this point. (12/17/2017)

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
	De Anza instructors, staff and/or students. • Research and understand the story before you begin. • Use at least one reliable documentary source • Quote from at least six "real people." Identify students by name, age, year and major. Identify anyone else by position, expertise, etc. **Target for Success:** 80 percent achieve a level of satisfactory or good on synthesizing details to create a lead for the story.	story structure and journalistic style. These four categories were scored from 1 to 3 (1: Poor, 2: Satisfactory, 3: Excellent). The results are: Grammar: Average score: 2.7 Punctuation: Average score: 2.7 Story Structure: Average score: 2.5 Journalistic style: Average score: 2.5 The measure of success: Score of 2.4 or 80 percent. (12/17/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The result shows that we are addressing the SLO effectively.	
		Program Review Reporting Year: 2016-2017 **Target :** Target Not Met 5 Students achieved satisfactory as a score 10 students earned a score of Good 4 students earned a score of poor 2 Students did not complete the assignment (06/29/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** While many of the students were very successful on the assignment, 6 students struggled with synthesis and understanding the difference between a news "lead" & essay thesis.	**Enhancement:** Will change workbook in class to help with "lead" writing practice. (06/29/2017)
		Program Review Reporting Year: 2013-2014 **Target :** Target Met Students' stories were evaluated on a three-point scale of 1-Weak, 2-Satisfactory and 3-Good. Scores averaged to 2.23. Eighty-four percent of students (20/24) achieved Satisfactory or Good. Median score was 2. Assessment by Farideh Dada. Entered by Cecilia Deck. (04/01/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Writing leads is a key goal for JOUR 21a, so we should increase our target to 85 percent for the next assessment cycle.	**Enhancement:** Increase target to 85 percent. Add more instruction and practice in lead writing. (11/10/2014)
JOUR21A_SLO_3 - Evaluate and access sources to report a multi-source news story and develop it for publication in print or online. **SLO Status:** Active	**Project -** Students wrote a 500-word story in response to the following prompt: In a newspaper or magazine, or on a website, find a national story or poll and localize it to De Anza by getting reaction from De Anza instructors, staff and/or	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met 12 students earned a score of good 7 students earned a score of satisfactory 0 poor scores 2 did not complete (06/29/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** They students	

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
	students. • Research and understand the story before you begin. • Use at least one reliable documentary source • Quote from at least six "real people." Identify students by name, age, year and major. Identify anyone else by position, expertise, etc. **Target for Success:** 80 percent of students achieve a success rate of satisfactory or good on evaluating and using sources for the story.	did extremely well on the assignment and were well prepared for the material. **Program Review Reporting Year:** 2013-2014 **Target :** Target Met Students' stories were evaluated on a three-point scale of 1-Weak, 2-Satisfactory and 3-Good. Scores averaged to 2.7. Ninety-six percent of students (23/24) achieved Satisfactory or Good. Median score was 3. Assessment by Farideh Dada. Entered by Cecilia Deck. (04/01/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Students were able to evaluate and access sources to report the multi-source story. Most were ready for publication.	
JOUR21A_SLO_4 - Demonstrate the use of ethical principles in reporting a news story. **SLO Status:** Active	**Project -** Students wrote a 500-word story in response to the following prompt: In a newspaper or magazine, or on a website, find a national story or poll and localize it to De Anza by getting reaction from De Anza instructors, staff and/or students. • Research and understand the story before you begin. • Use at least one reliable documentary source • Quote from at least six "real people." Identify students by name, age, year and major. Identify anyone else by position, expertise, etc. **Target for Success:** 80 percent of students achieve a success rate of satisfactory or good on using ethical principles in reporting, such as objectivity and accurate representation of sources.	**Program Review Reporting Year:** 2016-2017 **Target :** Target Not Met 11 students scored Good 5 students scored Satisfactory 3 students scored a Poor 2 did not complete (06/29/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** While many students were successful, those that struggled failed to select a topic on time. **Program Review Reporting Year:** 2013-2014 **Target :** Target Met Students' stories were evaluated on a three-point scale of 1-Weak, 2-Satisfactory and 3-Good. Scores averaged to 2.5. Ninety-six percent of students (23/24) achieved Satisfactory or Good. Median score was 3. Assessment by Farideh Dada. Entered by Cecilia Deck. (04/01/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Nearly all students demonstrated the use of ethical principles such as objectivity and accurate representation of sources.	**Enhancement:** Will add an assignment that requires students turn in topic earlier. (06/29/2017) **Enhancement:** Classroom printer to help students print assignments without paying because many students struggled with this. (06/29/2017) **Enhancement:** Adding a tutor to work with the late essay writers to help them develop their topics. (06/29/2017)

JOUR 21B:Feature Writing and Reporting

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
JOUR21B_SLO_1 - Appraise and critique feature stories for originality, sourcing and writing style. **SLO Status:** Active	**Directly related to Student Learning Outcome (SLO)**	**Program Review Reporting Year:** 2017-2018 **Target :** Target Met For this SLO, students were assigned a classmate's profile story to critique on a peer review form. Nineteen students (out of 24) completed the forms and provided valuable feedback for their classmates. Every student who turned in a peer review earned 25 points. (03/21/2018) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The students who were in class the day of the peer review were given a chance to review the feedback from their peer and then make edits to their stories before turning in for grading. The students who received peer reviews scored higher on the story assignment than those students who did not receive/conduct peer reviews.	
	Project - Students evaluate three sample feature stories to determine which are better examples of originality, sourcing and writing style. **Target for Success:** This assessment will help establish a baseline and future targets.	**Program Review Reporting Year:** 2013-2014 **Target :** Target Not Met 16 students were put into four groups and given three examples of profile stories -- one written by a professional and two written by students. Each of the student samples had deficits e.g. use of cliches vs. original phrasing, lack of secondary sources and/or writing style issues such as passive voice. Each group was able to identify deficits. As individuals, each student wrote new leads for the two student samples. Of 32 new leads, 21 showed improvements with no added style or factual issues. Eleven of 32 new leads contained spelling or factual errors and/or did not improve on fundamental style issues. (04/18/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** This is a classic exercise to critique and rewrite stories in an effort to replicate students' own self-editing processes. Students were able to identify deficits in the samples, but were successful in improving deficits in only two-thirds of the lead examples. Students need more practice in fixing errors and improving style deficits.	**Enhancement:** Add more appraise, critique and rewrite type assignments. Re-assess. (12/01/2014)
JOUR21B_SLO_2 - Report and construct original multi-source feature stories including	**Directly related to Student Learning Outcome (SLO)**	**Program Review Reporting Year:** 2017-2018 **Target :** Target Met	**Enhancement:** The use of new departmental iPads will help with

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
incorporating ethical principles and defending the use of sources. **SLO Status:** Active	**Directly related to Student Learning Outcome (SLO)**	To assess this SLO an enterprise story was assigned. For this assignment, students had to select a topic to research and "investigate" using original content and multi-source interviews. Students also had to report to the class their findings and analyze/defend sources and information. One story led to a front page investigative piece in La Voz on De Anza's baseball team and coach. Out of 24 students, 21 completed the assignment worth 100 points. Of those 21 students, 19 received scores of 90 or above. The other two students received Cs. (03/30/2018) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** I was pleased with how well the students did with this assignment. The Winter 2018 class did much better than the previous year's students with this assignment. I feel that a large part of the success was breaking the assignment down into smaller parts over several weeks and having students provide individual updates as well as discussion with classmates.	this SLO. (06/28/2018)
	Portfolio Review - Review students' portfolios of three types of feature stories, especially looking at use of multiple sources, ethical reporting principles and use of reliable/defensible sources. **Target for Success:** This assessment will help establish a baseline and future targets.	**Program Review Reporting Year:** 2013-2014 **Target :** Target Not Met Portfolios included an event story, an enterprise story and a profile, each of which was to include multiple sources, ethical reporting principles (e.g. more than one side of a story) and reliability of sources. Stories in the portfolios had been graded with the option to rewrite. Of 47 stories (17 students, three stories each, four not attempted), 43 received passing grades. 35 of those received grades of B or higher (deemed "publishable with minor edits). 5 received C grades (publishable with major edits) and 3 received D grades (not publishable, major changes needed). (04/18/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** 81 percent of assignments, once graded and rewritten, were deemed publishable with minor edits. The other 8 either needed major edits or were deemed unpublishable, in each case because of lack of sources and/or ethical lapses such as not including two sides of an issue. This was a good assessment, even though we would like to see a higher percentage of publishable, ethically sound and well-sourced stories.	**Enhancement:** Increase instruction on use of multiple, reliable sources representing more than one side of an issue. Re-assess. (03/01/2015)

JOUR21B_SLO_3 - Produce opinion

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
and critique stories using students' own observations and sourcing. **SLO Status:** Active	**Directly related to Student Learning Outcome (SLO)**	**Program Review Reporting Year:** 2017-2018 **Target :** Target Met Students were asked to write a review of a movie, restaurant or product. This assignment requires students to provide their opinion on whether or not the movie/restaurant/product is worth a consumer's time and/or money. Students must use a combination of their own observations, as well as consult outside sources. The Reviews were worth 100 points. Out of 24 students, 21 students turned in a review. Of those, 20 received 95 points or above. One student received a 90. The high scores demonstrate that students understand the techniques and skills needed to produce opinion and critique stories. (03/21/2018) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** I am satisfied with the results of this SLO.	
	Project - Evaluate students' opinion and/or review stories, looking especially for inclusion of observations and sources.	**Program Review Reporting Year:** 2013-2014 **Target :** Target Met Students were assigned restaurant reviews to include factual material that a reader would want to know, as well as their observations. Of 16 stories turned in, 15 included enough factual material to be useful and all 16 included students' own observations. For another assignment, students were assigned to write an opinion, with a choice of current four topics. Of 16 opinion stories turned in, 14 used appropriate sources and quoted or paraphrased them correctly. The same 14 included pertinent observations from the student. (04/24/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Most students used sources appropriately and presented their own observations in a relevant way.	
JOUR21B_SLO_4 - Illustrate how to present feature stories in non-print formats. **SLO Status:** Active	**Presentation/Performance -** Students create a web presentation of a feature story and present it in class. Evaluate use of technology -- e.g. blog, website, video. Evaluate use of text links and choice of three sidebars, e.g. links list, chart, poll, video, side story.	**Program Review Reporting Year:** 2017-2018 **Target :** Target Met All 24 students created blogs focused on a feature story topic. In addition to packaging the story for an online audiences, the students were asked to add several entries, as well as adding enhancements such as links, videos, etc. Half of the students (12) met all the requirements of the writing and producing the blog on a regular basis. Six	

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
	Target for Success: 90 percent of students create and present feature stories in a non-print format.	students kept up with their blogs most of the time. The remaining six struggled with meeting the requirements. As to the actual SLO wording about presenting the blog in class, all students successfully completed this requirement. Those who struggled to keep up with the blog shared how they learned about the negative effects procrastination has. (03/21/2018) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The SLO assessment target was met if it focuses on just the presentation portion of the blog. Once students realized they had to present their blog in front of the class, they "upped" their blog sites with more enhancements and entries. For future assessment of this SLO, I would reword it to focus on the production of the blog rather than the presentation. That way, the assessment is more about the content and less about presenting.	
		Program Review Reporting Year: 2013-2014 **Target :** Target Met 15 of 16 students created and presented enterprise feature stories using web authoring or blogs. One student was not able to figure out blogging, and used a PowerPoint instead. 14 of the 15 who did web presentations included links and sidebars as assigned. (04/24/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Nearly all students were able to present their stories on the web using common elements such as links, charts, polls and other sidebars. Instruction on more complex web presentations may not be possible within the scope of JOUR 21b, but should be part of a new visual/data journalism course.	**Enhancement:** Consider creating a new class on journalistic web presentations including social media, visual and data journalism. (04/15/2015)

JOUR 61A:Student News Media Production I

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
JOUR61A_SLO_1 - Create content for publication online or in print using multiple sources. **SLO Status:** Active **Planned Assessment Quarters:** 2016-17 4-Spring **Outcome Creation Date:** 09/11/2013	**Portfolio Review -** Review news stories in students' portfolios to evaluate news values and use of sources. **Target for Success:** 90 percent	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met 5/5 students turned in portfolios that included news and/or sports stories. Of the total 22 stories reviewed, 21 used valid sources, and 19 demonstrated an understanding of news values. (07/08/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Students applied news values and found and used relevant sources.	**Enhancement:** The assessment method could be changed to look for specific news values such as timeliness, proximity and impact. (10/08/2017)
		Program Review Reporting Year: 2013-2014 **Target :** Target Met 10 of 10 students submitted portfolios that included at least three published multiple-source stories. (04/18/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** All students successfully wrote and had published stories that used multiple sources.	
JOUR61A_SLO_2 - Report and write news, feature and opinion pieces using appropriate sources and following ethical guidelines and journalistic conventions for student news media. **SLO Status:** Active **Planned Assessment Quarters:** 2016-17 4-Spring **Outcome Creation Date:** 09/11/2013	**Portfolio Review -** Review portfolio of work from La Voz newspaper and electronic media. Review use of sources, ethical decision making and use of journalistic conventions. **Target for Success:** 90 percent	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met 5/5 students turned in portfolios that included 10 or more news, feature, sports and opinion pieces each. All but three pieces used appropriate sources and credited them. One individual story demonstrated questionable ethics. Many stories were published still needing additional proofreading/copy editing. (07/08/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Students' portfolios reflected steady improvements over the quarter. Part of the progress was due to having a part-time instructional assistant (paid thorough Strong Workforce funding) who was able to keep the lab open longer hours and tutor the students.	**Enhancement:** The suggested enhancement is to continue funding for an instructional assistant who can keep the lab open longer hours and assist students with cameras and peripherals, as well as software and apps. (01/12/2018)
		Program Review Reporting Year: 2013-2014 **Target :** Target Met Eight out of 10 students submitted portfolios that included stories from the categories of news, feature and opinions, using appropriate sources and journalistic conventions. Two students did not include all three categories. (04/01/2014)	**Enhancement:** Consider adding sports to the categories. Suggest 100 percent target. (11/10/2014)

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
		Reflection (CLICK ON ? FOR INSTRUCTIONS): Some students did not include stories in each category.	
JOUR61A_SLO_3 - Understand the legal and ethical aspects of aspects of student news media. **SLO Status:** Active **Outcome Creation Date:** 09/11/2013	**Exam - Course Test/Quiz -** Final exam questions will test students' understanding of legal and ethical issues that impact student media. **Target for Success:** 90 percent	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met 13 students in JOUR 61a, b and c combined responded to three exam essay questions applying journalism ethics and law to sample cases involving student media. 12/13 wrote thoughtful responses to the ethics question, showing an understanding of ethical concepts. 10/13 wrote correct replies to the law question (which involved access to documents), but all 13 responses showed that students knew which laws would apply to the case. (07/08/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Student get a brief overview of applicable media law and ethics at the beginning of the quarter, and study the topics in more depth in Week 9 and later.	**Enhancement:** New material that uses more recent ethical and legal cases would help make the material more relevant to students, especially in the current environment of threats to First Amendment free press rights. (01/08/2018)
		Program Review Reporting Year: 2013-2014 **Target :** Target Met 24 students in JOUR 61a, b and c combined were quizzed on libel, privacy, copyright and ethics. Average score was 88 percent. One quiz question that many students got wrong was about privacy, and students erred on the side of caution (overestimating privacy rights of famous people). (04/01/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Students scored well on the quiz. Suggest target of 90 percent.	**Enhancement:** Target of 90 percent understanding of legal and ethical aspects of student news media would be reasonable. (11/03/2014)
JOUR61A_SLO_4 - Develop a portfolio of basic assignments in at least two areas (print, online, multimedia, video, photo) suitable for publication in a newspaper or for a news organization website. **SLO Status:** Active_Pending_Revision **Outcome Creation Date:** 09/11/2013 **Outcome Inactive Date:** 07/07/2017	**Portfolio Review -** Review portfolio to assess assignments for publication. **Target for Success:** 90 percent	**Program Review Reporting Year:** 2013-2014 **Target :** Target Met 10 of 10 students turned in portfolios which included assignments in at least two areas, mostly print/online and photo assignments. (04/01/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** All students submitted portfolios with basic assignments suitable for publication.	

JOUR 61B:Student News Media Production II

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
JOUR61B_SLO_1 - Report and write complex multiple-source stories, series, and/or packages for publication online or in print. **SLO Status:** Active **Outcome Creation Date:** 09/11/2013	**Portfolio Review -** Review portfolio to assess complexity (number of sources, issues, coverage) of stories, series and story packages. **Target for Success:** 90 percent	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met 7/7 students in the class completed portfolios. All portfolios included complex assignments with multiple sources and attention to continuing coverage. 4/7 students were promoted to editor over the quarter, and continued to demonstrate ability to handle complex material (07/08/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Students need continual encouragement to add complexity to assignments by following ongoing stories, finding more sources, and visualizing story packages that include graphics and alternative story formats.	**Enhancement:** Adding more resources to teach students to create content and form for graphics and alternative story formats would enhance their ability to create complex assignments. In Spring '17 paid lab help from an instructional assistant, funded from Strong Workforce funds, helped many students expand their skills. This resource should be continued. (01/08/2018)
		Program Review Reporting Year: 2013-2014 **Target :** Target Met One of one students enrolled in JOUR 61b scored a 2/3 (satisfactory) in complexity of stories, series or story packages. (04/01/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Difficult to assess this SLO with only one student enrolled in the class.	
JOUR61B_SLO_2 - Find appropriate sources and follow ethical guidelines and journalistic conventions for student news media. **SLO Status:** Active **Outcome Creation Date:** 09/11/2013	**Portfolio Review -** Review stories in portfolio for appropriate use of sources and use of ethical guidelines and journalistic conventions. **Target for Success:** 90 percent	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met 7/7 students submitted portfolios with assignments that demonstrated appropriate use of sources, ethical guidelines and journalistic conventions. (07/08/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** In this second class of the JOUR 61a, b and c series, students showed an improvement over those in JOUR 61a.	
		Program Review Reporting Year: 2013-2014 **Target :** Target Met The one student enrolled in JOUR 61B scored 3/3 (Good) in finding appropriate sources, following ethical guidelines and journalistic conventions in assignments. (04/01/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Student scored well. Too small a sample to assess.	

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
JOUR61B_SLO_3 - Understand the legal and ethical aspects of aspects of news media. **SLO Status:** Active **Outcome Creation Date:** 09/11/2013	**Exam - Course Test/Quiz -** Final exam questions will test students' understanding of legal and ethical issues that impact student media. **Target for Success:** 90 percent	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met 13 students in combined JOUR 61a, b and c answered final exam essay questions - two media ethics cases and one law case. 13/13 wrote thoughtful responses to the ethics cases, reflecting on two sides of an ethical issue. 11/13 replied to the media law question demonstrating an understanding of laws pertaining to document access. 2/13 wrote intelligent responses, but did not demonstrate understanding of existing law. (07/08/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The combined class demonstrated a clear understanding of media ethics and law.	
		Program Review Reporting Year: 2013-2014 **Target :** Target Met 24 students in JOUR 61a, b and c combined were quizzed on libel, privacy, copyright and ethics. Average score was 88 percent. One quiz question that many students got wrong was about privacy, and students erred on the side of caution (overestimating privacy rights of famous people). (04/01/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Students demonstrated a good understanding of legal and ethical aspects of news media.	**Enhancement:** Set target of success at 100 percent, considering that students in JOUR 61b have already taken JOUR 61a (11/03/2014)
JOUR61B_SLO_4 - Develop a portfolio of complex assignment in at least two areas (print, online, multimedia, photo, video) suitable for publication in a newspaper or for a news organization website. **SLO Status:** Active_Pending_Revision **Outcome Creation Date:** 09/11/2013	**Portfolio Review -** Review portfolio for assignments in two or more areas and suitability for publication. **Target for Success:** This assessment will establish a baseline for future targets.	**Program Review Reporting Year:** 2013-2014 **Target :** Target Met The one student in JOUR 61B was successful in developing a portfolio with print, online and photo assignments suitable for publication. (04/01/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Too small a sample for proper assessment.	

