Student Learning Outcome Assessment Form 3

**Department:** English  
**Subject:** ENGLISH  
**Course:** ENGLISH101  
**Course Title:** College Reading and Composition

**Student Learning Outcome:**

Students will complete a persuasive essay during one class session.

**Reflection on Assessment Results**

What were the most important findings from the data?

37.6% of students in this section of English 101 could not render English 101-level prose by the midterm (week eight). Department average not yet available.

What changes can be made to address these implications?

Individual referrals to campus Writing Center; Clearer pass/fail standards in the course pre-requisite (English 28); Clearer pass/fail standards in the course pre-requisite (English 28)

Offer diagnostic earlier in term to assess weaker students; Smaller class sizes to identify students' cognitive weaknesses earlier in semester

What resources are needed to address these changes?

Writing Center workshops frequently offered throughout the semester; Increased full-time faculty to reduce class size and augment instructor-student face time; Enforcing class limits to 40 students consistently throughout program

For the next time this assessment is performed, what changes need to be made?

Clearer distinction of pass/No pass essays. More transparency in the scoring rubric

How does this SLO tie into Program level SLO’s or Core Competency SLO’s?

Improves retention; Augments number of English majors; Augments number of transfer students
**Course:** ENGLISH103

**Student Learning Outcome:**

Students will be able to write argumentative essays, integrating evidence from the text, using MLA format.

**Reflection on Assessment Results**

**What were the most important findings from the data?**
Students who passed demonstrated ability to structure, organize and address topic; students who did not pass need improvement in grammar and punctuation.

**What changes can be made to address these implications?**
Individual referrals to campus support resources (Writing Center, etc.). Consider adding co-requisites English 67 (.5 Writing Center tab), or non credit student skills.

**What resources are needed to address these changes?**
Regularly schedule English 67’ classroom availability for scheduling English 67 and hire full-time instructors in English.

**For the next time this assessment is performed, what changes need to be made?**
Reported results of Department Exam were inconsistent because the grading system was not clear. On the one hand, the rubric allowed for awarding 15 points 5; but the practice had been to grade the Department Exam as pass/no pass. We plan two changes: a) R

**How does this SLO tie into Program level SLO’s or Core Competency SLO’s?**
A, 0, E

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**Course:** ENGLISH205

**Student Learning Outcome:**

Students will be able to analyze assigned readings in relation to their historical period.

**Reflection on Assessment Results**

**What were the most important findings from the data?**
When sample submissions are provided, students are able to complete assignments successfully. 38

**What changes can be made to address these implications?**
Make sure all assignments have a corresponding sample submission.

**What resources are needed to address these changes?**
None

**For the next time this assessment is performed, what changes need to be made?**
None

**How does this SLO tie into Program level SLO’s or Core Competency SLO’s?**
Critical Thinking
Student Learning Outcome Assessment Form 3

Course: ENGLISH21

Student Learning Outcome:

Students will be able to successfully complete a 5-paragraph essay.

Reflection on Assessment Results

What were the most important findings from the data?
Students who passed demonstrated ability to write a short introduction, frame a clear thesis, support it with detailed examples, and edit their work carefully; students who did not pass need improvement in structuring essay, addressing topic, and editing their work for intrusive grammatical and sentence structure errors.

What changes can be made to address these implications?
Individual referrals to campus support resources, including participation in Writing Center workshops to enhance 5-paragraph essay skills.

What resources are needed to address these changes?
Regularly scheduling Writing Center workshops; campus-wide advertising of Writing Center workshops; and hiring full-time instructors in English to decrease overcrowded classes.

For the next time this assessment is performed, what changes need to be made?
Reported results of Department Exam were inconsistent because the grading system was not clear. One the one hand, the rubric allowed for awarding 15 points, but the practice had been to grade the Dept. Exam as pass/low pass/no pass. Planned changes: revis

How does this SLO tie into Program level SLO’s or Core Competency SLO’s?
A,D,E
Student Learning Outcome: Students will be able to compose a five-paragraph essay using various rhetorical modes and with few intrusive mechanical errors.

Reflection on Assessment Results

What were the most important findings from the data? Students who passed demonstrated an ability to structure and organize an essay and also address the topic. Students who did not pass need improvement in grammar and punctuation.

What changes can be made to address these implications? Individual referrals to campus support resources (Writing Center, Reading Center, etc. Refer students to English 94.

What resources are needed to address these changes? Hire full-time instructors in English to decrease overcrowded classes.

For the next time this assessment is performed, what changes need to be made? Gathering the data was difficult in that instructors used several grading systems. We noted that the rubric did not match the above noted scale. We plan to revise the rubric so grading is clear and can be statistically relevant.

How does this SLO tie into Program level SLO’s or Core Competency SLO’s? A,D,E

Course: ENGLISH64

Student Learning Outcome: Students will successfully write a 3-paragraph essay.

Reflection on Assessment Results

What were the most important findings from the data? Students improved on structure, organization, addressing topic; however, grammar and punctuation uniformly poor.

What changes can be made to address these implications? Individual referrals to campus support resources (Writing Center, etc.) Consider adding co-requisite English 67 (.5 Writing Center lab). or noncredit study skills.

What resources are needed to address these changes? Regularly schedule English 67. Space for scheduling English 67. Hire full-time instructors in English 3D.

For the next time this assessment is performed, what changes need to be made? Plan to present Departmental Exam in first week of class as diagnostic to allow referrals for remediation. Also need to revise the rubric so it clearly presents Results as "pass" or "no pass." Consider including "low pass" grade.

How does this SLO tie into Program level SLO’s or Core Competency SLO’s? A,D,E