

## SLO Cycle Assessment Form

Please type on this form. Do not submit handwritten forms.

<b>Course:</b> ENGL 008		<b>Semester data collected:</b> Fall 2012	<b>Date this form was completed:</b> 26 February 2013
<b># of sections offered:</b>  11	<b># of sections assessed:</b>  7	<b>Data Collected from: (Check all that apply)</b> FT Faculty <input checked="" type="checkbox"/> PT Faculty <input checked="" type="checkbox"/> Day <input checked="" type="checkbox"/> Evening <input checked="" type="checkbox"/> Hybrid/Online <input type="checkbox"/> Weekend <input checked="" type="checkbox"/>	
<b>1. People involved in summarizing &amp; evaluating data (minimum of two)</b>		Baukholt, Dorantes, and Williams	
<b>2. Please list the SLO(s) that was (were) assessed. Include the description listed on the Course Record of Outline.</b>		SLO #1: The student will generate essays with a clear thesis statement or controlling idea.	
<b>3. Data results</b>  Briefly summarize the data. (Please see instructions).		Students Assessed: 187  Satisfactory: 151  Unsatisfactory: 36	
<b>4a. Course/Program Improvements</b>  Please describe what change(s) you plan to implement based on the above results  <b>4b. Will this include a change to the curriculum (i.e., course outline)?</b> Yes _____ No _____		The data above indicates that the students are receiving appropriate and effective instruction on thesis statements and controlling idea. No specific changes are warranted at this time.	
<b>5. How did the SLO(s) contribute to student acquisition of the Institutional Learning Outcome(s) (ILOs)?</b>  For example, if ILO #1 (communication skills) was identified as being related to this SLO, then please write a sentence or two supporting the relationship.  <b>IVC's 5 ILOs:</b> <b>ILO1 = Communication Skills</b> <b>ILO2 = Critical Thinking Skills</b> <b>ILO3 = Personal Responsibility</b> <b>ILO4 = Information Literacy</b> <b>ILO5 = Global Awareness</b>		The development of a thesis statement or controlling idea in one's writing builds directly to support ISLO 1: Communication Skills.	

<p><b>6. Next Steps</b></p> <p><b>Was the process effective? Will you change the outcome/assessment (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to students)? If so, how?</b></p>	<p>This process was effective. The discussion moved naturally from SLO 1 (thesis) to SLO 2 (support) which will be assessed in the next semester.</p>
<p><b>7. After Thoughts</b></p> <p><b>Feel free to celebrate, vent, or otherwise discuss the process</b></p>	

## SLO Cycle Assessment Form

Please type on this form. Do not submit handwritten forms.

<b>Course:</b> ENGL 009		<b>Semester data collected:</b> Fall 2012	<b>Date this form was completed:</b> 11 February 2013
<b># of sections offered:</b>  24	<b># of sections assessed:</b>  24	<b>Data Collected from: (Check all that apply)</b> FT Faculty <input checked="" type="checkbox"/> PT Faculty <input checked="" type="checkbox"/> Day <input checked="" type="checkbox"/> Evening <input checked="" type="checkbox"/> Hybrid/Online <input type="checkbox"/> Weekend <input checked="" type="checkbox"/>	
<b>1. People involved in summarizing &amp; evaluating data (minimum of two)</b>		Kemp, Patterson, Sandoval	
<b>2. Please list the SLO(s) that was (were) assessed. Include the description listed on the Course Record of Outline.</b>		SLO #1: Compose a multi-paragraph essay that responds to an essay prompt with a clear controlling idea or thesis statement.  SLO #2: Compose a multi-paragraph essay with a clear organizational structure and adequate support.  SLO #3: Compose a multi-paragraph essay that uses correctly formed sentences with virtually no sentence-level or grammar errors.	
<b>3. Data results</b>  Briefly summarize the data. (Please see instructions).		See attached Student Learning Data Review sheet.	
<b>4a. Course/Program Improvements</b>  <b>Please describe what change(s) you plan to implement based on the above results</b>		The English Department needs to review the scoring of the common essay examination. In previous semesters, the instructors would read approximately 250 essays in a day. For the Fall 2012 semester, the number of essays was 586.	
<b>4b. Will this include a change to the curriculum (i.e., course outline)?</b> Yes _____ No _____			