JOUR 61C:Editorial Leadership for Student News Media

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
JOUR61C_SLO_1 - Apply editing skills to news, feature and opinion pieces for a student-led print newspaper, broadcast and/or website following ethical guidelines and journalistic conventions. **SLO Status:** Active **Outcome Creation Date:** 09/11/2013	**Portfolio Review -** Review portfolio of editors' sections or areas of responsibility to assess editing skills which may include assigning, copy editing, layout and deadline timeliness. **Target for Success:** 90 percent	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met 2/2 students enrolled in JOUR 61c submitted portfolios of their sections that reflected editing skills of copy editing, layout and deadline timeliness. (10/08/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The student editors showed multiple skills including following ethical guidelines and journalism conventions. **Program Review Reporting Year:** 2013-2014 **Target :** Target Met Five of five editors turned in portfolios that reflected skill in assigning, copy editing, layout and deadline timeliness. All five submitted specific examples of situations in which they applied ethical guidelines and journalistic conventions. (04/01/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Five students in the class illustrated their editing skills in their portfolios and in the specific examples provided in the Self-Evaluation section.	
JOUR61C_SLO_2 - Develop leadership skills while assigning and working with peers (reporters and photographers and/or fellow editors) as they create content for student media. **SLO Status:** Active **Outcome Creation Date:** 09/11/2013	**Interview -** Interview student editors to assess leadership skills such as working with peers, motivating peers, observing deadlines and upholding responsibilities as set out in the La Voz Handbook. **Target for Success:** 90 percent	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met 2/2 editors were interviewed, and provided examples of working with peers, observing deadlines and upholding the multiple editor responsibilities described in the La Voz handbook. Both said they felt overwhelmed at times, but the instructional assistant (funded through Strong Workforce) helped them by providing training and support in InDesign, Google Docs, WordPress, PhotoShop, Premiere Pro and other programs they use to create student media. (07/07/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Student editors appreciated the training and support they received from the instructional assistant we had on staff in Spring '17 (funded through Strong Workforce). They had been editors in a previous quarter as well, and remarked that the additional help and longer hours of lab opening was an	**Enhancement:** Because of students' positive reaction to having an instructional assistant who helped them with software and computer applications, a suggested enhancement is to hire a permanent instructional assistant employee to be available to students in the lab for extended hours. (01/08/2018)

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
		improvement.	

Program Review Reporting Year: 2013-2014
Target : Target Met
Five of five editors were interviewed for at least 15 minutes each, and were asked to provide specific examples of positive and negative experiences working with peers, motivating peers, observing deadlines and upholding responsibilities. All five said their leadership skills had increased over the quarter. (04/01/2014)
Reflection (CLICK ON ? FOR INSTRUCTIONS): This was an excellent assessment method for a course in which each editor has a different area of responsibility, and more standardized methods would be difficult to apply.

| **JOUR61C_SLO_3 -** Develop a digital portfolio of work suitable for presentation on a news organization website or broadcast.
SLO Status: Active
Outcome Creation Date: 09/11/2013 | **Portfolio Review -** Review editors' portfolio of work on the La Voz website or video channel for completeness and presentation.
Target for Success: 90 percent | **Program Review Reporting Year:** 2016-2017
Target : Target Met
2/2 students submitted portfolios of the editing assignments they completed, including web pages and newspaper pages. The portfolios were suitable to show future employers or publications they may work for after they transfer. (07/08/2017)
Reflection (CLICK ON ? FOR INSTRUCTIONS): Digital portfolios are an important part of applying for journalism positions in writing, photo, graphics and editing. | |
| | | **Program Review Reporting Year:** 2013-2014
Target : Target Met
Four of five editors had tangible digital portfolios on the La Voz website, related to their sections (or entire site for editor-in-chief). The fifth, the photo editor, was responsible for photos across all sections of the website. All five editors had produced digital work suitable for presentation. (04/01/2014)
Reflection (CLICK ON ? FOR INSTRUCTIONS): This is a difficult SLO to evaluate, and should probably be changed. | **Enhancement:** Change SLO to make it easier to assess. (11/03/2014) |

JOUR 62A:Freelance Reporting for Student Media

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
JOUR62A_SLO_1 - Develop news, feature, sports or opinion stories for a student media outlet, suitable for publication or presentation. **SLO Status:** Active **Outcome Creation Date:** 09/11/2013	**Project -** Assess assignments students turn in, evaluating for suitability for publication. **Target for Success:** 90 percent	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met 12 of 13 students submitted assignments that were suitable for publication, and were published online and/or in the print newspaper. (07/08/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The course used Canvas for the first time, which helped to quantify the number of assignments students turned in and whether they were published or not. **Program Review Reporting Year:** 2013-2014 **Target :** Target Met Four of four students in the class submitted at least four assignments, one in each category, that were published in La Voz and/or on the website. (04/01/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Students developed and submitted assignments suitable for publication.	
JOUR62A_SLO_2 - Demonstrate the ability to complete assignments within specified deadlines. **SLO Status:** Active **Outcome Creation Date:** 09/11/2013	**Demonstration -** Review assignments, deadlines and submission dates to assess completeness and timeliness. **Target for Success:** 90 percent	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met 12/13 students completed the majority of their assignments within deadlines. (07/08/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Timeliness is a key skill for freelance journalists, and the students demonstrated an increasing ability to do so over the quarter. **Program Review Reporting Year:** 2013-2014 **Target :** Target Met Four of four students in the class submitted at least four completed assignments by deadline. (04/01/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Students demonstrated the ability to complete and submit assignments by specified deadlines.	

JOUR 62B:Freelance Photography for Student Media

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
JOUR62B_SLO_1 - Complete news photography assignments suitable for publication or online presentation following ethical and journalistic guidelines. **SLO Status:** Active **Planned Assessment Quarters:** 2016-17 4-Spring **Outcome Creation Date:** 09/11/2013	**Portfolio Review -** Review portfolios to evaluate suitability for publication and adherence to ethical guidelines such as minimal use of Photoshop and journalistic guidelines such as complete caption information. **Target for Success:** 90 percent	**Program Review Reporting Year:** 2016-2017 **Target :** Target Not Met 6/8 students completed four or more photo assignments and followed ethical and journalistic guidelines. One student completed only three assignments, and one student completed zero. (07/08/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Photo students in the spring quarter had additional access to borrowing equipment and receiving tips and training because JOUR had a part-time instructional assistant paid by Strong Workforce funding. This contributed to student success, but does not explain students who did not turn in the required assignments. **Program Review Reporting Year:** 2013-2014 **Target :** Target Met Of four students in JOUR 62B, three completed at least five photo assignments following ethical and journalistic deadlines. One student submitted assignments that lacked sufficient caption information to be suitable for publication. (04/01/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Most students completed required assignments.	**Enhancement:** The suggested enhancement is to continue funding for an instructional assistant who can keep the lab open longer hours and assist students with cameras and peripherals, as well as software and apps. (01/12/2018)
JOUR62B_SLO_2 - Demonstrate the ability to communicate effectively and complete assignments within specified deadlines. **SLO Status:** Active **Outcome Creation Date:** 09/11/2013	**Demonstration -** Review assignments, deadlines and submission dates to assess completeness and timeliness. **Target for Success:** 90 percent	**Program Review Reporting Year:** 2016-2017 **Target :** Target Not Met Six of eight students communicated effectively with editors and turned in assignments within specified deadlines. (07/08/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** As in SLO 1, the target was not met because two students did not meet the objective. **Program Review Reporting Year:** 2013-2014 **Target :** Target Met Three of four students submitted at least five completed assignments by deadline and communicated effectively with editors. The fourth student submitted four of five	

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
		assignments late. (04/01/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Most students communicated effectively with editors and submitted assignments by deadline.	
JOUR62B_SLO_3 - Develop and propose ideas for photographic assignments for student news media. **SLO Status:** Active **Planned Assessment Quarters:** 2016-17 4-Spring **Outcome Creation Date:** 09/11/2013	**Project -** Assess students' completion of assignment to propose and develop a photographic assignment, looking for originality, newsworthiness and realistic scope. **Target for Success:** 90 percent	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met 7/8 students made successful pitches for photo assignments, including researching and describing time, place and photographic angles for the assignment. (07/08/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Students demonstrated an important aspect of freelance work -- the pitch. **Program Review Reporting Year:** 2013-2014 **Target :** Target Met Three of four students successfully completed the assignment to propose and develop a photographic assignment that included originality, newsworthiness and a realistic scope. (04/01/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Most students proposed and developed at least one photographic assignment.	

JOUR 62C:Freelance Video Production for Student Media

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
JOUR62C_SLO_1 - Develop video stories for student news media, suitable for online or broadcast presentation. **SLO Status:** Active **Outcome Creation Date:** 09/11/2013	**Portfolio Review -** Review portfolios to evaluate suitability for online or broadcast presentation and adherence to ethical guidelines such as fairness to sources and journalistic guidelines such as minimalist production. **Target for Success:** 90 percent	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met 2/2 students completed at least one assignment that demonstrated adherence to ethical and journalistic guidelines, and was posted online. (07/08/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Students completed video projects that were suitable for publication. Video students in the spring quarter had additional access to borrowing equipment and receiving tips and training because JOUR had a part-time instructional assistant paid by Strong Workforce funding. This contributed to student success.	**Enhancement:** The suggested enhancement is to continue funding for an instructional assistant who can keep the lab open longer hours and assist students with cameras and peripherals, as well as software and apps. (10/08/2017)
JOUR62C_SLO_2 - Demonstrate the ability to complete assignments within specified deadlines. **SLO Status:** Active **Outcome Creation Date:** 09/11/2013	**Demonstration -** Review assignments, deadlines and submission dates to assess completeness and timeliness. **Target for Success:** 90 percent	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met 2/2 students completed at least one video assignment within specified guidelines. (07/08/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Video assignments are time-consuming. Some were posted late, but 2/2 students did post within deadlines.	
JOUR62C_SLO_3 - Develop and propose suitable ideas for video assignments for student news media. **SLO Status:** Active **Outcome Creation Date:** 09/11/2013	**Project -** Assess students' completion of assignment to propose and develop a photographic assignment, looking for originality, newsworthiness and realistic scope. **Target for Success:** 90 percent	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met 2/2 students made successful pitches for video assignments. (10/08/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Students demonstrated an important skill for freelance journalists - pitching their ideas to editors.	

JOUR 62D:Freelance Digital Production for Student Media

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
JOUR62D_SLO_1 - Develop digital content for a student media suitable for online presentation. **SLO Status:** Active **Planned Assessment Quarters:** 2016-17 4-Spring **Outcome Creation Date:** 09/11/2013	**Portfolio Review -** Assess assignments students turn in, evaluating for suitability for publication. **Target for Success:** 90 percent	**Program Review Reporting Year:** 2016-2017 **Target :** Target Not Met 0/1 student completed the course successfully. The student did no assignments and disappeared several weeks into the quarter. (07/07/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Unfortunately, we did not get enough data for a reflection.	
JOUR62D_SLO_2 - Demonstrate the ability to communicate effectively and complete assignments within specified deadlines. **SLO Status:** Active **Outcome Creation Date:** 09/11/2013	**Demonstration -** Review assignments, deadlines and submission dates to assess completeness and timeliness. **Target for Success:** 90 percent	**Program Review Reporting Year:** 2016-2017 **Target :** Target Not Met 0/1 student completed the course successfully. The student did no assignments and disappeared several weeks into the quarter. (10/08/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Unfortunately, we did not get enough data for a reflection.	**Enhancement:** One enhancement is for faculty to continue and increase one-on-one outreach to students who do not stay active in the JOUR 62 classes. (01/12/2018)

JOUR 62E:Freelance Graphic Production for Student Media

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
JOUR62E_SLO_1 - Develop graphic content for a media outlet, suitable for publication or online presentation. **SLO Status:** Active **Outcome Creation Date:** 09/11/2013	**Portfolio Review -** Review portfolios to evaluate suitability for publication and adherence to ethical guidelines and journalistic conventions. **Target for Success:** 90 percent	**Program Review Reporting Year:** 2016-2017 **Target :** Target Not Met 1/2 students successfully completed graphic assignments that were published in print and/or online. One student did no assignments and disappeared several weeks into the quarter. (10/08/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Graphics students in the spring quarter had additional access to lab time and training because JOUR had a part-time instructional assistant paid by Strong Workforce funding. This contributed to student success, but does not explain the student who did not turn in the required assignments.	**Enhancement:** The suggested enhancement is to continue funding for an instructional assistant who can keep the lab open longer hours and assist students with graphics software and apps. (01/12/2018)
JOUR62E_SLO_2 - Demonstrate the ability to complete assignments within specified deadlines. **SLO Status:** Active **Outcome Creation Date:** 09/11/2013	**Demonstration -** Review assignments, deadlines and submission dates to assess completeness and timeliness. **Target for Success:** 90 percent	**Program Review Reporting Year:** 2016-2017 **Target :** Target Not Met 1/2 students submitted at lease four graphics assignments within specified deadlines. The other student did no assignments and disappeared several weeks into the quarter. (10/08/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The student who turned in work within deadlines demonstrated an important skill for freelance journalists.	

JOUR 62F:Freelance Copy Editing for Student Media

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
JOUR62F_SLO_1 - Edit copy for student news media following ethical and journalistic guidelines. **SLO Status:** Active **Outcome Creation Date:** 09/11/2013	**Demonstration -** Interactive demonstration: Observe students copy-editing and pose questions on ethical and journalistic guidelines that arise. **Target for Success:** 90 percent	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met 4/4 students completed copy-editing assignments and demonstrated in their work and verbally their understanding of ethical and journalistic guidelines. (10/08/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Copy editing students in the spring quarter had additional access to lab time and tutoring because JOUR had a part-time instructional assistant paid by Strong Workforce funding. This contributed to student success.	**Enhancement:** The suggested enhancement is to continue funding for an instructional assistant who can keep the lab open longer hours and tutor students in copy editing skills. (10/08/2017)
JOUR62F_SLO_2 - Demonstrate the ability to complete assignments within specified deadlines. **SLO Status:** Active_Pending_Revision **Outcome Creation Date:** 09/11/2013			
JOUR62F_SLO_3 - Demonstrate understanding of copy editing for grammar, spelling, AP style and journalistic conventions. **SLO Status:** Active **Planned Assessment Quarters:** 2016-17 4-Spring **Outcome Creation Date:** 09/11/2013	**Demonstration -** Review edited copy to assess application of rules of grammar, spelling, AP style and journalistic conventions.	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met 4/4 students demonstrated understanding of grammar, spelling, AP style and journalistic convention in their edited assignments. (07/08/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Copy editing students demonstrated increased skills as the quarter progressed.	

JOUR 77W:Special Projects in Journalism

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
Media Content - - Demonstrate the ability to apply tools and technologies appropriate for the creation and production of media content. **SLO Status:** Active **Planned Assessment Quarters:** 2016-17 4-Spring **Outcome Creation Date:** 09/23/2013	**Project -** Assess the use of tools such as photography, reporting, source evaluation, journalistic writing styles and technologies such as software, video, online posting and editing in the creation of the project. **Target for Success:** Assessment will help establish a baseline for future targets.	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met 1 student was assessed. The special project was an internship at a local weekly newspaper. The student wrote in an end-of-quarter report that she had completed weekly writing and photo assignments which required reporting, source evaluation and online posting. She submitted as examples. (07/08/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The special project allows students to learn skills and apply them for college credit.	**Enhancement:** Requiring more regular (weekly) reports and reflections by the student would contribute to a more meaningful learning experience. (01/01/2018)
Journalistic responsibility - - Demonstrate and apply journalistic responsibility while creating and producing media content. **SLO Status:** Special Projects	**Project -** Assess student project for journalistic responsibility, e.g. ethical decision-making.		

JOUR 77X:Special Projects in Journalism

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
Media content - - Demonstrate the ability to apply tools and technologies appropriate for the creation and production of media content. **SLO Status:** Active **Planned Assessment Quarters:** 2016-17 4-Spring **Outcome Creation Date:** 01/08/2017	**Project -** Assess the use of tools such as photography, reporting, source evaluation, journalistic writing styles and technologies such as software, video, online posting and editing in the creation of the project. (Active) **Target for Success:** 90 percent	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met 1 student was assessed. The project was to learn the publication software InDesign for use in creating student news media. The student wrote in an end-of-quarter report showing that he had researched and learned the software, and used it to create content pages and graphics, which he submitted as examples. (10/08/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The student successfully demonstrated using journalistic technologies.	**Enhancement:** Requiring more regular (weekly) reports and reflections by the student would contribute to a more meaningful learning experience. (01/12/2018)
Media responsibility - - Demonstrate and apply journalistic responsibility while creating and producing media content. **SLO Status:** Special Projects			

JOUR 77Y:Special Projects in Journalism

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
Media content - - Demonstrate the ability to apply tools and technologies appropriate for the creation and production of media content. **SLO Status:** Special Projects			
Journalistic responsibility - - Demonstrate and apply journalistic responsibility while creating and producing media content. **SLO Status:** Special Projects			

JOUR 77Z:Special Projects in Journalism

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
Media content - - Demonstrate the ability to apply tools and technologies appropriate for the creation and production of media content. **SLO Status:** Special Projects			
Journalistic responsibility - - Demonstrate and apply journalistic responsibility while creating and producing media content. **SLO Status:** Special Projects			

JOUR 78W:Special Topics in Journalism

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
Communications - - Create, organize and produce communications or media pertaining to a specific journalism topic. **SLO Status:** Course Not Currently Taught **Outcome Creation Date:** 09/24/2012			
Theory - - Demonstrate the theoretical foundations of a specific journalism topic and its importance within the discipline. **SLO Status:** Course Not Currently Taught			

JOUR 78X:Special Topics in Journalism

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
Communications - - Create, organize and produce communications or media pertaining to a specific journalism topic. **SLO Status:** Course Not Currently Taught **Outcome Creation Date:** 09/24/2012			
Theory - - Demonstrate the theoretical foundations of a specific journalism topic and its importance within the discipline. **SLO Status:** Course Not Currently Taught			

JOUR 78Y:Special Topics in Journalism

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
Communications - - Create, organize and produce communications or media pertaining to a specific journalism topic. **SLO Status:** Course Not Currently Taught **Outcome Creation Date:** 09/24/2012			
Theory - - Demonstrate the theoretical foundations of a specific journalism topic and its importance within the discipline. **SLO Status:** Course Not Currently Taught			

JOUR 78Z:Special Topics in Journalism

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
Communications - - Create, organize and produce communications or media pertaining to a specific journalism topic. **SLO Status:** Course Not Currently Taught **Outcome Creation Date:** 09/24/2012			
Theory - - Demonstrate the theoretical foundations of a specific journalism topic and its importance within the discipline. **SLO Status:** Course Not Currently Taught			

JOUR 80:Introduction to Public Relations

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
JOUR80_SLO_1 - Demonstrate knowledge of the history, role and function of public relations in today's society and global economy. **SLO Status:** Active **Outcome Creation Date:** 09/25/2017	**Discussion -** Evaluate participation and responses from discussion about history, role and function of public relations in today's society and global economy. **Target for Success:** 100 percent of participating students demonstrate that they have read about, reflected on and evaluated the role of public relations.	**Program Review Reporting Year:** 2017-2018 **Target :** Target Not Met For this SLO, students were given a survey to complete and discuss in class. Students had to answer two prompts: (1) Describe your knowledge of this history of PR, and (2) Describe the role and function of PR in today's society and global economy. Students were also asked to rate how well they learned the objective by rating on a scale of 1-5, with 5 being excellent. Nine students rated their knowledge 4 out of 5. Four students rated their knowledge 5 out of 5. One student rated herself a 3 (but also wrote that she didn't attend class regularly. One student did not mark a score. All 14 students present during the final exam period submitted answers to the questions. For the history portion, student answers were rated "1" for a poor response, "2" for an adequate response or "3" for detailed explanation and references to Bernays and Ivy Lee. Ten students had "3"; two had "2"; three had "1" For the role and function portion, student answers were rated "1" for a poor response, "2" for an adequate response or "3" for detailed explanation that included strategy, specific roles, components of a PR plan, etc. Ten students received a "3"; four received a "2" and one received a "1" (06/26/2018) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** I was disappointed that the target was not met. I would rework the way this is assessed by conducting an actual test about the history, roles and function.	**Enhancement:** I think it would really help to have several guest speakers or a panel of PR professionals to assist students in better understanding the role and function of PR. (06/28/2018)
JOUR80_SLO_2 - Compare ethical and legal case studies and distinguish which of the chosen methods for handling the issues are best aligned with the Public Relations Society of	**Project -** Students completed an ethics case study. Evaluated for sound analysis, use of ethical standards and showing two or more possible responses.	**Program Review Reporting Year:** 2017-2018 **Target :** Target Not Met Students were asked to read about ethical issues within the PR field and review case studies as part of their homework. A discussion was then held in class focused on current	

