

# PROGRAM REVIEW ANNUAL UPDATE FALL 2009

## Part III: Student Learning Outcomes Overview

**Please insert a copy of the *SLO Assessment Plan and Report*.**

### Assessment Plan and Report

Program: English                      Division (if applicable): Communications  
 Year: 2008-2009                      Author: Margaret Juncker  
 Course (if applicable): English 1B fall 08/spring 09

Plan				Report		
Program Outcomes	Course Outcomes	Assessment Measures and Criteria	Schedule for Assessment	Assessment Results	Use of Results	Effect on the program
Students will develop the skills and confidence to write successfully in academic and workplace settings: <ul style="list-style-type: none"> <li>write focused, organized, well-developed essays that support clear thesis statements and demonstrate competence in standard English grammar and</li> </ul>	Students will write an in-depth, college-level analysis of a literary work, a piece of literary criticism, or a combination thereof of at least 1250 words.	Students will be given an assignment asking them to produce a composition that can be evaluated in terms of the SLO. This assignment will then be evaluated by the classroom instructor using a rubric designed for this purpose. The results (with any analysis) will be recorded on the Individual Faculty Results Form and presented to the	This course will be evaluated in Fall 2011.	The following student weaknesses were revealed: <ul style="list-style-type: none"> <li>Trouble taking a stance that agreed/disagreed with a literary critic</li> <li>Trouble synthesizing critics's ideas and their own</li> <li>Trouble including literary aspects</li> <li>Trouble explaining</li> </ul>	The department has decided to address these issues in the following ways: <ul style="list-style-type: none"> <li>Instructors need more standardization and more ideas regarding to how make sure the students achieve the SLOs. To this end, we will have meeting to discuss pedagogy. This will likely be a flex activity. The</li> </ul>	<ul style="list-style-type: none"> <li>This has encouraged us to get together, to look at the SLOs and to discuss pedagogy as a department. We are excited about looking at these issues and discussing how to address them.</li> <li>We have come to realize that students need more review, more examples, and more scaffolding.</li> </ul>

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<p>usage;</p> <ul style="list-style-type: none"> <li>• demonstrate critical thinking skills by analyzing and evaluating academic essays and literature;</li> <li>• formulate and clearly communicate their positions on diverse issues;</li> <li>• write a research paper that demonstrates the effective evaluation, integration, and documentation of sources</li> </ul>		<p>department, with recommendations and a discussion will follow with the goal of generating additional recommendations for the course and for the department. The department will then set priorities and create a plan with a timeline. The results/analysis, recommendations, plan, and timeline will then be recorded on the Department Analysis Form. This discussion will take place once every three years, possibly on flex day. The entire department will be invited.</p>		<p>connections between ideas</p> <ul style="list-style-type: none"> <li>• Points are identified but not explained.</li> <li>• Quotes and examples are not fully explicated in terms of the point nor analyzed in terms of their contribution to conveying the theme of the piece.</li> <li>• Trouble citing and documenting source material</li> </ul>	<p>following are some of the topics that will be addressed:</p> <ol style="list-style-type: none"> <li>1. Give very clear assignments; really prioritize what skills the students need</li> <li>2. Provide examples of EVERYTHING</li> <li>3. Review (MLA; thesis; reading)</li> </ol> <ul style="list-style-type: none"> <li>• In order to get instructors on the same page, SLOs sheets, course outlines and book order forms put on Angel groups or a listserv. This listserv will be created by the end of this term.</li> </ul>	<p>We have come to the realization that perhaps our expectations regarding what a 1B student should already know by the time they reach this course is perhaps unrealistic.</p> <ul style="list-style-type: none"> <li>• This has underscored for us the disparity in assignments, expectations, and resources that we have as a department. Thus, we decided to create a group on Angel or a listserv so as to make course outlines, SLOs and the like available as well as to allow us to communicate with one another via discussion boards.</li> </ul>
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## Assessment Plan and Report

Program: English      Division (if applicable): Communications  
 Year: 2008-2009      Author: David Lang and Margaret Juncker  
 Course (if applicable): English 1A