<p><b>5. How did the SLO(s) contribute to student acquisition of the Institutional Learning Outcome(s) (ILOs)?</b></p> <p>For example, if ILO #1 (communication skills) was identified as being related to this SLO, then please write a sentence or two supporting the relationship.</p> <p><b>IVC's 5 ILOs:</b>  <b>ILO1 = Communication Skills</b>  <b>ILO2 = Critical Thinking Skills</b>  <b>ILO3 = Personal Responsibility</b>  <b>ILO4 = Information Literacy</b>  <b>ILO5 = Global Awareness</b></p>	<p>ISLO 1: Communication Skills</p>
<p><b>6. Next Steps</b></p> <p><b>Was the process effective? Will you change the outcome/assessment (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to students)? If so, how?</b></p>	<p>The data collected by this assessment over multiple semesters has demonstrated an increase in student learning. This improvement has come in spite of significant turnover in ENGL 009 (formerly ENGL 99) instructors.</p> <p>In December 2012, when the essays were scored, additional time was given to norming. There was a general feeling that the additional time was helpful across readers.</p>
<p><b>7. After Thoughts</b></p> <p><b>Feel free to celebrate, vent, or otherwise discuss the process</b></p>	

**SLOAC English 9 – Basic English Composition II**  
Student Learning Data Review from Fall 2012

Fall 2012: 24 sections of ENGL 009 (all sections reporting)  
776 students at census (587 CF student essays)

Common Final Essays were scored 1-4 by two readers for a total of eight points possible. An essay was recorded as a PASS if the two readers awarded 3 or 4 points to the essay. If the readers disagreed (one reader passed the essay while the second reader did not pass the essay), then the essay was read by a third instructor.

357 essays were Passed (61%):

- 17 essays with a total of 8 points
- 45 essays with a total of 7 points
- 207 essays with a total of 6 points
- 86 essays with a total of 5 points
- 2 essays with a total of 4 points

1. Compose a multi-paragraph essay that responds to an essay prompt with a clear controlling idea or thesis statement. (ILO1, ILO2, ILO4)

	<u>Fall 2011</u>	<u>Fall 2012</u>
Controlling Idea	2.82	<b>3.10</b>
		Passing: 3.32 Failing: 2.75

2. Compose a multi-paragraph essay with a clear organizational structure and adequate support. (ILO1, ILO2, ILO3, ILO4)

	<u>Fall 2011</u>	<u>Fall 2012</u>
Organization	2.80	<b>2.64</b>
		Passing: 2.93 Failing: 2.20
Support	2.72	<b>2.74</b>
		Passing: 3.03 Failing: 2.28

3. Compose a multi-paragraph essay that uses correctly formed sentences with virtually no sentence-level or grammar errors. (ILO1, ILO2, ILO4)

	<u>Fall 2011</u>	<u>Fall 2012</u>
Grammar	2.35	<b>2.41</b>
		Passing: 2.80 Failing: 1.81

Breakdown by Questions

	Exemplary	Satisfactory	Unsatisfactory
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Question	(7-8)	(5-6)	(2-4)
#1 – The essay contains a controlling idea (or thesis) that responds to the prompt.	244 (42%)	<b>293 (50%)</b>	50 (8%)
#2 – The essay supports the main idea using fully developed reasons and examples.	83 (15%)	<b>447 (76%)</b>	57 (9%)
#3 – The essay has a clear organization that avoids repeating ideas.	106 (18%)	<b>360 (61%)</b>	121 (21%)
#4 – The essay demonstrates clear command of grammar and punctuation skills.	52 (9%)	<b>298 (51%)</b>	237 (40%)

Passing Rates by Instructor\*  
(Common Final Passes / Census Number\*\*)

Instructor V	69%
Instructor E	60%
Instructor K	58%
Instructor M	51%
Instructor P	51%
Instructor G	50%
Instructor N	49%
Instructor W	47%
Instructor H	39%
Instructor X	38%
Instructor Z	36%
Instructor R	34%
Instructor D	22%

\* (instructors are listed anonymously with randomly determined letters.)

\*\* (multiple sections taught by single instructor are combined.)

## SLO Cycle Assessment Form

Please type on this form. Do not submit handwritten forms.