Student Learning Outcomes (SLOs)	_Assessment Methods_	_Assessment Data Summaries_	_Enhancements_
America member code of ethics and media law. **SLO Status:** Active **Outcome Creation Date:** 09/25/2017	**Target for Success:** 90 percent of respondents show analysis, use of ethical standards and two or more possible responses to the case.	ethical issues with social media and other new legal issues. Participation in the discussion was assessed. All but three students actively participated, so that would be 11/14 or 78 percent. (06/28/2018) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** More students need to participate in class discussion. And idea for future classes would be for students to study a case where ethics are in question and then present it to the class for comment and discussion. By having it be an assignment presented by a peer, more discussion might take place.	
JOUR80_SLO_3 - Research and design a public relations strategy for a specific entity and create a press release (using Associated Press style, summary lead and quote attribution) and associated media strategy, based on a stated goal and means of evaluating outcomes. **SLO Status:** Active **Outcome Creation Date:** 09/25/2017	**Demonstration -** Students researched and wrote press releases for specific entities and created media strategies with goals and means of evaluating outcomes. Work evaluated based on content of press release, soundness of media strategy and state goal, and effectiveness of proposed means of evaluating outcomes. **Target for Success:** 90 percent of students met criteria, scoring 80/100 or more on their demonstration.	**Program Review Reporting Year:** 2017-2018 **Target :** Target Not Met Students were asked to come up with a company/organization and a milestone celebration (like an anniversary, fundraiser or other event) to write a press release about. A specific format (inverted pyramid) was assigned. Students were graded on (1) the promotional idea, (2) using an inverted pyramid, and (3) newsworthiness or publicity angle. Only about half the class (11 out of 19) actually submitted the assignment. The assignment was worth 75 points. To meet the target, 90 percent of the students needed to earn 60 points or more. Nine students achieved this, two did not. (06/28/2018) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Most of the students who turned in the assignment did well, but some other students struggled. I can't help but wonder if some of the students didn't turn in the assignment because they were intimidated by writing a story or didn't feel they had enough information. It was particularly challenging for students who did not have any experience with news writing. For future quarters, I would spend more time on the writing and creating of press releases and assign it later in the quarter.	**Enhancement:** It would help to provide students with more hands-on training and some funding to do some online training through a Poynter workshops. (06/28/2018)

Assessment: Course/Service Four Column

DeAnza College

Dept - (LA) Language Arts

LART 200:Developing Reading and Writing Connections

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
LART200_SLO_1 - 1. Students will recognize and generate effective writing at the sentence level. **SLO Status:** Active	**Survey -** A survey of all FALL 2011 LART 200 students. **Target for Success:** 100% of students will report confidence in the ability to recognize and generate effective writing at the sentence level. **Comments/Notes:** This SLO was conducted by Amy Leonard and Julie Sartwell in LART 200 Sect. 01 and 02 in Fall 2011 as part of the Title III research.	**Program Review Reporting Year:** 2011-2012 **Target :** Target Not Met Assessment Data Summary: Pre-Survey Results: 95% of students reported lacking confidence in their writing skills. Over 70% of students reported lacking confidence in grammar concepts and their ability to write sentences clearly. Post-Survey Results: 90% of students reported being more confident in their writing ability, but over 30% reported a desire to learn more about grammar and sentence level writing. (07/23/2012) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Reflection and Analysis: The SLO team felt encouraged that students were gaining confidence in their writing, but the team was concerned about the students who were still desiring more instruction on grammar and sentence level writing. ? The team would like to know whether the desire comes from being more aware of grammar and sentence structure or a continued lack of awareness. ? The team was also interested in surveying instructors to see how they are teaching sentence level	**Enhancement:** Enhancement/Action: 1. To tweak the survey language to ask specifically about their confidence with grammar in the pre and post survey 2. To add a question to the survey to ask which grammar concerns they had at the beginning and which they had at the end. 3. To do a faculty focus group on how grammar is taught in their 200 classroom. 4. To offer faculty ?Best Practices Workshops? on teaching grammar to 200 level students. (09/24/2012)

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
		grammar.	
	Demonstration - Book review **Target for Success:** 100% pass the assignment	**Program Review Reporting Year:** 2016-2017 **Target :** Target Not Met 20 students attempted the assignment and only 11 passed (09/21/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Because students struggled with outside stress, support, and motivation a significant amount of the students could not complete the assignment even though they enjoyed the assignment and work.	**Enhancement:** Adding an embedded mentor to help with in-class writing and motivating the students. (09/21/2017) **Enhancement:** Better communication with the tutoring center. (09/21/2017)
LART200_SLO_2 - 2. Students will demonstrate knowledge and aptitude with the writing process in order to convey focused, developed ideas in paragraph form. **SLO Status:** Active	**Survey -** Assessment Method: The English department decided to survey students at the beginning of the quarter and the end of the quarter to assess their confidence in writing focused paragraphs. The pre-test was administered in week 1 of the Fall 2011 quarter to all students taking EWRT 200 and the post-test was administered week 11 of the Fall 2012 quarter to all students taking EWRT 200. The survey questions that assessed their confidence were: ?How confident are you in writing skills? and ?what writing skills do you want to work on?? **Target for Success:** 100% of students will demonstrate confidence in their ability to write focused paragraphs.	**Program Review Reporting Year:** 2011-2012 **Target :** Target Not Met Assessment Data Summary: Pre-Survey Results: 95% of students reported that they lacked confidence in their ability to write paragraphs, essays, and sentences. However, the question ?What Writing Skills Do You Want to Work On? revealed that zero students wanted to work on their paragraphing skills; instead, the students mostly reported that they wanted help with essay structure and grammar. Post-Survey Results: The Post-Survey results revealed that 90% of students were more confident in their writing abilities at the end of the quarter. However, they reported that they felt their essays were stronger, but they did not identify their paragraphs as getting stronger. (01/05/2012) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Reflection and Analysis: The SLO team was pleased that students were reporting a higher confidence in their writing skills at the end of the quarter, but the team felt that the data revealed a disconnect between students? ability to recognize progress	**Enhancement:** The SLO team also felt that staff development was needed for EWRT 200 instructors to norm them on the terms they should be stressing in their class, as well as the connection between parts of writing e.g. sentences and paragraphs and the product of writing e.g. an essay. (09/24/2012) **Enhancement:** Enhancement/Action: The SLO team decided that the survey should be tweaked for the 2012-2013 school year to specifically ask about the students? paragraphing skills and whether the students felt that their paragraphs were contributing to their writing of essays. (09/24/2012)

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
		in their writing of essays as being connected to their paragraphing skills.	
	Portfolio Review - Students were asked to turn in a paragraph assignment as part of the portfolio review. **Target for Success:** 100% of students would complete the assignment with a passing score.	**Program Review Reporting Year:** 2016-2017 **Target :** Target Not Met While many students enjoyed the assignments of writing paragraphs, they struggled to turn in finished writing for the portfolio and only 11 students ended up passing. (09/26/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Because students struggled with outside stress, support, and motivation a significant amount of the students could not complete the assignment even though they enjoyed the assignment and work.	
LART200_SLO_3 - 3. Students will demonstrate ability through writing to approach and interact confidently with a variety of texts **SLO Status:** Active	**Survey -** The English department decided to survey students at the beginning of the quarter and the end of the quarter to assess their confidence interacting with a variety of tests. The pre-test was administered in week 1 of the Fall 2011 quarter to all students taking LART 200 and the post-test was administered week 11 of the Fall 2012 quarter to all students taking LART 200. The survey questions that assessed their confidence were: ?How confident are you in reading skills? and ?what reading skills do you want to work on?? **Target for Success:** 100% of students will report a higher confidence in their reading skills at the end of the quarter. **Comments/Notes:** This SLO assessment was part of the Title III team's study of Supplemental Instruction needs for 200 level students.	**Program Review Reporting Year:** 2011-2012 **Target :** Target Not Met Assessment Data Summary: The pre-survey data did reveal that 90% of students lacked confidence in their reading abilities and reported a desire to work on vocabulary, reading analytically, and 20% of students wanted to learn how to use quotes better. The post-survey revealed that 90% of LART 200 Students were more confident in their reading abilities, but 20% revealed that they now lacked confidence in using quotes in their writing. (01/05/2012) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The survey data revealed that, while students were being exposed to a variety of text and gaining confidence in their reading abilities, they were not making the connection between the reading and their writing. Instead, the 20% who reported lacking confidence in their abilities to use quotes/text in their essays made the SLO assessment team realize their might be a flaw in the SLO and how teachers were incorporating that into their classes.	**Enhancement:** We feel that the question was not specific enough to get at the students? confidence in using texts within their writing, so the department will review and potentially re-write the SLO and the course outline to better gauge the students? ability to use a variety of texts in their writing e.g. non-fiction, fiction, visual, etc. Then, re-survey the students with a more specific question (07/23/2012)

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
	Portfolio Review - Students were asked to turn in 3 types of different writing in the portfolio that are at a passing level **Target for Success:** 100% of students will pass the portfolio review	**Program Review Reporting Year:** 2016-2017 **Target :** Target Not Met While students were engaged with the material in the class, the students struggled to produce passing level work on their portfolio, so only 11 students passed the portfolio. (09/26/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Students in the class would have benefitted from more conferencing and in-class assignments.	
LART200_SLO_4 - 4.Students will demonstrate the ability to decide on the use of appropriate reading strategies to improve reading comprehension. **SLO Status:** Active **Planned Assessment Quarters:** 2011-12 2-Fall	**Portfolio Review -** For the past year, our department has worked with the English department to create a linked Reading and Writing portfolio for the 200 level. The purpose of this was to increase the success rates of students moving from 200 to English 1A. For the reading side of the portfolio, we included: a reading and writing reflective paper, a textual response paper, a vocabulary paragraph, and a tutoring report. These items were chosen by the Reading Department during the Spring 2011 retreat, where we also created a rubric with which to evaluate the portfolio. Students were given the grading rubric prior to turning in their portfolio so as to increase their understanding of the portfolio process. The portfolios were graded holistically according to the following categories: students' literal knowledge and comprehension of the reading, their application of specific reading strategies, their analysis of text, and their vocabulary knowledge, comprehension, and	**Program Review Reporting Year:** 2011-2012 **Target :** Target Met Students performed well on the application of specific strategies with 55% pass, 40% strong pass, and only 5% no pass. They also performed well on the literal knowledge and comprehension of the reading with 60% pass, 30% strong pass, and 10% no pass. In analysis of text, they performed less well but still were strong: 50% pass, 30% strong pass, and 20% no pass. In vocabulary, students scored 60% pass, 30% strong pass, and 10% no pass. (06/11/2012) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Students' strong responses on this assessment reflect the success of the portfolio process. Currently, approximately 35% of students who test into 200 go onto complete ENG 1A. The purpose of the portfolio is to increase this number by building connections between reading and writing so that students have transferable skills for success. The portfolio reinforces the notion that reading and writing are processes which take practice and reflection. Consequently, rather than giving up, students persist with their reading and writing assignments by continuing to revise and make them better. This is evident in the section students performed best, choosing and appropriate strategy, because after much practice with this process, they were able to perform this successfully with only 5% not mastering the skill.	**Enhancement:** To enable the longevity of the portfolio process, we suggest that the division and the college sponsor staff development workshops on the portfolio process so as to introduce faculty to the portfolio process and ensure proper implementation. (06/16/2012) **Enhancement:** Since the 200 portfolio was a pilot this year, we suggest that the portfolio be implemented in all sections of EWRT and READ 200 so as to continue and build on this success rate. Much like the EWRT 211 portfolio, this will ensure that more students successfully make it to ENG 1A while also maintaining department standards. (06/16/2012)

application.

Within these categories, we evaluated students using the following scale: no pass, pass, and strong pass. The LART 200 Reading and Writing instructors met at the end of the quarter to share and evaluate portfolios.
Target for Success: We expected students to, on average, achieve 70% or better.

Portfolio Review - Students turned in a final portfolio that was evaluated by the departments
Target for Success: 100% of students that turned in a portfolio would pass.

Program Review Reporting Year: 2016-2017
Target : Target Not Met
20 students attempted the assignment and only 11 passed

(09/26/2017)
Reflection (CLICK ON ? FOR INSTRUCTIONS): Because students struggled with outside stress, support, and motivation a significant amount of the students could not complete the assignment even though they enjoyed the assignment and work.

LART 211:Integrated Reading and Writing

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
LART211_SLO_1 - 1. Students will demonstrate a clear ability to respond critically to one's own and others' experiences and ideas in writing **SLO Status:** Active	**Portfolio Review -** We expected students, on average, to achieve 70% or better on this assessment.	**Program Review Reporting Year:** 2016-2017 **Target :** Target Not Met 20 out of 21 students passed the portfolio. (06/08/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Students did extremely well on the portfolio, but one student did not turn in the portfolio due to life issues.	**Enhancement:** Having the LinC counselor come into the class regularly might have helped the student deal with life issues and turn in a portfolio. (06/08/2017)
		Program Review Reporting Year: 2010-2011 **Target :** Target Not Met We chose to use the portfolio as an assessment standard because it more accurately reflects student growth in reading, writing and critical thinking during the entire course of the quarter as well as demonstrating the students' learning outcomes. The students are able to learn department agreed upon standards for writing and apply them to their own writing, in addition. (03/30/2010) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Out of 45 students in the two sections of EWRT 211, 15 and 16, 41 students passed. Of the 4 students who failed, two did not turn in portfolios at all and two students were deemed by the team of portfolio unready to take EWRT 1A because of the lack of English proficiency. At least half of the students turned in portfolios that were judged as strongly passing, indicating a high probability that those students will receive a B or better in EWRT 1A. One area in which the portfolio process could be improved is in a push to have the students turn in all strongly passing work, instead of doing the minimum required to pass a pass/ no pass class.	**Enhancement:** More well-trained tutors who can help students, particularly ESL and Generation 1.5, with the ongoing sentence-level work and usage problems. (09/30/2011) **Enhancement:** Better and more access to computers so that have more time to revise under supervision so that they better understand writing as a recursive process. (09/30/2010)
	Demonstration - Students were asked to complete a PIE Paragraph response in class to a movie with personal experiences. **Target for Success:** 100% of students would complete the PIE paragraph at a passing level.	**Program Review Reporting Year:** 2017-2018 **Target :** Target Met Out of 25 Students, all students were able to complete the assignment (09/26/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Students were really able to relate personally to the clip shown in class about an athlete struggling and relate it to their personal	

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
		struggles.	

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
LART211_SLO_2 - 2. Students will demonstrate knowledge of a clear sequential relationship between supporting ideas and central argument/controlling ideas in their writing and reading **SLO Status:** Active	**Portfolio Review -** Students turned in essays using readings to support their thesis statements. **Target for Success:** All students will achieve a 70% on the portfolio.	**Program Review Reporting Year:** 2016-2017 **Target :** Target Not Met 20 out of 21 students were able to demonstrate analysis and critique of the text in their essay. (09/26/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** While the students were generally successful on the activity, one student did not submit their portfolio. **Program Review Reporting Year:** 2016-2017 **Target :** Target Not Met 20 out of 21 students were able to effectively use readings in their essays to support their thesis statements. (06/08/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Because of life issues, one student was not able to complete the readings, so she did not turn in essays with quotes. However, the vast majority of students excelled at this SLO.	
LART211_SLO_3 - 3. Students will defend a choice of meaning of vocabulary words appropriate to context. **SLO Status:** Active	**Exam - Course Test/Quiz -** Students were given a college level expository newspaper article titled He Wails for the World by Ben Fong-Torres. We chose this article as a department because the subject matter was engaging for students since it is about popular rock icon, Carlos Santana. We underlined ten academic words for students to apply, defend, and comprehend the definitions of in context. The results of this assessment were shared among the LART 211 teachers, who graded the responses as strong pass, pass, and no pass. **Target for Success:** We expected students, on average, to achieve 70% or better on this assessment.	**Program Review Reporting Year:** 2011-2012 **Target :** Target Met In grading the exams, we noted that 30% of the students received strong passes on their application, defense, and comprehension of the ten vocabulary words. The majority of the students, 50%, received passes on the vocabulary. Lastly, 20% of the students received no passes on the vocabulary. (10/23/2012) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Upon reflection, the Reading and Writing instructors grading this assessment attributed students' success--80% received passing scores--to the authentic nature of the material. Students were motivated to read the text because they enjoyed the subject, and so they were invested in working on the vocabulary. This also shows that such topical reading assignments should be used more classes.	**Enhancement:** Due to students' success on this assessment, which we attribute to the nature of the linked Reading/Writing format, we suggest that continued work be made to grow the LinC program and increase the number of LARTS. A joint Reading and Writing retreat would also help continue to build partnerships and success between Reading and Writing. (10/23/2012) **Enhancement:** In the future, the Reading and Writing instructors will work to include assessments that use vocabulary chosen by students since current research shows that students better retain and comprehend words that they have chosen. (10/23/2012)

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
	Exam - Course Test/Quiz - Students will complete a pre & post test assessing their reading process and vocabulary **Target for Success:** 100% of students will show improvement between the pre-test and the post-test	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met 100% of students showed improvement between the two tests (09/26/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Students were able to see their growth, and it was a powerful demonstration of their learning throughout the quarter.	
LART211_SLO_4 - 4.Students will show evidence of strong synthesis, argumentation, analysis, and/or problem-solving skills in their writing. **SLO Status:** Active	**Portfolio Review -** We chose to use the portfolio as an assessment standard because it more accurately reflects student growth in reading, writing and critical thinking during the entire course of the quarter as well as demonstrating the students' learning outcomes. The students are able to learn department agreed upon standards for writing and apply them to their own writing, in addition **Target for Success:** All students in the class will pass the portfolio with a Passing score or higher.	**Program Review Reporting Year:** 2010-2011 **Target :** Target Not Met We chose to use the portfolio as an assessment standard because it more accurately reflects student growth in reading, writing and critical thinking during the entire course of the quarter as well as demonstrating the students' learning outcomes. The students are able to learn department agreed upon standards for writing and apply them to their own writing, in addition (10/23/2012) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Out of 30 students in the one section of EWRT 211, 26 students passed. The grading breakdown was as follows: Strong Pass 5; Pass 17; Borderline Pass 4; No Pass 4. Historically, students who take EWRT 211 during the spring quarter may possess a weaker skill set to begin the course. This section of students did fall into that pattern. Consequently, the rate of Strong Pass was lower than for the winter sections. Some students also struggled with the level of reading required. Since many of the writing assignments in the course were based upon textual analysis, the wide range of writing performance reflected the lesser reading skills.	**Enhancement:** More connection counselors so that students can get help with the life issues that prevent their successfully completing their work for the course. (06/30/2012) **Enhancement:** Better and more access to computers so that have more time to revise under supervision so that they better understand writing as a recursive process. (06/30/2010) **Enhancement:** More connection to the EDC and DSS so that the students can take advantage of the services which can enable their success. (06/30/2010)
	Portfolio Review - Students turned in a portfolio with three essays that show evidence of strong synthesis, argumentation, analysis, and/or problem-solving skills in their writing. **Target for Success:** 100% of students will produce a passing portfolio	**Program Review Reporting Year:** 2016-2017 **Target :** Target Not Met 20 out of 21 students were able to produce a passing portfolio. (06/08/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Students were very successful on this SLO and their portfolios showed a keen understanding in these areas. One student was unable to turn in a portfolio.	**Enhancement:** Working with a LinC Counselor to help a struggling student get financial aide and personal help to complete the assignments. (06/08/2017)
LART211_SLO_5 - 5. Students will demonstrate the ability to critique	**Exam - Course Test/Quiz -** During their midterm exam, students were	**Program Review Reporting Year:** 2012-2013	**Enhancement:** Due to students'

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
and analyze readings. **SLO Status:** Active	given a college level expository newspaper article. After reading and annotating the article, students were asked to write a summary paragraph. Prior to the exam, students were given a rubric to help guide them in writing a successful summary. We chose summary writing because it requires literal comprehension as well as analysis of the hierarchy of ideas. We designed the rubric specifically to assess the components of a summary: main idea, identifying and organizing supporting details, quoting and paraphrasing, length, concluding sentence, and proofreading. Students were graded on a scale of no pass, pass, and strong pass. The LART 211 Reading instructors met to share results. **Target for Success:** We expected students to achieve, on average, 70% or better on this assessment.	**Target :** Target Met In writing a main idea, student's scored lowest with 50% pass, 25% strong pass, and 25% no pass. Students' responses were highest in identifying and organizing, supporting details with 70% receiving pass scores, 20% strong pass, and 10% no pass. Students also scored well on length with 50% receiving pass scores, 30% strong pass, and 10% no pass. In proofreading, students scored 50% pass, 35% strong pass, and 15% no pass. (06/09/2012) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** In sharing our results, we determined that students' difficulty with creating the main idea illustrates a problem in distinguishing between writing a summary paragraph and writing an expository essay. In an expository essay, students must begin with a hook or attention grabber; however, the first sentence of a summary must be the main idea, which includes the author's name, article title, and the author's opinion on the topic. Approximately 70% of the students who did not pass the main idea did so because they included an attention grabber before their main idea. This suggests that the reading and writing teachers must include more specific instructions on the differences between expository and summary writing. On the other hand, we theorized that students performed well on identifying and organizing supporting details, length, concluding sentence, and proofreading because they were in a linked class, in which both the Reading and the English teacher were reinforcing the material for students. We would like to perform this assessment in a stand alone READ 211 class to determine if students do just as well when they are not taking a writing class.	success on this assessment, which we attribute to the nature of the linked Reading/Writing format, we suggest that continued work be made to grow the LinC program and increase the number of LARTS. A joint Reading and Writing retreat would also help continue to build partnerships and success between Reading and Writing. (06/09/2012) **Enhancement:** In the future, the Reading and Writing instructors will work to more explicitly instruct students in the difference between summary and expository writing so that they do not include attention grabbers in their summary paragraphs. We will do so providing students with example summary paragraphs from previous classes. (06/09/2012)
	Other - Students were assigned an analysis essay on a class text. **Target for Success:** 100% of students will demonstrate the ability to critique and analyze the text.	**Program Review Reporting Year:** 2016-2017 **Target :** Target Not Met 20 out of 21 students were able to demonstrate analysis and critique of the text in their essay. (06/08/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Students did very well analyzing the text of Ms Marvel in their analysis essay. Many students were able to clearly demonstrate the quote sandwich structure and connect their analysis back	**Enhancement:** Having multiple copies of the book on reserve in the library would help students to be successful by ensuring access to the text. (06/08/2017)

to the thesis of their essay. One student was not able to complete the essay because she did not have a book.