Plan				Report		
Program Outcomes	Course Outcomes	Assessment Measures and Criteria	Schedule for Assessment	Assessment Results	Use of Results	Effect on the program
Students will develop the skills and confidence to write successfully in academic and workplace settings: <ul style="list-style-type: none"> <li>• write focused, organized, well-developed essays that support clear thesis statements and demonstrate competence in standard English grammar and usage;</li> <li>• demonstrate critical thinking</li> </ul>	* Write a college-level essay, including an argument and research essay, of at least 1,000 words that is focused, tailored to a particular audience and purpose, developed with relevant, well-organized support, documented according to MLA guidelines, and expressed in correct and varied sentences.	Students will be given an assignment asking them to produce a composition that can be evaluated in terms of the SLO. This assignment will then be evaluated by the classroom instructor using a rubric designed for this purpose. The results (with any analysis) will be recorded on the Individual Faculty Results Form and presented to the department, with recommendations and a discussion will follow with the goal of generating additional recommendations for the course and for the department. The department will then set priorities and create a plan	This course will be evaluated in Spring 2011.	The following areas of need were identified in Fall 2008: <ul style="list-style-type: none"> <li>• Unclear what a booklength work is.</li> <li>• Sources were poorly introduced. Works Cited contained numerous errors.</li> </ul>	The department has decided to address these issues in the following ways: <ul style="list-style-type: none"> <li>• Research UC Berkeley's definition of a booklength work: Sue</li> <li>• Remind instructors of course requirements when they receive their teaching assignment. Include sample rubrics,</li> </ul>	In progress

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<p>skills by analyzing and evaluating academic essays and literature;</p> <ul style="list-style-type: none"> <li>• formulate and clearly communicate their positions on diverse issues;</li> <li>• write a research paper that demonstrates the effective evaluation, integration, and documentation of sources</li> </ul>	<p>* Analyze culturally diverse, college-level writing, including a full-length work.</p>	<p>with a timeline. The results/analysis, recommendations, plan, and timeline will then be recorded on the Department Analysis Form. This discussion will take place once every three years, possibly on flex day. The entire department will be invited.</p>			<p>checklists, list of book length books, and a notice about the resource of the course binder in the office. David</p> <ul style="list-style-type: none"> <li>• Work with the library to link Lib. 10 to Engl 1A or to encourage students to take it. Christine</li> </ul>	
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### Assessment Plan and Report

Program: English      Division (if applicable): Communications  
 Year: 2008-2009      Author: Christy Brown

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Course (if applicable): English 1C

Plan				Report		
Program Outcomes	Course Outcomes	Assessment Measures and Criteria	Schedule for Assessment	Assessment Results	Use of Results	Effect on the program
<p>Students will develop critical thinking and argumentative and analytical writing skills to use in their role as consumers of media, political discourse, and in the workplace:</p> <ul style="list-style-type: none"> <li>• Write evidence-based essays demonstrating logical reasoning and argumentative skills.</li> <li>• Evaluate logical reasoning and argument in assigned and researched texts.</li> </ul>	<p>Upon completion of the course the student should be able to:</p> <ol style="list-style-type: none"> <li>1. Read analytically and evaluate ideas, applying principles of deductive and inductive reasoning in focused class discussions and in written critiques.</li> <li>2. Write argumentative/analytical essays, demonstrating the ability to debate, defend, and advocate ideas in a variety of ways that address audience, voice, purpose, and style.</li> <li>3. Think creatively and critically, utilizing non-fiction and fiction texts and grounding the analyses of such texts in a variety of perspectives: cultural,</li> </ol>	<p>Students will be given an assignment asking them to produce a composition that can be evaluated in terms of the SLO. This assignment will then be evaluated by the classroom instructor using a rubric designed for this purpose. The results (with any analysis) will be recorded on the Individual Faculty Results Form and presented to the department, with recommendations and a discussion will follow with the goal of generating additional recommendations for the course and for the department. The department will then set priorities and create a plan with a timeline. The results/analysis, recommendations, plan, and timeline will then be recorded on the Department Analysis Form. This discussion will take place once every three years, possibly on flex day. The</p>	<p>This course will be evaluated in Spring 2011.</p>	<p>The following areas of need were identified in Spring 2009:</p> <ul style="list-style-type: none"> <li>• Some students have a hard time understanding and explaining arguments in complex essays.</li> <li>• Some students have a hard time distinguishing between an evaluative/analytical thesis and their agreement/disagreement with author, and mix objective analysis with subjective response.</li> </ul>	<p>The department has decided to address these issues in the following ways:</p> <ul style="list-style-type: none"> <li>• Assign fewer essays with a range of difficulty and ask students to work in groups on leading questions.</li> <li>• Make the analysis and response separate assignments so the students understand that they are different.</li> </ul>	<p>In progress</p>

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	<p>linguistic, and/or philosophical, for example.</p> <p>4. Use research techniques, applying principles of synthesis and documentation, and demonstrating effective use of MLA format.</p> <p>5. Submit for evaluation a minimum of 8,000 words of written discourse.</p>	<p>entire department will be invited.</p>				
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