<b>Course:</b> ENGL 010		<b>Semester data collected:</b> Fall 2012	<b>Date this form was completed:</b> 27 February 2013
<b># of sections offered:</b>  5	<b># of sections assessed:</b>	<b>Data Collected from: (Check all that apply)</b> FT Faculty <input checked="" type="checkbox"/> PT Faculty <input checked="" type="checkbox"/> Day <input checked="" type="checkbox"/> Evening <input checked="" type="checkbox"/> Hybrid/Online <input type="checkbox"/> Weekend <input type="checkbox"/>	
<b>1. People involved in summarizing &amp; evaluating data (minimum of two)</b>		Baukholt, Heumann, Rapp, and Zielinski	
<b>2. Please list the SLO(s) that was (were) assessed. Include the description listed on the Course Record of Outline.</b>		SLO #3: The student will demonstrate an understanding of basic research strategies, including appropriate use and correct documentation of research materials.  SLO #4: The student will demonstrate critical thinking skills by analyzing and responding to a selected reading.	
<b>3. Data results</b>  Briefly summarize the data. (Please see instructions).		SLO #3: (74 students) Exemplary     14 (19%) Satisfactory   43 (58%) Unsatisfactory  17 (23%)  SLO #4: (82 students) Exemplary     22 (27%) Satisfactory   40 (49%) Unsatisfactory  20 (24%)	
<b>4a. Course/Program Improvements</b>  <b>Please describe what change(s) you plan to implement based on the above results</b>  <b>4b. Will this include a change to the curriculum (i.e., course outline)?</b> Yes _____ No _____		It was determined that no changes to the curriculum are warranted by the collected data and analysis.	

<p><b>5. How did the SLO(s) contribute to student acquisition of the Institutional Learning Outcome(s) (ILOs)?</b></p> <p>For example, if ILO #1 (communication skills) was identified as being related to this SLO, then please write a sentence or two supporting the relationship.</p> <p><b>IVC's 5 ILOs:</b>  <b>ILO1 = Communication Skills</b>  <b>ILO2 = Critical Thinking Skills</b>  <b>ILO3 = Personal Responsibility</b>  <b>ILO4 = Information Literacy</b>  <b>ILO5 = Global Awareness</b></p>	<p>The ENGL 010 class is a basic skills, accelerated course in English Composition. SLO 3 relates to ISLO 1 – Communication Skills. SLO 4 relates to ISLO 2 – Critical Thinking Skills.</p>
<p><b>6. Next Steps</b></p> <p><b>Was the process effective? Will you change the outcome/assessment (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to students)?</b>  <b>If so, how?</b></p>	<p>The instructors teaching this course in the next semester selected SLO #4 for assessment. While it is the same SLO evaluated for Fall 2012, the instructors wanted to broaden the assessment to include analysis <u>and evaluation</u> as paired skills.</p>
<p><b>7. After Thoughts</b></p> <p><b>Feel free to celebrate, vent, or otherwise discuss the process</b></p>	

## SLO Cycle Assessment Form

Please type on this form. Do not submit handwritten forms.

<b>Course:</b> ENGL 018		<b>Semester data collected:</b> Fall 2012	<b>Date this form was completed:</b> 7 February 2013									
<b># of sections offered:</b>  11	<b># of sections assessed:</b>  11	<b>Data Collected from: (Check all that apply)</b> FT Faculty <input checked="" type="checkbox"/> PT Faculty <input checked="" type="checkbox"/> Day <input checked="" type="checkbox"/> Evening <input checked="" type="checkbox"/> Hybrid/Online <input type="checkbox"/> Weekend <input checked="" type="checkbox"/>										
<b>1. People involved in summarizing &amp; evaluating data (minimum of two)</b>		Bemis, Lay, McNeece, Morris, Rowley, Tirado.										
<b>2. Please list the SLO(s) that was (were) assessed. Include the description listed on the Course Record of Outline.</b>		SLO #1: The student will locate and analyze both stated and implied main ideas in paragraphs.										
<b>3. Data results</b>  Briefly summarize the data. (Please see instructions).		226 students participated in the assessment.  <table style="margin-left: 20px; border: none;"> <tr> <td>Proficient</td> <td style="padding: 0 10px;">80</td> <td>35%</td> </tr> <tr> <td>Adequate</td> <td style="padding: 0 10px;">65</td> <td>29%</td> </tr> <tr> <td>Unsatisfactory</td> <td style="padding: 0 10px;">81</td> <td>36%</td> </tr> </table>		Proficient	80	35%	Adequate	65	29%	Unsatisfactory	81	36%
Proficient	80	35%										
Adequate	65	29%										
Unsatisfactory	81	36%										
<b>4a. Course/Program Improvements</b>  <b>Please describe what change(s) you plan to implement based on the above results</b>		The instructors agreed that the aggregate data above demonstrates acceptable learning for this outcome. Individually, certain instructors discussed changes they would make in the future; for instance, since some instructors did not provide credit for the assessment, they felt that students did not take the assessment seriously.										
<b>4b. Will this include a change to the curriculum (i.e., course outline)?</b> Yes _____ No _____		The current SLO on file reads: Locate and analyze both stated and implied subjects and main ideas in paragraphs. The instructors omitted the words "subjects and" from this assessment. The change will be submitted to the Curriculum Committee.										