LART 78 (&X):Topics in Language Arts - FYE and Sankofa

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
LART78_SLO_1 - Through reading and discussion of SOC/HUM/ICS content course texts, with an emphasis of social protest movements, students will comprehend the differences and influences of social movements according to historical and cultural factors and express this understanding in writing. **SLO Status:** Active **Outcome Creation Date:** 04/17/2018			

LART 79:Writing and Researching Social Movements

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
LART79_SLO_1 - Through reading and discussion of sociological text, with an emphasis of social protest movements, students will comprehend the differences and influences of social movements according to historical and cultural factors. **SLO Status:** Active_Pending_Revision **Outcome Creation Date:** 09/11/2013			

Dept - (LA) Linguistics

No data found for the selected criteria.

Assessment: Course/Service Four Column

Dept - (LA) Reading

READ 70:Reading Across the Disciplines

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
READ70_SLO_1 - Students will critically analyze a text from the content-area course. **SLO Status:** Archived SLO Statement **Planned Assessment Quarters:** 2013-14 3-Winter **Outcome Creation Date:** 02/11/2014	**Demonstration -** Students will complete an assignment requiring analysis of a text's topic, thesis, main supporting points, audience, purpose, and tone. **Comments/Notes:** See the PLO Assessment for Read 70 attached to the PLO Assessment. Document deposited in the "General" file. SLO for this course was changed at the 2-11-14 Read Dept. meeting, at the request of the instructor currently teaching Read 70, and to the agreement of the rest of the department.	**Program Review Reporting Year:** 2013-2014 **Target :** Target Met Read 70.fy1 [Read 211 cohort] 20 A's 5 b's 2 c's Read 70. fy2 [Read 200 cohort] 12 A's 9 b's 2 c's 1 d's (04/10/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Narrative: The majority of both sections received A's and B's (93% in fy1 and 91% in fy2). These are strong results. The comparison between the 200 and 211 cohort matches what we have seen in other PLO's: the 200 level cohort (fy2) are slightly weaker than the 211 cohort, with more B's than A's, but still strong. Recommendations: Perhaps this type of assignment could be useful in other reading courses to prepare our students for transfer level content area work. Annotated bibliographies are often assigned in social science courses and students benefit from guidance through this process. The assignment also forces students to distinguish between topic and thesis, which is typically an area of weakness.	**Enhancement:** DRAFT: To revise assignments esp in the Read 200 cohort so that students scores are proportionate to the Read 211 cohort?? DRAFT: Maintain the high success rates of the Read 211 cohort. (04/10/2014)

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
READ70_SLO_2 - Students will decide the most appropriate meta-cognitive reading process for a reading. **SLO Status:** Active **Outcome Creation Date:** 09/25/2017	**Demonstration -** Students will use close reading on a given text **Target for Success:** 100% of students that attempt it will pass	**Program Review Reporting Year:** 2017-2018 **Target :** Target Met Yes, all the students in the class passed the assessment. (09/26/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** In-class guidance by the instructor and implementation is crucial to a successful outcome.	**Enhancement:** The instructor must provide an environment of engagement for a close reading exercise. For example, classroom activities should support active participation. One way to introduce the concept of close reading is through a music video that students can relate to. In one class, the teacher introduced the rap musician Logic. The selected song was one that spoke of racial injustice, the same general topic students had been reading, and students were asked to respond to it. Once this example was introduced and illustrated by the students, they were asked to use those skills to dissect the actual text. Finding texts, in this case the song, that students can relate to and are interested in is key to teaching them how to use advance reading skills, such as close readings. (10/03/2017)
READ70_SLO_3 - Students will evaluate the levels of support for an author's main idea. **SLO Status:** Archived SLO Statement **Outcome Creation Date:** 09/25/2017			

READ 80:Advanced Reading for College Success

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
READ80_SLO_1 - Demonstrate understanding of patterns of reasoning to comprehend and retain college level material. **SLO Status:** Course Not Currently Taught **Outcome Creation Date:** 09/25/2017			

READ 200:Reading Fundamentals

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
READ200_SLO_1 - Students will decide on the use of appropriate reading strategies to improve reading comprehension. **SLO Status:** Active	**Exam - Course Test/Quiz -** Our department used a editorial article from The New York Times, entitled, "Message to Muslims: I'm Sorry" by Nicolas Kristof. Because the level of reading was originally too high for the college level, William Turner revised the document for the appropriate reading level. Also, Turner created an reading comprehension test of six questions that ranged from basic comprehension to synthesis. Students were also assessed on the types of strategies they used to approach, read and understand the article. **Target for Success:** We expected students to score, on average, 70% or better on this assignment.	**Program Review Reporting Year:** 2010-2011 **Target :** Target Met The students met the outcome at the basic literal comprehension and understanding fact and opinion level. In this area, students scored between 87% - 97% which is mastery level. 82% of the students scored 70% and above to apply appropriate reading strategies to a basic comprehension task (04/27/2012) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** We discussed our finding that of the higher level critical analysis of author's thesis using inferential comprehension, cause and effect, awareness of author's audience is weaker. For critical analysis using inference and cause and effect, students scored from 66% - 74%. Students are stronger in literal comprehension than inferential comprehension even at week 8 of the quarter.	**Enhancement:** The reading department will review their course curriculum and see if and when each teacher will start teaching reading materials that will include readings that require inferential comprehension. More time is needed for teachers to meet together to discuss this very important level and course for entering students who need the most support. (04/27/2012)
	Demonstration - KWL on an article **Target for Success:** 100% of students that attempt it will pass with a 70% or better	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met 100% of students that attempted it passed. (09/26/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Teacher modeled the KWL to the class. Then, the class worked together to successfully complete their own KWL. It was extremely successful.	
READ 200_SLO_2 - Students will respond analytically and critically to readings. **SLO Status:** Active **Planned Assessment Quarters:** 2015-16 2-Fall **Outcome Creation Date:** 09/25/2015	**Demonstration -** Students choose 3 quotations from an essay to respond to. Instructors evaluated students' responses for their cognitive engagement (meta-cognition) using a rubric developed by the Reading department faculty. **Target for Success:** Benchmark since new assessment and new SLO.	**Program Review Reporting Year:** 2015-2016 **Target :** Target Met The students met the outcome at the (level 2) Comprehension Engagement (52%). A smaller percentage of students (38%) met the outcome at (level 1) Basic Cognitive Engagement. Ten percent of the students practiced metacognition on multiple levels (level 3). Half of the instructors rated the essay at Level 1 (student is able to comprehend entire essay independently) and the other half	

Comments/Notes: We will be reviewing and reflecting on the results at our department workshop in June 2016.

rated the essay at Level 2 (student is able to comprehend entire essay with assistance). (09/20/2016)

Reflection (CLICK ON ? FOR INSTRUCTIONS): We discussed the importance of teaching metacognition at this level and the various modes and methods of teaching metacognitive awareness in reading. We discovered that many of the students (38%) are still reading at the basic cognitive engagement level, so metacognition needs to be articulated more clearly to students so that they understand how to critically analyze readings. However, students will receive more practice and in depth learning of metacognition at the Read 211 level to prepare them for college reading in EWRT 1A and beyond. The metacognitive journal is an excellent assessment of students' understanding and explanation of their understanding or lack of understanding of passages and their relationship to the text overall.

Demonstration - The Metacognitive Journal asks students to demonstrate their metacognition through analysis of self selected passages from a text.
Target for Success: benchmark assessment

READ 211:Developmental Reading

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
READ211_SLO_1 - Students will critique readings. **SLO Status:** Active **Planned Assessment Quarters:** 2010-11 4-Spring	**Exam - Course Test/Quiz -** Editorial article at college level from The New York Times, Reading response prompt and rubric. We met as a department to draft the reading prompt to engage readers in a critical response. We designed the rubric specifically to assess the components of critical reading: analysis, evaluation and synthesis from the student responses. We met as a department to review the student responses, the article and the assessment tool. **Target for Success:** We expected students to score, on average, 70% or better on this assignment. **Comments/Notes:** The SLO was revised once during Fall 2009 to more accurately match the Read 211 course outline and to distinguish it from Read 200. We met as a committee and department to select a reading selection and devising a method of assessment.	**Program Review Reporting Year:** 2009-2010 **Target :** Target Not Met Students' responses were highest in Evaluation with 45% adequate. In Synthesis, 40% of the responses were adequate. In Analysis, only 27% were adequate. Between 12-14% of our students scored strong on analysis, evaluation and synthesis. (06/09/2012) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Student responses reflect the difficulty of the reading which is rated at the level of English 1A and beyond. We were pleased with students ability to synthesize the material (to come up with one or more new ideas based on the reading). We understand that our students need more work in analysis, which is most likely the most difficult aspect of reading for them. We would like to sample this same assessment in an English 1A course to make a comparison since students should be able to analyze this level of reading more effectively. We will administer the same reading prompt and rubric with a reading at the developmental level to determine if the scores improve. We were aware that the reading we selected is difficult, but we also value reader response, and we believe that students use analysis, evaluation and synthesis more effectively when they read a selection that is culturally responsive, socially relevant or that provokes a response on the part of the reader. We were very impressed by the level of thoughtfulness of the part of the students who read and responded with purpose and meaning.	**Enhancement:** We will focus on analysis more in our classes and introduce and reinforce additional reading strategies (i.e., charts, graphic organizers, patterns of organization, notetaking, defending analyses, etc.) (06/09/2012) **Enhancement:** We suggest that there are more opportunities for reading instructors to discuss teaching analysis, evaluation and synthesis in the classroom. We would like part time instructors to receive stipends. We also are interested in videotaping reading teachers and classes involved in critical reading and to receive neutral feedback. (06/09/2012)
	Other - During convocation day, we met as a department and decided to perform another SLOAC cycle on our READ 211 course. In our previous assessment, which occurred in Spring 2010, we gave students a college level article from The New York Times, and we asked them to		

write a reading response to it, which was graded on evaluation, synthesis, and analysis. Because students had difficulty with this article, we revised our assessment method this time to better target our students? skills.

We asked students to write a double-entry journal, also known as a dialectical journal, on an expository, college-level text. In a double-entry journal, students choose quotes to write in the left column, and they write their responses to the quotes in the right column. As a department, we devised a rubric with which to grade the journals. We gave this rubric to students before they completed the task so as promote their understanding of the task. The rubric included a five-point scale, with five being the best score, and 1 being the worst. A five score indicated synthesis, a four interpretation, a three simple paraphrase, a two minimal word changes, and a one verbatim repetition. We met as a department to review the student responses.

Target for Success: We expected students to score, on average, 70% or better on this assignment.

Demonstration - Students will select quotations from their reading assignments, and respond to those quotations. Faculty will evaluate their students' responses based on a rubric developed by the Reading faculty in 2013.

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
	Target for Success: Benchmark, unless we manage to find the file containing the results from 2013. **Demonstration -** Summary and critical thinking response **Target for Success:** 100% of the students that attempt the assignment will pass.	**Program Review Reporting Year:** 2016-2017 **Target :** Target Not Met Out of 28, 26 students passed. (09/21/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Though all the students did well with the assignment, 2 students were not ready to read at a college level so they were good with a summary but not critical reading.	**Enhancement:** Using iPads in all classes will help. The success was high in the class and would increase in all classes. (09/21/2017)
READ211_SLO_2 - Students will defend choice of meaning of vocabulary words appropriate to context. **SLO Status:** Active **Planned Assessment Quarters:** 2011-12 4 -Spring	**Exam - Course Test/Quiz -** We agreed upon a reading that is at the appropriate level for Read 211 students from the New York Times. The college level reading had at least 10 academic words with contextual information that students could use to understand the meaning of the words. **Target for Success:** We expected students to score, on average, 70% or better on this assignment. **Comments/Notes:** We would like to make a slight change to the original outcome statement. We created a vocabulary assessment, but we did not add students defending the definitions since that was done in each individual class rather than on the actual assessment.	**Program Review Reporting Year:** 2009-2010 **Target :** Target Met We tallied our results to find that the highest number of students (21) scored 67% on the vocabulary assessment (i.e., reading an article and answering a multiple choice series of questions on vocabulary definitions). Although 21 students scored 67%, 22 students scored between 73-84%, definitely a passing score. Overall, 63 students scored below 70% on the assessment. 37 students scored over 70% on the assessment. (06/09/2012) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** This assessment proved the need for more vocabulary instruction in Read 211. With the loss of the Readiness labs, we hope to create a new co requisite course to improve vocabulary acquisition and development, since vocabulary is key to successful reading comprehension. Vocabulary instruction is a significant part of the READ 211 curriculum, but it cannot dominate the course outline, so we need to put in place additional vocabulary instruction. Students often comment in person, on diagnostics,in reading autobiographies, and on student information sheets, that vocabulary is the area they most want improvement on. So, more vocabulary instruction is warranted.	**Enhancement:** We will share best practices on the teaching of vocabulary. We will seek approval on a new vocabulary (1 unit) course. We may investigate a vocabulary portfolio for Read 211 classes. (06/09/2012) **Enhancement:** Our SLO indicates that we need further reading instruction, i.e., supplemental instruction or an additional course offering. (06/09/2012)
	Exam - Course Test/Quiz - Vocabulary Midterm **Target for Success:** 100% of students	**Program Review Reporting Year:** 2016-2017 **Target :** Target Not Met Out of 28 students, 24 students passed. (09/21/2017)	**Enhancement:** Staff development opportunity on developing apps or technology used for study skills.

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
	that take exam will pass. **Project -** Students will choose a theme/topic from the full-length novel we read in class. Then the students ask a question related to this theme/topic. After choosing the theme, the students should select 3 outside sources to demonstrate this theme & help them answer the question. The students will write this in a paper to be submitted and present their findings to the class. **Target for Success:** Expect 100% except for the students who have not been attending class.	**Reflection (CLICK ON ? FOR INSTRUCTIONS):** While most students were extremely successful, some students struggled with close reading at a college.	(09/21/2017)

READ 71:Critical Readings in Social Movements

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
READ71_SLO_1 - Through reading and discussion of sociological texts with an emphasis in social protest movements, students will comprehend the anthropological, psychological and historical influences in the global society as well as their personal lives. **SLO Status:** Course Not Currently Taught **Outcome Creation Date:** 09/13/2013			

Assessment: Course/Service Four Column

DeAnza College

Dept - (LA) Communication Studies

COMM 1:Public Speaking

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
COMM1_SLO_1 - Organize, compose, present, and critically evaluate informative and persuasive presentations appropriate in content and style to the audience and situation **SLO Status:** Active **Planned Assessment Quarters:** 2014-15 4-Spring	**Demonstration -** Faculty will select from the following assessments: Outline (longitudinal) assessments, performance rubrics assessing speech organization, content and delivery. **Target for Success:** Student w/in range of proficiency (e.g. 2=High Proficiency/Mastery 1=Proficiency 0-Limited Proficiency)	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met Public Speaking Assessment Competency Rubric for Organization, Content and Delivery. 83% of students successfully completed a level of 1=proficient or 2=mastery in organization, content, and delivery of final persuasive speeches. (09/21/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Rubric assessments help clarify expectations for students. It is mportant for students to have a clear understanding of rubric criteria. Used Inquiry Tool to assess overall success rate.	**Enhancement:** Share and discuss rubrics best practices at department meeting. (09/21/2017) **Follow-Up:** Create resource library with rubrics and assignments that support success in meeting SLO 1. (09/28/2017)
COMM1_SLO_2 - Display increasing confidence in speaking extemporaneously. **SLO Status:** Active **Planned Assessment Quarters:** 2010-11 2-Fall, 2010-11 3-Winter, 2010-11 4-Spring, 2011-12 1- Summer, 2011-12 2-Fall, 2011-12 3-Winter, 2011-12 4 -Spring	**Survey -** PRCA-24 (industry standard measure) to assess changes in levels of communication apprehension in interpersonal, group, and public contexts from beginning to end of course for all oral communication courses in our program. **Target for Success:** Overall decline in levels of communication apprehension across demographics. Increased positive self-perception of confidence in speaking, listening and collaboration. **Comments/Notes:** We assessed	**Program Review Reporting Year:** 2012-2013 **Target :** Target Met Communication Apprehension (CA) decreased from beginning to end of course for all oral communication courses in our program and all contexts (public, group discussion, meetings, interpersonal). Students experience significantly higher anxiety while giving a speech than participating in a meeting, speaking up in conversations, and participating in group discussions. (03/08/2013) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Learnings--Practice helps reduce anxiety, students get more confident when they are more comfortable with their peers, group discussions invoke less anxiety. **Related Documents:**	**Enhancement:** Establish support groups in class or online, introduce more graded group presentations, hold a meta-cognition of anxiety where students process their levels of communication apprehension. For example, students physically find their place on a spectogram by standing from one end of the room (high anxiety) to the opposite (low anxiety) based on their levels of communication apprehension (PRCA-24). Discuss the following

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
	communication apprehension in all of our oral communication classes during fall/winter/spring 2010-2011, 2011-2012, and continue to assess using PRCA-24.	Speech Dept Offsite Notes.doc	prompts with peers 1)why do you stand where you stand, 2)what contributes to your anxiety, 3)how does it show/manifest itself, 4)what works best to manage your anxiety (based on text reading and personal experience). (04/06/2016) **Follow-Up:** Implement enhancements and administer PRCA-24 quarterly to all students in SPCH 10's and SPCH 1's (09/28/2013)
		Program Review Reporting Year: 2011-2012 **Target :** Target Met Communication apprehension decreased from pre- to post- both for group work and giving a speech. Some of the most commonly listed activities/assignments that helped students to reduce communication apprehension include group activities (listed most often), getting to know everyone, impromptu speeches, giving multiple speeches in front of the class, peer and instructor feedback, lots of practice. (09/13/2012) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Communication apprehension greatly influences student success in presenting ideas in interpersonal, group, and public contexts. This is common knowledge in our discipline. What we found most useful from this assessment are the measures that are most successful at reducing communication apprehension, including get acquainted activities, improv, group impromptus, outline peer review, and group presentations.	**Enhancement:** Added best practices for reducing communication apprehension including get acquainted activities, improv, group impromptus, outline peer review, and group presentations. (10/11/2012) **Enhancement:** Assessment Cycle for SPCH01 hybrid class for Spring 2011 conducted by Shagun Kaur Pre and post communication apprehension survey ? I had concerns about the effectiveness of the data since the class size had gone from 25 to 19 by the end of the quarter. A follow up qualitative student self-report conducted showed that 58% of students (10) who remained in class had shown high levels of perceived communication confidence at the beginning of the quarter and these numbers had not significantly changed towards the 10th week of the quarter. In the other 40% of students (9) the

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
			perceived communication confidence numbers showed a statistically significant increase by the end of quarter. This data suggests strong support for our department?s initial claim that a hybrid class would primarily benefit returning or professional students the greatest. (10/11/2012)
	Other - Anxiety Management Plan (AMP) **Target for Success:** Reduced Speaking Anxiety	**Program Review Reporting Year:** 2015-2016 **Target :** Target Met Students create an anxiety management plan during the 2nd week of class. They use this throughout the quarter. We then review it in the last week and discuss what worked and what did not. They make changes. After 2 quarters of doing this, students report feeling higher sense of agency and less anxiety when speaking. (04/19/2016) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** This really helped solidify students confidence and sense of agency.	**Enhancement:** I want to now have students share their AMPs and their realizations with each other so they can broaden their learnings. (04/19/2016) **Follow-Up:** Students share their AMPs in collaboration with peers. (09/28/2017)
	Survey - PRCA-24 (industry standard measure) to assess changes in levels of communication apprehension in interpersonal, group, and public contexts from beginning to end of course for all oral communication courses in our program. **Target for Success:** Overall decline in levels of communication apprehension across demographics. Increased positive self-perception of confidence in speaking, listening and collaboration. **Comments/Notes:** We assessed communication apprehension in all of our oral communication classes during fall/winter/spring since 2010 and continue to assess using the	**Program Review Reporting Year:** 2015-2016 **Target :** Target Met Communication apprehension, as measured by the Personal Report of Communication Apprehension (PRCA-24) declined overall in interpersonal, group and public speaking contexts from pre-assessment at beginning of quarter to post-assessment at end of quarter in all communication courses in our program. A total of 300 students completed both the pre- and post-assessment. Students experience the highest levels of anxiety giving a speech (65% fear giving a speech compared to 23% who feel nervous while participating in group discussions and 16% in interpersonal conversations). Communication apprehension was reduced significantly by the end of the quarter in all contexts. Respondents report the following key factors that contribute to changes in levels of communication apprehension: (1)creating a safe, inclusive space for students to practice communication	**Enhancement:** We were concerned with the number of respondents and did the following: (1)included PRCA-24 assessment in catalyst for easy access by faculty and students; (2)notified all full-time and adjunct faculty of the expectation to complete assessments; (3)sent e-message to all faculty re required action both at beginning (pre-assessment) and end (post-assessment) of quarter reminding faculty to administer pre- and post- assessments in all oral communication classes; (4)included slo assessment discussion as part of faculty

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
	industry standard PRCA-24. This entry presents results for winter quarter 2015. **Related Documents:** [PRCA-24 Winter 2015 results.docx](#) [PRCAPostFall2015Winter2016.pdf](#)	skills, (2)thoughtful instructor and peer feedback, (3)meaningful self reflection, (4)freedom to choose topics that personally relate, (5)specific instruction on speech preparation and delivery. (10/18/2016) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Results are consistent. The added open ended questions give us insight into what activities, assignments, and instructor interventions have the greatest impact on student confidence and success in the class. We were concerned with the number of respondents and will do the following: (1)include PRCA-24 assessment in catalyst for easy access by faculty and students; (2)notify all full-time and adjunct faculty of the expectation to complete assessments; (3)send e-message to all faculty re required action both at beginning (pre-assessment) and end (post-assessment) of quarter reminding faculty to administer pre- and post-assessments in all oral communication classes; (4)include slo assessment discussion as part of faculty evaluation process. **Related Documents:** [A003 - Winter 2015 Post Survey Responses v2 - 04.28.15-2.pdf](#) [PRCA-24 Winter 2015 results.docx](#) [PRCAPostFall2015Winter2016.pdf](#)	process. (10/18/2016) **Follow-Up:** We were concerned with the number of respondents and did the following: (1)included PRCA-24 assessment in catalyst for easy access by faculty and students; (2)notified all full-time and adjunct faculty of the expectation to complete assessments; (3)sent e-message to all faculty re required action both at beginning (pre-assessment) and end (post-assessment) of quarter reminding faculty to administer pre- and post- assessments in all oral communication classes; (4)included slo assessment discussion as part of faculty evaluation process. We will follow up to see the effect of the above measures for the 2016-2017 assessment period. (10/18/2016)
COMM1_SLO_3 - Demonstrate effective listening skills in various public speaking contexts. **SLO Status:** Active **Planned Assessment Quarters:** 2011-12 3-Winter, 2011-12 4 -Spring, 2012-13 1-Summer, 2012-13 2-Fall, 2012-13 3-Winter, 2012-13 4-Spring **Outcome Creation Date:** 09/23/2011	**Survey -** Listening Habits Questionnaire (industry standard measure) to assess changes in empathic listening, active listening, and critical listening skills. **Target for Success:** Overall improvement in critical listening and comprehension skills. Increased positive self-perception of critical listening habits.	**Program Review Reporting Year:** 2015-2016 **Target :** Target Met Areas with Greatest Improvement in pre-to-post listening habits: 1. 36% of respondents to the Pre-Listening Habits survey were ?very great? or ?great? in using open-ended questions to initiate and expand the discussion, while 46% of respondents to the Post-Listening Habits survey were ?very great? or ?great? in using open-ended questions to initiate and expand the discussion. 2)69% of respondents to the Pre-Listening Habits survey were ?very great? or ?great? in maintaining eye contact while the other person is speaking, while 59% of	**Enhancement:** Will add more direct training/instruction/focus on improving listening skills/active listening & paraphrasing assignments/classroom discussion of assessment results. (10/24/2016) **Follow-Up:** Training, discussion, and create on-line resource library with activities to meet SLO 3. (09/28/2017)

respondents to the Post-Listening Habits survey were ?very great? or ?great? in maintaining eye contact while the other person is speaking. In 2011 the same survey showed a % increase/improvement in respondents maintaining eye contact from pre- to post results.
3) Notable improvement in staying focused/avoiding distraction while listening to speaker.
4) Open ended responses: "What helped most as a listener to improve skills"?
listening to speeches
peer review process
giving peer feedback on speech presentations
group discussions

need more—direct training/instruction/focus on building listening skills/active listening & paraphrasing assignment/classroom discussion of assessment results

low survey responses/N=3 41 pre N=182 post

 (10/24/2016)
Reflection (CLICK ON ? FOR INSTRUCTIONS): What we found most useful from these assessments are the measures that are most successful at helping students improve listening skills, including listening to speeches, active listening/paraphrasing exercises, having to formulate and ask questions after speeches, peer critiques/feedback after speeches, peer review process, and group discussions. Results provide a basis for department-level collaboration, reflection, and planning. Based on results of this assessment, department faculty have shared best-practices at department meetings, opening days/SLO convocation, department retreats, and via e-mail for helping students improve listening habits.

Program Review Reporting Year: 2011-2012
Target : Target Met
Listening habits improved from pre- to post-. Important highlights include: 1. 41% of respondents to the Pre-Listening Habits survey were ?very great? or ?great? in using open-ended questions to initiate and expand the

Enhancement: Included additional active listening and probing, feedback, paraphrasing, and critical listening activities to course. Included self-assessment discussion of listening habits

discussion, while 59% of respondents to the Post-Listening Habits survey were ?very great? or ?great? in using open-ended questions to initiate and expand the discussion. 2)69% of respondents to the Pre-Listening Habits survey were ?very great? or ?great? in maintaining eye contact while the other person is speaking, while 78% of respondents to the Post-Listening Habits survey were ?very great? or ?great? in maintaining eye contact whilethe other person is speaking. 3) 72% of respondents to the Pre-Listening Habits survey were ?very great? or ?great? in encouraging dialogue by sending signals that show they are genuinely interested in what the other person is saying, while 80% of respondents to the Post-Listening Habits survey were ?very great? or ?great? in encouraging dialogue by sending signals that show they are genuinely interested in what the other person is saying. 4) 48% of respondents to the Pre-Listening Habits survey were ?very great? or ?great? in avoiding turning the conversation away from the speaker onto themselves, while 63% of respondents to the Post-Listening Habits survey were ?very great? or ?great? in avoiding turning the conversation away from the speaker onto themselves. 5) 46% of respondents to the Pre-Listening Habits survey were ?very great? or ?great? in periodically check their understanding by restating in their own words what was said, while 60% of respondents to the Post-Listening Habits survey were ?very great? or ?great? in periodically check their understanding by restating in their own words what was said.

 (09/16/2012)
Reflection (CLICK ON ? FOR INSTRUCTIONS): Department assessment for 2011-2012 focused on listening improvement in the contexts of interpersonal, group, and public contexts.. With the support of institutional research, we surveyed all speech students to measure listening habits using existing Fran Rees industry standard Listening Habits Questionnaire. Listening habits improved from pre- to post-. We found most useful from this assessment the activities/assignments/teaching methods students found most helped them to improve their listening habits and

questionnaire. (09/21/2012)

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
		skills including giving peer critiques/feedback, formulating and asking questions after speeches, and active listening activities.	
COMM1_SLO_4 - Identify, locate, evaluate and use information technologies and information sources. **SLO Status:** Active **Planned Assessment Quarters:** 2012-13 2-Fall, 2012-13 3-Winter, 2012-13 4-Spring **Outcome Creation Date:** 03/04/2011	**Survey -** Pre-/Post Survey and Demonstration **Target for Success:** Proficiency or mastery at using college databases for academic research (2-mastery, 1-proficient, 0-developing)	**Program Review Reporting Year:** 2015-2016 **Target :** Target Not Met The Critical Thinking Survey was conducted in the 2015-2016 academic year. A post-survey was conducted at the end of the Fall and Spring Quarters and a total number of 41 students responded. Important highlights include: • 37% (15) of students responded agree to the statement, I am confident in my ability to assess the credibility of sources, while 27% (11) responded disagree and 37% (15) responded neutral. • 24% (10) of students responded agree to the statement, I am confident in my ability to cite sources in my writing and speaking using proper academic format, while 51% (21) responded disagree and 24% (10) responded neutral. There is clearly a gap between students level of confidence in evaluating and citing sources and their actual proficiency. While 94% of students demonstrate proficiency or mastery in class, their perceived confidence levels in evaluating and citing sources remain low. This brings to question the validity of our measure. Compared with prior years, the confidence rates are reversed. Why is the response rate so low? Is this a one time anomaly? Do we want to use demonstration of mastery in class as our primary assessment instead of our student perception assessment? (09/28/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Evaluating and correctly citing sources using MLA and APA formats continues to be a challenge for students. We need more resources and instructional methods to improve success rates. We will conduct a workshop at our department retreat in instructional methods and resources. We will collaborate with the office of instruction and	**Enhancement:** Evaluating and correctly citing sources using MLA and APA formats continues to be a challenge for students. We need more resources and instructional methods to improve success rates. We will conduct a workshop at our department retreat in instructional methods and resources. We will collaborate with the office of instruction and learning resources to create an video library. We will create an on-line resource library to help us meet our target. (09/28/2017) **Follow-Up:** Evaluating and correctly citing sources using MLA and APA formats continues to be a challenge for students. We conducted a workshop at our department retreat in instructional methods and resources. We collaborated with the office of instruction and learning resources to create an video library. We are creating an on-line resource library to help us meet SLO 4. (09/28/2017)

learning resources to create an video library.

We will create an on-line resource library to help us meet this assessment.

We will use classroom demonstration instead of perceived confidence to assess this assessment.

Related Documents:

CritThinking_PostSurvey_2015-16.pdf

Program Review Reporting Year: 2010-2011

Target : Target Met

A survey was conducted in week 4 to determine student understanding of critical academic research and familiarity with college databases and rules of citation. An assignment was then designed and assigned which navigated students between various general and subject specific databases aimed at orienting them to academic research and critical analysis. Post survey was conducted after submission of assignment to gauge success. (10/11/2012)

Reflection (CLICK ON ? FOR INSTRUCTIONS): Significant improvement was seen in understanding and application of effective research and citations.

Enhancement: The Critical Thinking Survey was conducted in the Fall quarter of 2012. A pre-survey was conducted at the beginning of the quarter, and a total of 442 students responded to the online survey. A post-survey was conducted at the end of the quarter, and a total of 246 students
responded to the online survey. Important highlights include:
? 57% of respondents to the Pre-Critical Thinking survey "agree" or "strongly agree" that
they are confident in their ability to cite sources in their writing and speaking using proper
academic format, while 76% of respondents to the Post- Critical Thinking survey "agree"
or "strongly agree" that they are confident in their ability to cite sources in their writing and speaking using proper academic format.
? 67% of respondents to the Pre-Critical Thinking survey "agree" or "strongly agree" that
they are confident in their ability to assess the credibility of sources, while 81% of
respondents to the Post- Critical

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
			Thinking survey "agree" or "strongly agree" that they areconfident in their ability to assess the credibility of sources. ? 67% of respondents to the Pre-Critical Thinking survey "agree" or "strongly agree" that they are confident in their ability to critically analyze the logic of arguments, while 79% of respondents to the Post- Critical Thinking survey "agree" or "strongly agree" that they are confident in their ability to critically analyze the logic of arguments. (05/02/2013)

COMM 10:Fundamentals of Oral Communication

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
COMM10_SLO_2 - Evaluate the effectiveness of interpersonal, group, and public communication through self-reflection and shared feedback. **SLO Status:** Active **Outcome Creation Date:** 09/25/2017	**Other -** Performance Team Reflection Essay. Type a paragraph EACH of the following: a.) What did you like about your performance/process? b.) What about your performance/process could be improved? c.) Were there any positive group roles (leader, decision-maker, director)? d.) Were there any disruptive group roles (controller, distractor, blamer, ghost)? e.) What are 2 lessons you learned about group dynamics or working in a self-managed team? **Target for Success:** 90% of students successfully evaluate the effectiveness of the task and social dimensions of their small group presentation.	**Program Review Reporting Year:** 2018-2019 **Target :** Target Met There was a 90% success rate with scores as follows: 29 students received a 10/10 (followed assignment guidelines) 2 students received a 5/10 (partial credit for late submission) 1 student received a 7/10 (lack of depth in analysis) (01/15/2019) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Feedback on small group project was shared with classmates as well as privately online. In-class debriefing helped build team cohesion while private online feedback was more honest and insightful.	**Enhancement:** For the future, instructor will continue to model constructive feedback in front of class, in small groups, one-on-one, and online. (01/15/2019)
COMM10_SLO_3 - Organize, compose, present, and critically evaluate informative and persuasive presentations appropriate in content and style to the audience and situation.	**Demonstration -** Faculty will select from the following assessments: Outline (longitudinal) assessments, performance rubrics assessing speech organization, content and delivery.	**Program Review Reporting Year:** 2017-2018 **Target :** Target Met Students work in groups of 5 create to a 10-12 minute presentation that informs the class of a problem in our community. Each group is responsible for researching the problem and discussing how it impacts the class personally.	**Enhancement:** All of the students in the 9:30 AM section did extremely well fulfilling this SLO. The students did a great job of reaching out to their peers if they saw them struggling or falling

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
SLO Status: Active	**Target for Success:** Student w/in range of proficiency (e.g. 2=High Proficiency/Mastery 1=Proficiency 0-Limited Proficiency)	After each group informs the class of the problem, they implement a solution and persuade the audience to take action. Each group creates a full sentence outline for their presentation. They also evaluate and give feedback to at least 2 other groups that present. Out of 50 students (in two different sections): A = 8 A- = 32 B+ = 7 B = 8 B- = 1 C+ = 0 C = 0 D+ = 0 D = 0 D- = 0 F = 3 (10/05/2018) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Since this was a group assignment, the students were able to collaborate and trouble shoot with their peers before they presented. This increased the success rate of fulfilling this SLO. They also had the opportunity to workshop their drafts with other groups. This helped them gain more practice with the SLO. It also helped them become familiar with the audience they would be presenting their speeches to.	behind. They regularly met outside of class to complete all group work and trouble shoot any problems. This helped all of the students stay on top of their work and fulfill this SLO. In the future, I could potentially investigate if the success rate of this SLO would be the same if this was an individual assignment instead of a group assignment. The three students in the 7:30 AM section who did not fulfill this SLO did not turn in the assignment and they stopped attending class. Although I reached out to the students, they did not respond back. In the future, I would make sure that these sort of students feel even more supported by me and their peers. If they needed to stop attending class because of personal matters, I would also encourage them to complete the appropriate paperwork to drop the course. (10/05/2018)
COMM10_SLO_1 - Display increasing confidence in ability to use a range of speaking, listening, and collaboration skills. **SLO Status:** Active **Outcome Creation Date:** 09/25/2017	**Survey -** Survey Listening Habits Questionnaire (industry standard measure) to assess changes in empathic listening, active listening, and critical listening skills. **Target for Success:** improved from pre to post **Related Documents:** post_LH_2015_2016.pdf pre_LH_2015_2016.pdf	**Program Review Reporting Year:** 2015-2016 **Target :** Target Met Overall improvement in listening comprehension, empathic listening, active listening, and critical listening skills. Increased positive self-perception of ability to use open/closed questions, avoid distractions while listening to speaker, encourage dialogue, probe for deeper understanding, and listen for comprehension. Comments/Notes: Department assessment for 2015-2016 focused on listening improvement. With the support of institutional research, we surveyed all speech students to measure listening habits using existing Fran Rees industry	**Enhancement:** Share best practices for training/instruction/focus on building listening skills/active listening & paraphrasing. Discuss ways for students to reflect on their individual listening assessment results as a learning tool. Discuss ways to increase # of students responding to post-

standard Listening Habits Questionnaire. We used this assessment in all speech classes.

1)Most (nearly 90%) pre-assessment students were comfortable extending eye contact while listening/about the same % in post assessment.
2)36% of respondents to the Pre-Listening Habits survey were very great or great in using open-ended questions to initiate and expand the discussion, while 46% of respondents to the Post-Listening Habits survey were very great or great in using open-ended questions to initiate and expand the discussion.
3)69% of respondents to the Pre-Listening Habits survey were very great or great in maintaining eye contact while the other person is speaking, while 59% of respondents to the Post-Listening Habits survey were very great or great in maintaining eye contact while the other person is speaking. In 2011 the same survey showed a % increase/improvement in respondents maintaining eye contact from pre- to post results.
4) Notable improvement in staying focused/avoiding distraction while listening to speaker. Not as easily distracted while someone talking by end of quarter.
5)Open ended responses: "What helped most as a listener to improve skills"?
listening to speeches
peer review process
giving peer feedback on speech presentations
group discussions

Need more direct training/instruction/focus on building listening skills/active listening & paraphrasing assignment/classroom discussion of assessment results

Low survey responses/N=3 41 pre N=182 post

 (10/20/2017)
Reflection (CLICK ON ? FOR INSTRUCTIONS): Need more direct training/instruction/focus on building listening skills/active listening & paraphrasing assignment/classroom

survey.

 (10/20/2017)

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements

discussion of assessment results. Doesn't just happen.

Low survey responses/N=3 41 pre N=182 post

Survey - PRCA-24 discipline standard survey
Target for Success: Improved confidence in ability to use a range of speaking, listening, and collaboration skills

Program Review Reporting Year: 2015-2016
Target : Target Met
Communication apprehension, as measured by the Personal Report of Communication Apprehension (PRCA-24) declined overall in interpersonal, group and public speaking contexts from pre-assessment at beginning of quarter to post-assessment at end of quarter in all communication courses in our program. A total of 300 students completed both the pre- and post-assessment. Students experience the highest levels of anxiety giving a speech (65% fear giving a speech compared to 23% who feel nervous while participating in group discussions and 16% in interpersonal conversations). Communication apprehension was reduced significantly by the end of the quarter in all contexts. Respondents report the following key factors that contribute to changes in levels of communication apprehension: (1)creating a safe, inclusive space for students to practice communication skills, (2)thoughtful instructor and peer feedback, (3)meaningful self reflection, (4)freedom to choose topics that personally relate, (5)specific instruction on speech preparation and delivery. (10/25/2017)
Reflection (CLICK ON ? FOR INSTRUCTIONS): Results are consistent over multiple quarters of assessment. The added open ended questions give us insight into what activities, assignments, and instructor interventions have the greatest impact on student confidence and success in the class. We were concerned with the number of respondents and will do the following: (1)include PRCA-24 assessment in canvas for easy access by faculty and students; (2)notify all full-time and adjunct faculty of the expectation to complete assessments; (3)send e-message to all faculty re required action both at beginning (pre-assessment) and end (post-assessment) of quarter reminding faculty to administer pre- and post- assessments in all oral communication classes; (4)include slo assessment discussion as part of faculty

Enhancement: We were concerned with the number of respondents and did the following: (1)included PRCA-24 assessment in catalyst for easy access by faculty and students; (2)notified all full-time and adjunct faculty of the expectation to complete assessments; (3)sent e-message to all faculty re required action both at beginning (pre-assessment) and end (post-assessment) of quarter reminding faculty to administer pre- and post- assessments in all oral communication classes; (4)included slo assessment discussion as part of faculty evaluation process. (10/18/2016)

Student Learning Outcomes (SLOs)	*Assessment Methods*	*Assessment Data Summaries*	*Enhancements*

evaluation process.
Related Documents:
PRCAPostFall2015Winter2016.pdf

SPCH10_SLO_1 - Demonstrate effective listening skills appropriate for interpersonal, group, and public speaking contexts including empathic listening, active listening, and critical listening.
SLO Status: Archived SLO Statement
Planned Assessment Quarters: 2011-12 2-Fall, 2011-12 3-Winter, 2011-12 4 -Spring, 2012-13 1-Summer, 2012-13 2-Fall
Outcome Creation Date: 09/23/2011

Survey - Listening Habits Questionnaire (industry standard measure) to assess changes in empathic listening, active listening, and critical listening skills.
Target for Success: Overall improvement in listening comprehension, empathic listening, active listening, and critical listening skills. Increased positive self-perception of ability to use open/closed questions, avoid distractions,, encourage dialogue, probe for deeper understanding, and listen for comprehension.
Comments/Notes: Department assessment for 2011-2012 focused on listening improvement. With the support of institutional research, we surveyed all speech students to measure listening habits using existing Fran Rees industry standard Listening Habits Questionnaire. We used this assessment in all speech classes.

Program Review Reporting Year: 2015-2016
Target : Target Met
1. 36% of respondents to the Pre-Listening Habits survey were ?very great? or ?great? in using open-ended questions to initiate and expand the discussion, while 46% of respondents to the Post-Listening Habits survey were ?very great? or ?great? in using open-ended questions to initiate and expand the discussion.
2)69% of respondents to the Pre-Listening Habits survey were ?very great? or ?great? in maintaining eye contact while the other person is speaking, while 59% of respondents to the Post-Listening Habits survey were ?very great? or ?great? in maintaining eye contact while the other person is speaking. In 2011 the same survey showed a % increase/improvement in respondents maintaining eye contact from pre- to post results.
3) Notable improvement in staying focused/avoiding distraction while listening to speaker.
4) Open ended responses: "What helped most as a listener to improve skills"?
listening to speeches
peer review process
giving peer feedback on speech presentations
group discussions

need more—direct training/instruction/focus on building listening skills/active listening & paraphrasing assignment/classroom discussion of assessment results

low survey responses/N=3 41 pre N=182 post

(10/22/2016)
Reflection (CLICK ON ? FOR INSTRUCTIONS): What we

Enhancement: Will add more direct training/instruction/focus on improving listening skills/active listening & paraphrasing assignments/classroom discussion of assessment results.
(10/22/2016)

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements

found most useful from these assessments are the measures that are most successful at helping students improve listening skills, including listening to speeches, active listening/paraphrasing exercises, having to formulate and ask questions after speeches, peer critiques/feedback after speeches, peer review process, and group discussions. Results provide a basis for department-level collaboration, reflection, and planning. Based on results of this assessment, department faculty have shared best-practices at department meetings, opening days/SLO convocation, department retreats, and via e-mail for helping students improve listening habits.

Program Review Reporting Year: 2012-2013
Target : Target Met
Listening habits improved from pre- to post-. Important highlights include:
1. 41% of respondents to the Pre-Listening Habits survey were ?very great? or ?great? in using open-ended questions to initiate and expand the discussion, while 59% of respondents to the Post-Listening Habits survey were ?very great? or ?great? in using open-ended questions to initiate and expand the discussion.
2)69% of respondents to the Pre-Listening Habits survey were ?very great? or ?great? in maintaining eye contact while the other person is speaking, while 78% of respondents to the Post-Listening Habits survey were ?very great? or ?great? in maintaining eye contact whilethe other person is speaking.
3) 72% of respondents to the Pre-Listening Habits survey were ?very great? or ?great? in encouraging dialogue by sending signals that show they are genuinely interested in what the other person is saying, while 80% of respondents to the Post-Listening Habits survey were ?very great? or ?great? in encouraging dialogue by sending signals that show they are genuinely interested in what the other person is saying.
4) 48% of respondents to the Pre-Listening Habits survey were ?very great? or ?great? in avoiding turning the

Enhancement: Included additional active listening and probing, feedback, paraphrasing, and critical listening activities to course. Included self-assessment discussion of listening habits questionnaire. (09/27/2012)

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
		conversation away from the speaker onto themselves, while 63% of respondents to the Post-Listening Habits survey were ?very great? or ?great? in avoiding turning the conversation away from the speaker onto themselves. 5) 46% of respondents to the Pre-Listening Habits survey were ?very great? or ?great? in periodically check their understanding by restating in their own words what was said, while 60% of respondents to the Post-Listening Habits survey were ?very great? or ?great? in periodically check their understanding by restating in their own words what was said. (09/16/2012) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Students demonstrated marked improvement in empathic listening, active listening, and critical listening skills. What we found most useful from these assessments are the measures that are most successful at helping students improve listening skills, including active listening exercises, having to formulate and ask questions after speeches, peer critiques/feedback after speeches, and group discussions. All full-time and part-time faculty have found the Listening Habits Questionnaire a useful measure. Results provide a basis for department-level collaboration, reflection, and planning. Based on results of this assessment, department faculty have shared best-practices at department meetings, opening days/SLO convocation, department retreats, and via e-mail for helping students improve listening habits.	
COMM10_SLO_4 - Identify, locate, evaluate and use information technologies and information sources. **SLO Status:** Active	**Project -** Students construct an annotated bibliography of three academic sources and one reputable popular news source, with stylistically accurate citations following APA or MLA citation format, and a summary of the source indicating its credibility and usefulness. **Target for Success:** All students will score at least 7/10 on the assignment, indicating effort and basic proficiency navigating De Anza	**Program Review Reporting Year:** 2017-2018 **Target :** Target Not Met Across three sections of Comm-10, a total of 66 students received the following scores on their Annotated Bibliography Assignment: 10/10 =11 students 9/10 = 19 students 8/10 = 4 students 7/10 = 9 students 6/10 = 11 students 4/10 = 2 students (incomplete/very late submission) 0/10 = 10 students (no submission)	**Enhancement:** Research skills are something that must be learned and practice throughout an academic career: a necessary and long developed skill. An annotated bibliography assignment is usually a task that comes early in a research project. One suggestion would be to use this measure as an indicator of which students are early in their research skill development journey and perhaps will need an intervention with

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
	Library databases and indicating an understanding of the academic importance of proper citations, perhaps with errors.	Average score (with no zeroes) = 8.14 (10/02/2018) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The target was not met, and of most concern are the 11 students that scored 6/10 on the assignment, indicating that some energy and effort was given to complete the assignment in a timely fashion, yet the demonstrated skills were lacking in any combination of 1) an inability to recognize quality sources, 2) inability to navigate the library tools to find quality sources, 3) inability to execute the technical citation style, and/or 4) an inability to articulate how to use the most pertinent and significant portions of source material. There are potentially a number of explanations for this, but of note could be that this could very well be the students first introduction to doing research of this nature, whereas the students who received a 10/10 might be well exposed and well versed in these skills from previous academic experience. Even in this course, this is the second assignment of four pertaining to finding and utilizing researched material.	specific assistance with their research skills. If this can be linked to Canvas mastery paths or any other means of quick communication of intervention strategies, perhaps this small percentage of students can receive the help they need in order to reach proficiency status even by the end of this research project. (10/02/2018)

COMM 15:Critical Decision-Making in Groups

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
COMM15_SLO_1 - Develop abilities to effectively facilitate discussions including active listening, nonverbal communication, managing tension, consensus building, and recording group discussion. **SLO Status:** Active **Outcome Creation Date:** 09/25/2017	**Presentation/Performance -** Meeting Facilitation **Target for Success:** Proficiency	**Program Review Reporting Year:** 2014-2015 **Target :** Target Met 100% of students (N=27) successfully planned and facilitated a conference session at De Anza College 2015 Partner's In Learning Conference. Students applied active listening, nonverbal communication, managing tension, consensus building, and recording group discussion skills during facilitation. (06/26/2015) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Community based projects linked to a class challenge students to apply concepts they are studying, involves rigorous learning, and raises student achievement. Students were tasked to help create and facilitate conference sessions at De Anza's annual Partner's in Learning Conference.	**Enhancement:** Reduce number of sessions students facilitate to make more manageable. (02/01/2016)
COMM15_SLO_2 - Display increasing confidence in ability to use a range of models and methods for problem solving, decision making, and collaborating. **SLO Status:** Active **Planned Assessment Quarters:** 2010-11 2-Fall, 2010-11 3-Winter, 2010-11 4-Spring, 2011-12 1- Summer, 2011-12 2-Fall, 2011-12 3-Winter, 2011-12 4 -Spring, 2012-13 1-Summer, 2012-13 2-Fall	**Survey -** PRCA-24 **Target for Success:** Overall increase in confidence/reduction in communication apprehension relevant to group work, problem solving, decision making and collaboration.	**Program Review Reporting Year:** 2015-2016 **Target :** Target Met A total of 214 students completed both the pre- and post-Personal Report of Communication Apprehension (PRCA-24) assessment during Fall 2015-Winter 2016. Communication apprehension was reduced significantly by the end of the quarter in all group contexts. 1. Generally, I am comfortable while participating in group discussions Pre 67% Post 79% 2. I am tense and nervous while participating in group discussions Pre 21% Post 13% 3. Usually, I am comfortable when I have to participate in a meeting Pre 38%	**Enhancement:** Provide more opportunities/activities for students to work through problem solving skills while collaborating in teams. (04/03/2017) **Follow-Up:** Share activities/assignments/best practices at department retreat to help students gain confidence in ability to use a range of models and methods for problem solving and decision making and collaborating. (10/10/2017)

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements

Post 57%

4. I am afraid to express myself at meetings
Pre 28%
Post 15%

(10/10/2017)
Reflection (CLICK ON ? FOR INSTRUCTIONS): Respondents report the following key factors contribute to changes in levels of communication apprehension: (1)creating a safe, inclusive space for students to practice communication skills, (2)opportunities to collaborate in groups, (3)thoughtful instructor and peer feedback, (4)meaningful self reflection, (5)clear and specific instruction
Related Documents:
PRCAPostFall2015Winter2016.pdf

COMM15_SLO_3 - Evaluate the effectiveness of group communication and critical decision-making through self-reflection and shared feedback.
SLO Status: Active
Outcome Creation Date: 09/25/2017

Survey - Facilitator Skills Profile Pre- and Post- Assessment
Target for Success: Increased competency in group communication and critical decision-making skills

Program Review Reporting Year: 2015-2016
Target : Target Met
In the 2016 pre-assessment, 68% of students considered themselves to have Basic competency in helping groups work to solutions that satisfy multiple needs, 1/3 of students believed themselves to be Skilled in helping groups work to solutions that satisfy multiple needs. In the post-assessment, over half the students reported that they attained mastery level while slightly more than 1/3 considered themselves to be Skilled. (05/27/2016)
Reflection (CLICK ON ? FOR INSTRUCTIONS): When comparing the pre- and post- assessments, most students started the class feeling they had Basic level skills in helping groups work to solutions that satisfy multiple needs, and ended the class with a Skilled or Mastery score.

Enhancement: Students reported the biggest challenge to helping groups work to solutions that satisfy multiple needs is keeping groups task focused. Provide students more tools and practice for refocusing the group discussion. (10/10/2017)

COMM15_SLO_4 - Develop, present, and critically evaluate informative and persuasive group presentations that are personalized to the audience, organized with an effective plan and purpose, and use information supported with quality sources that

Demonstration - Rubric
Target for Success: Proficiency or Mastery

Program Review Reporting Year: 2015-2016
Target : Target Met
This assessment measured overall skill level achievement over the course of the quarter to develop, present and critically evaluate informative and persuasive group presentations that are personalized to the audience, organized with an effective plan and purpose, and use

Enhancement: Share challenges and best practices with colleagues for helping students improve source citation.
Work with colleagues to develop Information Literature video modules on evaluating and citing

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
are accurately documented during the presentations and outlines. **SLO Status:** Active **Outcome Creation Date:** 09/25/2017		information supported with quality sources that are accurately documented during the presentations and outlines. N=28 79% of students achieved mastery level skills 14% proficiency level 7% unsuccessful Greatest improvement in citing sources. (10/12/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Students cited (1) collaborating with peers and (2) instructor reviews of informative and persuasive outlines prior to presentations as the most helpful factors contributing to their success. Biggest challenge and growth was evaluating and citing sources.	sources. Use video modules for instruction to help students improve source citation. (05/06/2016) **Follow-Up:** Work with colleagues to develop Information Literacy modules. (04/22/2016)
SPCH15_SLO_1 - Demonstrate critical listening and comprehension skills. **SLO Status:** Archived SLO Statement **Planned Assessment Quarters:** 2011-12 2-Fall, 2011-12 3-Winter, 2011-12 4 -Spring, 2012-13 1-Summer, 2012-13 2-Fall	**Survey -** Listening Habits Questionnaire (industry standard measure) to assess changes in empathic listening, active listening, and critical listening skills. **Target for Success:** Overall improvement in critical listening and comprehension skills. Increased positive self-perception of critical listening habits. **Comments/Notes:** Department assessment for 2011-2012 focused on listening Improvement in all contexts of Interpersonal, Group, and Public communication. With the support of institutional research, we surveyed all speech students to measure listening habits using existing Fran Rees industry standard Listening Habits Questionnaire. We used this assessment in all speech classes.	**Program Review Reporting Year:** 2012-2013 **Target :** Target Met Listening habits improved from pre- to post-. Important highlights include: 1. 41% of respondents to the Pre-Listening Habits survey were ?very great? or ?great? in using open-ended questions to initiate and expand the discussion, while 59% of respondents to the Post-Listening Habits survey were ?very great? or ?great? in using open-ended questions to initiate and expand the discussion. 2)69% of respondents to the Pre-Listening Habits survey were ?very great? or ?great? in maintaining eye contact while the other person is speaking, while 78% of respondents to the Post-Listening Habits survey were ?very great? or ?great? in maintaining eye contact whilethe other person is speaking. 3) 72% of respondents to the Pre-Listening Habits survey were ?very great? or ?great? in encouraging dialogue by sending signals that show they are genuinely interested in what the other person is saying, while 80% of respondents to the Post-Listening Habits survey were ?very great? or ?great? in encouraging dialogue by sending signals that show they are genuinely interested in what the other person is saying. 4) 48% of respondents to the Pre-Listening Habits survey were ?very great? or ?great? in avoiding turning the conversation away from the speaker onto themselves, while 63% of	**Enhancement:** Included additional active listening and probing, feedback, paraphrasing, and critical listening activities to course. Included self-assessment discussion of listening habits questionnaire. (09/19/2012)

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements

were ?very great? or ?great? in avoiding turning the conversation away from the speaker onto themselves. 5) 46% of respondents to the Pre-Listening Habits survey were ?very great? or ?great? in periodically check their understanding by restating in their own words what was said, while 60% of respondents to the Post-Listening Habits survey were ?very great? or ?great? in periodically check their understanding by restating in their own words what was said. (09/16/2012)

Reflection (CLICK ON ? FOR INSTRUCTIONS): Listening habits improved from pre- to post- assessment. We found most useful the activities/assignments that most helped students improve their critical listening and comprehension skills including group discussion activities geared specifically to listening improvement, and practice giving critical feedback on speeches and group presentations.

SPCH15_SLO_3 - Develop confidence in ability to critically analyze arguments, assess the credibility of sources, and cite sources in their writing and speaking using proper academic format.
SLO Status: Archived SLO Statement
Outcome Creation Date: 05/02/2013

Presentation/Performance - Pre-Post- critical thinking survey

Target for Success: Self-acknowledge improvement in ability to critically analyze arguments, assess the credibility of sources, and cite sources

Program Review Reporting Year: 2012-2013
Target : Target Met
The Critical Thinking Survey was conducted in the Fall quarter of 2012. A pre-survey was conducted at the beginning of the quarter, and a total of 442 students responded to the online survey. A post-survey was conducted at the end of the quarter, and a total of 246 students
responded to the online survey.
Important highlights include:
? 57% of respondents to the Pre- Critical Thinking survey "agree" or "strongly agree" that
they are confident in their ability to cite sources in their writing and speaking using proper
academic format, while 76% of respondents to the Post-Critical Thinking survey "agree"
or "strongly agree" that they are confident in their ability to cite sources in their writing and
speaking using proper academic format.
? 67% of respondents to the Pre- Critical Thinking survey "agree" or "strongly agree" that
they are confident in their ability to assess the credibility of sources, while 81% of

respondents to the Post- Critical Thinking survey "agree" or "strongly agree" that they areconfident in their ability to assess the credibility of sources.

? 67% of respondents to the Pre- Critical Thinking survey "agree" or "strongly agree" that they are confident in their ability to critically analyze the logic of arguments, while 79% of respondents to the Post- Critical Thinking survey "agree" or "strongly agree" that they are confident in their ability to critically analyze the logic of arguments. (05/02/2013)

Reflection (CLICK ON ? FOR INSTRUCTIONS): pre- post- critical thinking survey assessments show by the end of the quarter students are more confident in their ability to critically analyze arguments, assess the credibility of sources, and cite sources in their writing and speaking using proper academic format.

COMM 16:Interpersonal Communication

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
COMM16_SLO_1 - Develop increasing communication competence in building and maintaining relationships by adapting to other people, the goals of the speaker, and the requirements of the interpersonal communication context (e.g., cultural, social, and business). **SLO Status:** Active	**Demonstration -** Demonstrated interpersonal communication competence. **Target for Success:** Proficiency or Mastery.		
COMM16_SLO_2 - Demonstrate increasing confidence in the ability to use a range of speaking, listening, and collaboration skills. **SLO Status:** Active **Planned Assessment Quarters:** 2011-12 3-Winter, 2011-12 4 -Spring	**Survey -** PRCA-24 (industry standard measure) to assess changes in levels of confidence in interpersonal, group, and public contexts from beginning to end of course for all oral communication courses in our program. **Target for Success:** Overall increase in levels of confidence across demographics. Increased positive self-perception of confidence in speaking, listening and collaboration in interpersonal contexts.	**Program Review Reporting Year:** 2011-2012 **Target :** Target Met Communication apprehension decreased from pre- to post-both for interpersonal and group contexts. Students experience less apprehension in interpersonal and group contexts and more communication apprehension in public speaking contexts. Some of the most commonly listed activities/assignments that helped students to reduce communication apprehension include group activities (listed most often), getting to know everyone, communication skills building activities, peer and instructor feedback, and lots of practice. (09/16/2012) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Department assessment for 2009-2010, 2010-2011,and 2011-2012 focused on one of the most important SLO's across speech curriculum--reduction of communication apprehension. With the support of institutional research, we surveyed all speech students to measure communication apprehension using existing industry standard PRCA-24 survey. Results show various kinds of group activities play a key role in helping students overcome their communication apprehension. Results indicate no bias across demographic groups. All full-time and part-time faculty have found the PRCA-24 a useful measure. Results provide a basis for department-level collaboration, reflection, and planning. Based on results of this assessment, department faculty have shared best-practices for reducing communication apprehension at department meetings, opening days/SLO	**Enhancement:** Faculty have share best-practices for reducing communication apprehension in interpersonal contexts at opening day meetings. (09/21/2012)

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
	Survey - PRCA-24 (discipline standard measure) to assess overall changes in levels of confidence in interpersonal, group, and public contexts from beginning to end of course for all oral communication courses in our program. **Target for Success:** Overall increase in levels of confidence across demographics. Increased positive self-perception of confidence in speaking, listening and collaboration in interpersonal contexts. Decrease levels of communication apprehension from pre to post assessment over course of quarter. **Related Documents:** PRCAPostFall2015Winter2016.pdf	convocations, department retreats, and via e-mail. **Program Review Reporting Year:** 2015-2016 **Target :** Target Met Levels of confidence in ability to use a range of speaking, listening, and collaboration skills improved from pre- to post- for interpersonal, group, and public contexts. Students experience less apprehension in interpersonal and group contexts and more communication apprehension in public speaking contexts. Some of the most commonly listed activities/assignments that helped students to increase confidence in ability to use a range of speaking, listening, and collaboration skills include group activities (listed most often), getting to know everyone, relating personal stories/interests, anxiety management plans, communication skills building activities, peer and instructor feedback, and lots of practice. (10/19/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Assignments and activities that reinforce and merge student knowledge (concepts) and practice create opportunities for students to gain a deeper understanding of what they are learning and to develop higher level skills sets. For example, creating anxiety management plans based on concepts studied and discussed in class resulted in increased confidence in abilities to use a range of speaking, listening, and collaboration skills. **Related Documents:** PRCAPostFall2015Winter2016.pdf	**Enhancement:** Share best practices at department retreat to help students increase confidence/reduce communication apprehension. (10/19/2017)
CoMM16_SLO_3 - Evaluate and assess the effectiveness of interpersonal communication through self-reflection and shared feedback. **SLO Status:** Active **Outcome Creation Date:** 09/25/2017			
SPCH16_SLO_3 - Demonstrate effective listening skills appropriate for interpersonal contexts including empathic listening, active listening,	**Survey -** Listening Habits Questionnaire **Target for Success:** Overall improvement in listening habits.	**Program Review Reporting Year:** 2015-2016 **Target :** Target Met Areas with Greatest Improvement in pre-to-post listening habits:	**Enhancement:** Will add more direct training/instruction/focus on improving listening skills/active listening & paraphrasing

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
and critical listening. **SLO Status:** Archived SLO Statement **Planned Assessment Quarters:** 2011-12 3-Winter, 2011-12 4 -Spring, 2012-13 1-Summer, 2012-13 2-Fall, 2012-13 3-Winter, 2012-13 4-Spring		1. 36% of respondents to the Pre-Listening Habits survey were ?very great? or ?great? in using open-ended questions to initiate and expand the discussion, while 46% of respondents to the Post-Listening Habits survey were ?very great? or ?great? in using open-ended questions to initiate and expand the discussion. 2)69% of respondents to the Pre-Listening Habits survey were ?very great? or ?great? in maintaining eye contact while the other person is speaking, while 59% of respondents to the Post-Listening Habits survey were ?very great? or ?great? in maintaining eye contact while the other person is speaking. In 2011 the same survey showed a % increase/improvement in respondents maintaining eye contact from pre- to post results. 3) Notable improvement in staying focused/avoiding distraction while listening to speaker. 4) Open ended responses: "What helped most as a listener to improve skills"? listening to speeches peer review process giving peer feedback on speech presentations group discussions need more—direct training/instruction/focus on building listening skills/active listening & paraphrasing assignment/classroom discussion of assessment results low survey responses/N=3 41 pre N=182 post (10/24/2016) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** What we found most useful from these assessments are the measures that are most successful at helping students improve listening skills, including listening to speeches, active listening/paraphrasing exercises, having to formulate and ask questions after speeches, peer critiques/feedback after speeches, peer review process, and group discussions. Results provide a basis for department-level collaboration, reflection, and planning. Based on results of this assessment, department faculty have shared best-practices at department meetings, opening days/SLO convocation, department retreats, and via e-mail for helping students	assignments/classroom discussion of assessment results. (10/24/2016)

improve listening habits.

Program Review Reporting Year: 2012-2013
Target : Target Met
Overall listening habits improved from pre- to post-. Important highlights:

1) 69% of respondents to the Pre-Listening Habits survey were ?very great? or ?great? inmaintaining eye contact while the other person is speaking, while 78% of respondents to the Post-Listening Habits survey were ?very great? or ?great? in maintaining eye contact while the other person is speaking.

2) 72% of respondents to the Pre-Listening Habits survey were ?very great? or ?great? in encouraging dialogue by sending signals that show they are genuinely interested in what the other person is saying, while 80% of respondents to the Post-Listening Habits survey were ?very great? or ?great? in encouraging dialogue by sending signals that show they are genuinely interested in what the other person is saying.

3) 48% of respondents to the Pre-Listening Habits survey were ?very great? or ?great? in avoiding turning the conversation away from the speaker onto themselves, while 63% of respondents to the Post-Listening Habits survey were ?very great? or ?great? in avoiding turning the conversation away from the speaker onto themselves.
 (09/16/2012)

Reflection (CLICK ON ? FOR INSTRUCTIONS): Department assessment for 2011-2012 focused on listening improvement in the contexts of interpersonal, group, and public contexts.. With the support of institutional research, we surveyed all speech students to measure listening habits using existing Fran Rees industry standard Listening Habits Questionnaire. Listening habits improved from pre- to post-. We found most useful from this assessment the activities/assignments/teaching methods students found most helped them to improve their listening habits and skills including giving peer critiques/feedback, formulating and asking questions after speeches, and active listening activities.

Enhancement: Included additional active listening and probing, 360 degree feedback, paraphrasing, and critical listening activities to course. Included self-assessment discussion of listening habits questionnaire. (09/21/2012)

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements

COMM 70:Effective Organizational Communication

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
COMM70_SLO_1 - Facilitate effective meetings. **SLO Status:** Active **Planned Assessment Quarters:** 2010-11 4-Spring **Outcome Creation Date:** 03/02/2012	**Survey -** Facilitator Skills Profile Pre-/Post Assessment. **Target for Success:** Overall improvement in facilitator skills.		
	Presentation/Performance - Meeting Facilitation	**Program Review Reporting Year:** 2015-2016 **Target :** Target Met Students successfully applied meeting management skills to plan and facilitate a case study discussion as a capstone project for the course. N=34 Mastery 85% Proficient 15% (12/18/2015) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Case studies present realistic and complex situations that challenge students to apply concepts they are studying. They involve rigorous learning, bridge the gap between theory and practice, and raise student achievement. In reflection essays students report they feel engaged and empowered throughout the whole case facilitation process.	**Enhancement:** Add new and more current case studies. (05/27/2016)

	Demonstration - Case Study/Rubric
	Target for Success: Proficiency
		Program Review Reporting Year: 2015-2016
		Target : Target Met
		 6 small groups of students each facilitated an effective class meeting based on a relevant and compelling organizational communication theme:
		
		  Social Media in Public vs Private Context
		  The 5 Stages of a Crisis
		  Effective and Ineffective Leadership
		  Sexual Harassment on College Campuses
		  Sexual Harassment in Professional Work Environments
		  Social Identity
		
		Based on their unique theme, teams drafted an event design, developed a team responsibility matrix, and
			Enhancement: Discuss with colleagues who teach SPCH 70 best practices for merging theory and practice using case study facilitation. (10/20/2017)

facilitated a 1-hour meeting that would engage, educate, and empower their audience.

Facilitation meetings were evaluated on:

  Focusing on processing/eliciting content from the audience.
  Effective timing and pacing
  Incorporating a strong an engaging opening
  Stating a clear agenda and list of outcomes to the audience.
  Interacting with the audience using exciting, yet meaningful exercises.
  Providing an inclusive environment to discuss compelling questions based on each case study.
  Deeply exploring organizational communication concepts, such as synergy, interdependence, equifinality, and conflict.
  Synthesizing the facilitation with a strong and impacting closure.

On a 60 point grading scale, these were the grades of each team:

  Social Media in Public vs Private Context (55 points)
  The 5 Stages of a Crisis (49 points)
  Effective and Ineffective Leadership (54 points)
  Sexual Harassment on College Campuses (51 points)
  Sexual Harassment in a Professional Environment (59 points)
  Social Identity (51 points)
 (04/14/2016)
Reflection (CLICK ON ? FOR INSTRUCTIONS): Teams that received higher scores not only engaged the audience, but involved deep discussion, critical thought, and strong connections to the case study and organizational communication theory. Improving future facilitation meetings will involve exploring how to merge the depth of organizational theory with the simplicity of practical

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
		takeaways.	
COMM70_SLO_2 - Display increasing confidence in ability to analyze major issues regarding communication and leadership in organizations. **SLO Status:** Active **Planned Assessment Quarters:** 2011-12 4 -Spring **Outcome Creation Date:** 03/02/2012	**Portfolio Review -** Portfolio **Target for Success:** Growth/Achievement/Best Work.	**Program Review Reporting Year:** 2010-2011 **Target :** Target Met Samples of work for our capstone course illustrate student development in our Speech Communication program, high levels of competence in our discipline, and particular exemplars of quality work through case study analysis, self-reflection, and peer feedback. Comprehensive materials include case studies, group analysis reports, communication apprehension inventories, listening inventories, self reflection essays, speech plans/outlines, sample video taped speeches, instructor grading rubrics/feedback, resume, etc., to reflect the extent to which a student has met major goals in our program. (09/19/2012) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** PPortfolios have been a useful measure for students and faculty to assess specific communication skills development/improvement/growth during the course and over the course of the program. Students develop recognition of the value of their work, learn to showcase their achievements and articulate their accomplishments to others.	**Enhancement:** Include more case studies in our teaching. Mentor faculty in case study method. Co-taught with colleague winter 2014 to model facilitative and case study approaches to teaching and learning. (04/17/2014)
	Project - Evaluate student essays, case study plan, and case study presentation. **Target for Success:** Proficient or Mastery in applying organizational communication concepts and strategies	**Program Review Reporting Year:** 2015-2016 **Target :** Target Met Students analyzed the case study, "Do All Companies Have to Be Evil: Enron, Google and the Evolutionary Psychology of Corporate Environments." Shermer, Michael. "Do All Companies Have to Be Evil?" Scientific American. 2 Feb. 2008. Compared and contrasted the ethical and unethical business practices of the corporations, Google and Enron in a one-page analytical response paper. Response papers were evaluated on the 3 C's:	**Enhancement:** Extend discussion of ethics to personal contexts. (04/28/2016)

Completeness, Critical Thought, and Connections to case study and organizational communication theory.

On a 10 point grading scale (class of 34), here were the distribution of scores:

10 points: 3 students

9 points: 6 students

8 points: 11 students

7 points: 9 students

6 points: 2 students

5 points: 1 student

0 points: 2 students

Scores gradually improved with each response paper by reminding students to think more critically, rather than summarize, and make stronger connections to organizational communication theory.

In addition to the case study analysis, students discussed ethical dilemmas in political and educational organizational structures.

Students developed a greater awareness of these ethics by engaging in interactive exercises, including "Enter the Circle," "Think/Pair/Share" and "World Cafe" dialogue.

(04/07/2016)

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
		Reflection (CLICK ON ? FOR INSTRUCTIONS): Scores gradually improved with each response paper by reminding students to think more critically, rather than summarize, and make stronger connections to organizational communication theory.	
		Program Review Reporting Year: 2015-2016 **Target :** Target Met Students successfully applied organizational communication concepts and strategies when analyzing case studies that present real organizational dilemma's, conflicts, or problems. Apply concepts to case study facilitation N=34 Mastery 85% Proficient 15% Students demonstrated the greatest improvement in making direct connections between organizational communication concepts and case analysis in their written essay assignments. (12/18/2015) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Students reported that having the instructor model by demonstrating the process of making direct connections between organizational communication concepts and case study analysis was most helpful. Students also reported that reading sample essays that make direct connections between organizational communication concepts and case studies improved their understanding and success when writing their own essays.	**Enhancement:** Instructor model/demonstrate ways to make connections between organizational communication concepts and case study analysis throughout the quarter. (10/12/2017)
COMM70_SLO_3 - Develop increasing communication competence by adapting to other people, the goals of the speaker, and the requirements of the organizational communication context (e.g., cultural, social, and	**Demonstration -** Case Study/Rubric **Target for Success:** Proficient	**Program Review Reporting Year:** 2015-2016 **Target :** Target Met 6 small "organizational teams" immersed in a quarter-length case study project planned and facilitated an effective case discussion on a relevant and compelling organizational communication theme:	**Enhancement:** Discuss ways to successfully use case study and project based learning with colleagues. (04/14/2016)

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements

corporate).
SLO Status: Active
Outcome Creation Date: 09/25/2017

Social Media in Public vs Private Context
The 5 Stages of a Crisis
Effective and Ineffective Leadership
Sexual Harassment on College Campuses
Sexual Harassment in Professional Work Environments
Social Identity

Based on their unique theme, work teams collaborated to draft an event design, develop a team responsibility matrix, and facilitate a 1-hour meeting that would engage, educate, and empower their audience.

Facilitation meetings were evaluated on:

Focus on processing/eliciting content from the audience
Effective timing and pacing
Incorporating a strong an engaging opening
Stating a clear agenda and list of outcomes to the audience
Interacting with and adapting to other team members and the audience
Providing an inclusive environment to discuss compelling questions based on each case study
Deeply exploring organizational communication concepts, such as synergy, interdependence, equifinality, and conflict
Synthesizing the facilitation with a strong and impacting closure

On a 60 point grading scale, these were the grades of each team:

Social Media in Public vs Private Context (55 points)
The 5 Stages of a Crisis (49 points)
Effective and Ineffective Leadership (54 points)
Sexual Harassment on College Campuses (51 points)
Sexual Harassment in a Professional Environment (59 points)
Social Identity (51 points)

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
		(04/14/2016) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Over the course of the quarter students develop increasing communication competence in adapting to other team members, the goals of the team, the audience during facilitation, and the requirements of the communication context. Teams that received higher scores not only engaged the audience, but involved deep discussion, critical thought, and strong connections to the case study and organizational communication theory. Students further gained insights into their successes and challenges by analyzing the progress of their work teams in a reflection essay at the end of the quarter.	
COMM70_SLO_4 - Demonstrate communication skills necessary for working productively in dynamic, collaborative, multicultural work environments. **SLO Status:** Active **Outcome Creation Date:** 09/25/2017	**Other -** Reflection essay that analyzes team dynamics that occurred during preparation and presentation of case study facilitation **Target for Success:** Students demonstrate they have learned from their experiences working in teams during the course and as a result of their experiences are better prepared to work productively in dynamic collaborative, multicultural work environments.	**Program Review Reporting Year:** 2015-2016 **Target :** Target Met The reflective essays assessed students evaluation of their own strengths and weaknesses while working in teams. In the process of critically reviewing one's own performance, students reported confidence in their preparation to work productively in dynamic collaborative, multicultural work environments. N=34 79% Great insight into strengths and weaknesses while working in teams 12% Moderate insight into strengths and weaknesses while working in teams 9% Low insight into strengths and weaknesses while working in teams (12/18/2015) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Reflection is an integral part of learning and growth. Reflection gives students insight into how their actions and performance working in teams impacts group outcomes. Students gain insight into what they would do the same and what they would do differently to work more productively in dynamic collaborative, multicultural work environments.	**Enhancement:** Refine reflection essay criteria by adding questions more directly focused on equity and working in multicultural environments. (10/12/2017)
COMM70_SLO_5 - Identify, locate,	**Demonstration -** SLO: Identify,	**Program Review Reporting Year:** 2018-2019	**Enhancement:** For future

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
evaluate and use information technologies and information sources relevant to organizational communication. **SLO Status:** Active **Outcome Creation Date:** 09/25/2017	locate, evaluate and use information technologies and information sources relevant to organizational communication. Teams will produce a Works Cited page for their facilitation project. Requirements: 1.) Research and list 10 credible sources (outside of your Case Study) that you could use in your facilitation. 2.) Choose 6 of the above sources that will work best in your facilitation. Cite these 6 sources using MLA style. 3.) For each of the 6 credible sources you use, write out how you could cite the info in your facilitation using the Evidence 3-Step technique below. Evidence 3-Step: 1.) Cite the source ("After reading an article in the New York Times..."). 2.) State the evidence ("I learned that 87% of college students..."). 3.) Restate the evidence in your own words ("What this means to me is... / This reminds me of a story… / This stat is a bit misleading because..."). **Target for Success:** 80% Proficiency	**Target :** Target Met 32 students out of 32 students received full credit (10/10 points; 1 copy of Works Cited assignment was submitted for each team). 100% Success based on the 3 Requirements: Requirements: 1.) Research and list 10 credible sources (outside of your Case Study) that you could use in your facilitation. 2.) Choose 6 of the above sources that will work best in your facilitation. Cite these 6 sources using MLA style. 3.) For each of the 6 credible sources you use, write out how you could cite the info in your facilitation using the Evidence 3-Step technique below. (01/15/2019) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** COMM 70 students have a significant amount of practice citing sources, since many of them are Communication Studies majors and have taken multiple courses in the discipline that include in-class practice and viewing of our Information Literacy videos. For this reason, these students are well-prepared to meet these requirements.	improvements, instructor will do more modeling and show video demonstrations on how to effectively cite sources in the context of a presentation. (01/15/2019)

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
	Comments/Notes: Graded team assignment		
SPCH70_SLO_3 - Critically assess the effectiveness and ethics of organizational communication through case studies, self-reflection and shared feedback. **SLO Status:** Archived SLO Statement **Planned Assessment Quarters:** 2010-11 4-Spring	**Portfolio Review -** Portfolio **Target for Success:** Growth. Achievement. Best work.	**Program Review Reporting Year:** 2013-2014 **Target :** Target Met 100% of students successfully applied ethical criteria to compare practices at Google and Enron based on the case study "Do All Companies Have to be Evil". (04/17/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Students successfully applied ethical criteria to compare practices at Google and Enron based on the case study "Do All Companies Have to be Evil". On the surface, this assessment measured student ability to apply ethical theories to the evaluation of specific companies, however on a deeper level, this assessment revealed the value in case study work to help students identify principles and theories present in actual situations, build analytical skills, test problem-solving abilities, and articulate insights and conclusion.	**Enhancement:** Use more case studies in teaching. Mentor faculty in case study teaching approach. Team taught spch 70 winter quarter to mentor faculty in facilitative and case study teaching approaches. (04/17/2014)
	Project - Ethics Analysis. Students analyzed the ethics case study "Do All Companies Have To Be Evil", facilitated discussion about the case, engaged in peer and self-reflection. The final assessment for this ethics module was a written response/essay based on assignment and rubric criteria. **Target for Success:** 7 or greater on a 1-10 rating scale	**Program Review Reporting Year:** 2015-2016 **Target :** Target Met Response papers were evaluated on the 3 C's: Completeness, Critical Thought, and Connections to case study and organizational communication theory. On a 10 point grading scale (class of 34), here were the distribution of scores: 10 points: 3 students 9 points: 6 students 8 points: 11 students 7 points: 9 students 6 points: 2 students 5 points: 1 student 0 points: 2 students (04/14/2016) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Scores gradually improved with each response paper by reminding students to think more critically, rather than summarize, and make stronger connections to organizational communication theory.	**Enhancement:** read sample essays to students drop lowest case study response/essay score less summarizing/more critical thought/ work with ta as liaison between students and instructor (04/14/2016) **Follow-Up:** repeat assessment winter 2017 for comparative analysis (02/26/2017)

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
		In addition to the case study analysis, students discussed ethical dilemmas in political and educational organizational structures. Students developed a greater awareness of these ethics by engaging in interactive exercises, including "Enter the Circle," "Think/Pair/Share" and "World Cafe" dialogue.	
	Project - Ethics Analysis. Students analyzed the ethics case study "Do All Companies Have To Be Evil", facilitated discussion about the case, engaged in peer and self-reflection. The final assessment for this ethics module was a written response/essay based on assigned ethics chapter from text and evaluated using rubric. Students required to make critical assessment of case based on ethics concepts from reading. **Target for Success:** Proficient	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met Response papers were evaluated on the 3 C's: Completeness, Critical Thought, and Connections to case study and organizational communication theory. On a 10 point grading scale (class of 31), here were the distribution of scores: 10 points: 16 students 9 points: 6 students 8 points: 4 students 7 points: 0 students 6 points: 0 students 5 points: 0 student 0 points: 5 students [did not complete assignment] Quarter of Assessment Winter 2017 (02/26/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Students made connections to Ethics In America Video. Students developed a greater awareness of ethics by engaging in interactive exercises, including "Enter the Circle," "Think/Pair/Share" and "World Cafe" dialogue. Scores gradually improve with each response paper when sample student response papers are read and analyzed in class. Response papers improve by reminding students to think more critically, rather than summarize, and make stronger connections to organizational communication theory.	**Enhancement:** change wording of essay prompt to specifically use the word ethics. (02/26/2017)

COMM 77 (W-Z):Special Individual Projects in Speech Communication

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
COMM77(W-X)_SLO_1 - Dependent on the nature of the project as determined in Special Projects Contract. **SLO Status:** Special Projects			

COMM 78 (W-Z):Special Topics in Speech Communication

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
Multiple perspectives. - Evaluate and draw conclusions from multiple perspectives as appropriate to the topic. **SLO Status:** Special Projects **Outcome Creation Date:** 05/17/2013			

COMM 8:Argumentation and Critical Inquiry in Oral Communication

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
SPCH8_SLO_1 - Critically analyze the logic of arguments. **SLO Status:** Archived SLO Statement **Planned Assessment Quarters:** 2012-13 2-Fall **Outcome Creation Date:** 09/24/2010	**Exam - Course Test/Quiz -** Exam **Target for Success:** Proficiency.		
	Survey - Critical Thinking Survey Pre- and Post- survey **Target for Success:** self-perceived improvement		
	Presentation/Performance - Prepare speech explaining and illustrating one logical fallacy/proficiency measured with rubric criteria **Target for Success:** Proficiency		
	Presentation/Performance - Prepare speech explaining and illustrating one logical fallacy/rubric **Target for Success:** Proficiency	**Program Review Reporting Year:** 2014-2015 **Target :** Target Met For this assessment, students were evaluated using the following criteria: Excellent=student able to clearly explain the fallacy and uses multiple relevant examples to illustrate; proficient= student able to explain the fallacy and uses at least one relevant example to illustrate; unproficient=student able to explain the fallacy clearly and/or does provide relevant examples; did not complete=student not able to give the presentation Fall 2014, 2 sections with 50 students evaluated Excellent=33 Proficient=11 Unproficient=3 Did not complete=3 Winter 2015, 2 sections with 61 students evaluated Excellent=47 Proficient=9 Unproficient=3 Did not complete=2 (04/16/2015) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Exam	**Enhancement:** Gave more examples in class when presenting assignment and had students peer-review each other's fallacies prior to presenting. (01/05/2015) **Follow-Up:** Same assessment in winter 2015 shows improvement in mastery (02/26/2017)

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
		assessments have their purpose, however are not nearly as effective in measuring true understanding of fallacies. Presentation/demonstration is a higher cognitive level of assessment than exams that creates relevancy for the student.	
COMM8_SLO_1 - Critically evaluate the reasoning and evidence of arguments. **SLO Status:** Active **Outcome Creation Date:** 09/25/2017	**Exam - Course Test/Quiz -** Quiz on reasoning and fallacies. `10 multiple choice and true/false questions on basic concepts related to the types of reasoning and various reasoning fallacies. **Target for Success:** 90% or better	**Program Review Reporting Year:** 2016-2017 **Target :** Target Not Met 53 students took the quiz. Average score was 84% (02/22/2019) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Additional work needs to be done to help relate the concepts, as they are somewhat abstract.	
COMM8_SLO_2 - Use argument models appropriate to the audience and situation to analyze, advocate, and criticize positions effectively and confidently in both oral and written forms. **SLO Status:** Active **Planned Assessment Quarters:** 2010-11 2-Fall	**Presentation/Performance -** Argument presentation with rubric. **Target for Success:** Proficiency.	**Program Review Reporting Year:** 2014-2015 **Target :** Target Met In this assessment, student debates in two sections were evaluated using the following criteria: excellent=creating well-developed, well-researched argument cases and presenting them persuasively following the proper format; proficient=creating adequate argument cases and presenting them following the proper format; unproficient=argument cases are inadequately developed and/or not presented in the proper format; and did not complete=student did not complete the final policy debate assignment. Excellent=18 Proficient=27 Unproficient=3 Did not complete=2 (02/06/2015) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Learnings-clear/specific instruction and rubric helps to clearly define criteria for 1)applying argument models to well-researched argument cases, 2)critically evaluating evidence, 3)synthesizing relevant information, 4)establishing credibility, 5)citing sources, and 6)advocating positions effectively and confidently in both oral and written form.	**Enhancement:** Self/Peer review of argument cases based on evaluation criteria/rubric prior to debates/avoid top down approach. (01/05/2015) **Enhancement:** Create a theme for the quarter (education, environment, election, equity). (01/05/2015) **Follow-Up:** Same assessment repeated in Winter 2015 shows improvement in success rates/proficiency. (04/14/2016)
COMM8_SLO_3 - Identify, evaluate and use information technologies and	**Tracked Academic Behavior -** Debate briefs for final policy debate	**Program Review Reporting Year:** 2015-2016 **Target :** Target Met	**Enhancement:** Created Information Literacy Video

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
sources in writing and presentations using proper attribution and citation. **SLO Status:** Active **Outcome Creation Date:** 09/25/2017	assignment/use at least 5 credible sources and cite them using proper academic format/rubric **Target for Success:** proficiency	For this assessment, students were evaluated using the following criteria: Excellent=student skillfully incorporates research into the outlines and cites sources flawlessly using proper academic format; Proficient=student incorporates research into the outlines and cites sources using proper academic format; Unproficient-student does not incorporate research into the outlines and/or does not cite sources using proper academic style; Did not complete=student did not complete the debate briefs. For Fall 2014, 2 sections with 50 students evaluated. Excellent = 15 Proficient = 25 Unproficient = 8 Did not complete = 2 For Winter 2015, 2 sections with 61 students evaluated. Excellent - 18 Proficient = 31 Unproficient = 12 Did not complete= 2 [less] (10/19/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Most students enter the class at a level of unproficient in abilities to identify, evaluate and use information technologies and sources in writing and presentations using proper attribution and citation. . Scaffolding in the form of practice with progressively challenging information literature skills sets throughout the quarter results in a level of proficiency for most students.	Resource Library in collaboration with Learning Resources to support teaching and learning of key Information Literacy learning outcomes. (10/19/2017)
SPCH8_SLO_3 - Find, evaluate and cite sources in writing and presentations using proper academic format **SLO Status:** Archived SLO Statement	**Exam - Course Test/Quiz -** Pre/Post Survey and Demonstration **Target for Success:** Proficiency		
	Tracked Academic Behavior - Debate briefs for final policy debate	**Program Review Reporting Year:** 2014-2015 **Target :** Target Met	**Enhancement:** Peers correct each others citations for practice in

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
Planned Assessment Quarters: 2011-12 2-Fall	assignment/use at least 5 sources and cite them using proper academic format/rubric **Target for Success:** proficiency	For this assessment, students were evaluated using the following criteria: Excellent=student skillfully incorporates research into the outlines and cites sources flawlessly using proper academic format; Proficient=student incorporates research into the outlines and cites sources using proper academic format; Unproficient-student does not incorporate research into the outlines and/or does not cite sources using proper academic style; Did not complete=student did not complete the debate briefs. For Fall 2014, 2 sections with 50 students evaluated. Excellent = 15 Proficient = 25 Unproficient = 8 Did not complete = 2 For Winter 2015, 2 sections with 61 students evaluated. Excellent - 18 Proficient = 31 Unproficient = 12 Did not complete= 2 (04/16/2015) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Most students enter the class at a level of unproficient. Scaffolding in the form of practice with progressively challenging source citations throughout the quarter results in a level of proficiency for most students.	outline peer review process. (04/14/2016) **Follow-Up:** Repeated assessment in winter 2015 showed similar levels of mastery and proficiency (02/26/2017)
COMM8_SLO_4 - Demonstrate the use of critical listening and comprehension skills in oral and written communication. **SLO Status:** Active **Planned Assessment Quarters:** 2011-12 3-Winter	**Survey -** Listening Habits Questionnaire **Target for Success:** Overall improvement in critical listening and comprehension skills.	**Program Review Reporting Year:** 2011-2012 **Target :** Target Met Listening habits improved from pre- to post-. Important highlights include: 1) 41% of respondents to the Pre-Listening Habits survey were ?very great? or ?great? in using open-ended questions to initiate and expand the discussion, while 59% of respondents to the Post-Listening Habits survey were ?very great? or ?great? in using open-ended questions to initiate and expand the discussion. 2) 46% of respondents to the Pre-Listening Habits survey were	**Enhancement:** Included additional active listening and probing, 360 degree feedback, paraphrasing, and critical listening activities to course. Included self-assessment discussion of listening habits questionnaire. (10/11/2012)

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
		?very great? or ?great? in periodically check their understanding by restating in their own words what was said, while 60% of respondents to the Post-Listening Habits survey were ?very great? or ?great? in periodically check their understanding by restating in their own words what was said. (10/11/2012) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Significant improvement was seen in ability to critically listen from pre- to post- assessment.	
	Presentation/Performance - Cross examination questions during final policy debates. Students expected to ask one critical question during the final policy debate assignment that demonstrates critical listening. **Target for Success:** Proficient	**Program Review Reporting Year:** 2015-2016 **Target :** Target Met Students were evaluated using the following criteria: Excellent=student asks at least one relevant, well-formulated question that challenges the opposing speaker; Proficient=student asks at least one relevant question during the debate; Unproficient=question is not relevant and/or not formulated well; Did not complete=student did not ask any questions. Winter 2015, 2 sections with 61 students were evaluated. Excellent=11 Proficient=21 Unproficient=12 Did not complete=17 [less] Quarter of Assessment Winter 2015 # people involved in Reflection & Analysis: 8 Format of departmental dialogue Opening days/SLO Convocation (10/21/2016) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Asking well-formulated questions in a debate cross-examination requires high level critical thinking, and demands a high level of confidence to think and perform in the moment. Will provide more practice opportunities for cross examination. May also consider proficiency in writing a question even if student doesn't verbally ask the question.	**Enhancement:** Impromptu opportunities for cross-examination to improve critical listening and on the spot performance in formulating critical questions. (10/21/2016) **Follow-Up:** Added impromptu opportunities for cross-examination. (09/28/2017)
	Presentation/Performance - Cross examination questions during final policy debates. Students are expected to ask at least one critical question during the final policy	**Program Review Reporting Year:** 2014-2015 **Target :** Target Met Students were evaluated using the following criteria: Excellent=student asks at least one relevant, well-formulated question that challenges the opposing speaker;	**Enhancement:** Impromptu opportunities for cross-examination to improve critical listening and on the spot performance in formulating critical

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
	debate assignment to demonstrate critical listening.. **Target for Success:** Proficiency	Proficient=student asks at least one relevant question during the debate; Unproficient=question is not relevant and/or not formulated well; Did not complete=student did not ask any questions. Fall 2014, 2 sections with 50 students were evaluated. Excellent=8 Proficient=19 Unproficient=9 Did not complete=14 (04/17/2015) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Asking well-formulated questions in a debate cross-examination requires high level critical thinking, and demands a high level of confidence to think and perform in the moment. Will provide more practice opportunities for cross examination. May also consider proficiency in writing a question even if student doesn't verbally ask the question.	questions. (01/05/2015)

COMM 9, 9H:Argumentation: Analysis of Oral and Written Communication

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
COMM9_SLO_1 - Critically analyze the logic of arguments. **SLO Status:** Active **Planned Assessment Quarters:** 2010-11 2-Fall **Outcome Creation Date:** 09/17/2010	**Exam - Course Test/Quiz -** Pre- Post-test **Target for Success:** Proficiency or mastery.	**Program Review Reporting Year:** 2012-2013 **Target :** Target Met The Critical Thinking Survey was conducted in the Fall quarter of 2012. A pre-survey was conducted at the beginning of the quarter, and a total of 442 students responded to the online survey. A post-survey was conducted at the end of the quarter, and a total of 246 students responded to the online survey. Important highlights include: ? 57% of respondents to the Pre- Critical Thinking survey "agree" or "strongly agree" that they are confident in their ability to cite sources in their writing and speaking using proper academic format, while 76% of respondents to the Post- Critical Thinking survey "agree" or "strongly agree" that they are confident in their ability to cite sources in their writing and speaking using proper academic format. ? 67% of respondents to the Pre- Critical Thinking survey "agree" or "strongly agree" that they are confident in their ability to assess the credibility of sources, while 81% of respondents to the Post- Critical Thinking survey "agree" or "strongly agree" that they areconfident in their ability to assess the credibility of sources. ? 67% of respondents to the Pre- Critical Thinking survey "agree" or "strongly agree" that they are confident in their ability to critically analyze the logic of arguments, while 79% of respondents to the Post- Critical Thinking survey "agree" or "strongly agree" that they are confident in their ability to critically analyze the logic of arguments. (05/02/2013) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Student perceived confidence in ability to critically analyze the logic of arguments improved over the course of the quarter. **Related Documents:** [Critical Thinking](#)	

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
		Program Review Reporting Year: 2012-2013 **Target :** Target Met Using standardized criteria for analyzing the logic of arguments. 100% of students successfully evaluated the logic of arguments and evidence in a current events article. (10/10/2012) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Scaffolding , transparency, standard criteria, and collaboration support student success in testing ideas and developing critical thinking.	
		Program Review Reporting Year: 2010-2011 **Target :** Target Met proficiency (09/19/2012) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** upon entering spch 9, students consistently have a difficult time finding, evaluating, and documenting trustworthy sources to support claims.	**Enhancement:** Faculty implemented database navigation and source citation activities to help students find, evaluate, cite, and document trustworthy sources. (09/23/2011)
	Presentation/Performance - Prepare speech explaining and illustrating one logical fallacy/proficiency measured with rubric criteria **Target for Success:** Proficiency		
	Demonstration - Issue Analysis Essay Assignment Critically Analyze 4-5 Articles/rubric **Target for Success:** Proficient	**Program Review Reporting Year:** 2017-2018 **Target :** Target Met 1005 of the group followed along with assignment (10/12/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Very nice people	**Enhancement:** bring cord (10/12/2017)
		Program Review Reporting Year: 2014-2015 **Target :** Target Met For this assessment, students were evaluated using the following criteria: Excellent=student develops a well-written paper that includes detailed analysis using appropriate critical concepts; Proficient=student develops an acceptable paper that includes analysis using appropriate critical concepts;	**Enhancement:** Engage students in the process of co-creating criteria for critical analysis (recency, bias, etc.) Model it more through instructor demonstration and instruction. Look at fallacies in research articles. (01/05/2015)

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
		Unproficient=student paper is not well written and/or does not include analysis using appropriate critical concepts; Did not complete=student did not complete the paper. For Fall 2014, 1 section with 28 students was evaluated. Excellent=8 Proficient=18 Unproficient=2 Did not complete=0 For Winter 2015, 1 section with 33 students was evaluated. Excellent=9 Proficient=19 Unproficient=4 Did not complete=1 (04/14/2016) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Students gain a good grasp of critical analysis, especially if they co-create criteria for critically analysis (recency, bias, etc.)	**Follow-Up:** repeated survey winter quarter with similar results (02/26/2017)
COMM9_SLO_2 - Write a progression of well-organized critical essays that demonstrate increasingly complex writing and critical thought. **SLO Status:** Active	**Project -** Sequence of argument essays that require college-level writing and use of journal articles and evidence from multiple sources. **Target for Success:** Proficiency.	**Program Review Reporting Year:** 2014-2015 **Target :** Target Met For this assessment, students write a 2-3 page paper in which they critique an argument they presented in the policy group project. Students were evaluated using the following criteria: Excellent=student develops a well-written paper that includes a well-developed and insightful critique using relevant critical concepts; Proficient=student develops an acceptable paper that includes an appropriate critique using relevant critical concepts; Unproficient=student paper is not well written and/or does not include a critique using relevant critical concepts; Did not complete=student did not complete the paper. For Fall 2014, 1 section with 28 students was evaluated. Excellent=11 Proficient=14	**Enhancement:** Essay peer review. (04/14/2016)

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
		Unproficient=3 Did not complete=0 For Winter 2015, 1 section with 33 students was evaluated. Excellent=14 Proficient=15 Unproficient=3 Did not complete=1 (04/16/2015) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Scaffolding, using a progression of essays based on prior assignments in the class, engenders a deeper critical analysis of concepts and stronger development in writing.	
COMM9_SLO_3 - Deconstruct, examine, and confidently debate contemporary, socially-relevant issues through development and presentation of arguments. **SLO Status:** Active	**Presentation/Performance -** Argument Presentation + Rubric **Target for Success:** Accomplished		
	Presentation/Performance - Group Policy Presentation. Students work collaboratively to prepare a 25-30 minute presentation arguing for a specific policy proposal to address a current issue/based on specific rubric criteria. **Target for Success:** Proficient	**Program Review Reporting Year:** 2014-2015 **Target :** Target Met For this assignment, students were evaluated using the following criteria: Excellent=student persuasively presents a detailed argument to the class using effective argument models; Proficient=student presents a well developed argument to the class using relevant argument models; Unproficient=student does not develop an adequate argument and/or is unable to present effectively; Did not complete=student did not complete the presentation. For Fall 2014, 1 section with 28 students was evaluated. Excellent=23 Proficient=5 Unproficient=0 Did not complete=0 For Winter 2015, 1 section with 33 students was evaluated. Excellent=22	**Enhancement:** scaffolding and peer review (02/26/2017)

		Proficient=10 Unproficient=0 Did not complete=1 (04/16/2015) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Clear assignments, instruction, and criteria on rubrics support high levels of proficiency.	
COMM9_SLO_4 - Find, evaluate and cite sources in writing and presentations using appropriate documentation format. **SLO Status:** Active	**Exam - Course Test/Quiz -** Pre-/Post test. **Target for Success:** Proficiency (2=high level proficiency/mastery, 1=proficiency, 0=not proficient/developing	**Program Review Reporting Year:** 2010-2011 **Target :** Target Met A survey was conducted in week 4 to determine student understanding of critical academic research and familiarity with college databases and rules of citation. An assignment was then designed and assigned which navigated students between various general and subject specific databases aimed at orienting them to academic research and critical analysis. Post survey was conducted after submission of assignment to gauge success. Significant improvement was seen in understanding and application of effective research and citations. (09/19/2012) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Upon entering SPCH 9, students consistently have a difficult time finding, evaluating, and documenting trustworthy sources to support claims. Weekly activities used to scaffold, especially team research and citation work, supports student mastery of these skills.	**Enhancement:** A Critical Thinking Survey was conducted in the Fall quarter of 2012. A pre-survey was conducted at the beginning of the quarter, and a total of 442 students responded to the online survey. A post-survey was conducted at the end of the quarter, and a total of 246 students responded to the online survey. Important highlights include: ? 57% of respondents to the Pre-Critical Thinking survey "agree" or "strongly agree" that they are confident in their ability to cite sources in their writing and speaking using proper academic format, while 76% of respondents to the Post- Critical Thinking survey "agree" or "strongly agree" that they are confident in their ability to cite sources in their writing and speaking using proper academic format. ? 67% of respondents to the Pre-Critical Thinking survey "agree" or "strongly agree" that they are confident in their ability to assess the credibility of sources, while 81% of respondents to the Post- Critical

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
			Thinking survey "agree" or "strongly agree" that they are confident in their ability to assess the credibility of sources. ? 67% of respondents to the Pre-Critical Thinking survey "agree" or "strongly agree" that they are confident in their ability to critically analyze the logic of arguments, while 79% of respondents to the Post- Critical Thinking survey "agree" or "strongly agree" that they are confident in their ability to critically analyze the logic of arguments. (05/02/2013)
			Enhancement: Another pre/post assessment was conducted in week 2 of F2011 to assess student proficiency in citing sources using proper academic format. At the beginning of the quarter only 25% were proficient at citing sources. By the end of the quarter 100% were proficient. (10/11/2012)
			Enhancement: Faculty implemented weekly activities to help students find, evaluate, cite, and document trustworthy sources. (09/19/2012)
	Exam - Course Test/Quiz - Pre/Post Assessment for citing sources using proper academic format **Target for Success:** Proficiency or Mastery		
	Demonstration - Debate briefs for final policy debate assignment/use at least 5 sources and cite them using proper academic format/rubric	**Program Review Reporting Year:** 2014-2015 **Target :** Target Met For this assessment, students were evaluated using the following criteria: Excellent=student skillfully incorporates	**Enhancement:** scaffolding and peer review (01/05/2015)

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements

Target for Success: Proficiency

research into the outlines and cites sources flawlessly using proper academic format; Proficient=student incorporates research into the outlines and cites sources using proper academic format; Unproficient-student does not incorporate research into the outlines and/or does not cite sources using proper academic style; Did not complete=student did not complete the debate briefs.

For Fall 2014, 2 sections with 50 students evaluated.

Excellent = 14
Proficient = 14
Unproficient = 0
Did not complete = 0

For Winter 2015, 2 sections with 61 students evaluated.

Excellent - 17
Proficient = 15
Unproficient = 0
Did not complete= 1
 (04/16/2015)

Reflection (CLICK ON ? FOR INSTRUCTIONS): Exam assessments have their purpose, however are not nearly as effective in measuring true understanding of fallacies as are practice/presentations/demonstration. Presentation/demonstration is a higher cognitive level of assessment than exams that creates relevancy for the student. This is a writing/composition course equivalent to ewrt 2 so we spend much more time developing source citation proficiency than we do in spch 8.

Assessment: Course/Service Four Column

Dept SS - (LA) Language Arts Counseling

No data found for the selected criteria.