<p><b>5. How did the SLO(s) contribute to student acquisition of the Institutional Learning Outcome(s) (ILOs)?</b></p> <p>For example, if ILO #1 (communication skills) was identified as being related to this SLO, then please write a sentence or two supporting the relationship.</p> <p><b>IVC's 5 ILOs:</b>  <b>ILO1 = Communication Skills</b>  <b>ILO2 = Critical Thinking Skills</b>  <b>ILO3 = Personal Responsibility</b>  <b>ILO4 = Information Literacy</b>  <b>ILO5 = Global Awareness</b></p>	<p>The recognition and identification of main ideas, both stated and implied, are integral skills in both communication (ISLO 1) and critical thinking (ISLO 2: analysis &amp; evaluation). In addition, since the student is asked to identify main ideas in written text, this outcome also addresses information literacy (ISLO 4).</p>
<p><b>6. Next Steps</b></p> <p><b>Was the process effective? Will you change the outcome/assessment (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to students)?</b>  <b>If so, how?</b></p>	<p>As noted above, certain instructors will change the manner in which students are given this assessment. Therefore, the process of assessment and evaluation was helpful.</p>
<p><b>7. After Thoughts</b></p> <p><b>Feel free to celebrate, vent, or otherwise discuss the process</b></p>	

## SLO Cycle Assessment Form

Please type on this form. Do not submit handwritten forms.

<b>Course:</b> ENGL 019		<b>Semester data collected:</b> Fall 2012	<b>Date this form was completed:</b> 7 February 2013
<b># of sections offered:</b>  9	<b># of sections assessed:</b>  0	<b>Data Collected from: (Check all that apply)</b> FT Faculty <input checked="" type="checkbox"/> PT Faculty <input type="checkbox"/> Day <input checked="" type="checkbox"/> Evening <input checked="" type="checkbox"/> Hybrid/Online <input type="checkbox"/> Weekend <input type="checkbox"/>	
<b>1. People involved in summarizing &amp; evaluating data (minimum of two)</b>		Bemis, Lay, McNeece, Morris, Rowley, Tirado.	
<b>2. Please list the SLO(s) that was (were) assessed. Include the description listed on the Course Record of Outline.</b>		SLO #1: The student will use knowledge of main idea, major and minor details to compose outlines, paraphrases and summaries of college-level multi-paragraph essays, articles, editorials and textbook chapters.	
<b>3. Data results</b>  Briefly summarize the data. (Please see instructions).		No assessment data was collected. The instructors met several times to develop a common assessment tool. The general finding was that this outcome statement is too broad and complex for assessment.	
<b>4a. Course/Program Improvements</b>  <b>Please describe what change(s) you plan to implement based on the above results</b>		In reviewing the process, the attention shifted to the Measurable Course Objectives for this course, specifically Objective 1. The student will identify and paraphrase main ideas and classify details (significant, minor, minute) in multi-paragraph articles of short to medium length written at the college level (grade 12 or above).	
<b>4b. Will this include a change to the curriculum (i.e., course outline)?</b> Yes _____ No _____		The instructors will attempt to rewrite SLO #1 to provide greater focus and clarity to the outcome. Their recommendation will be submitted to the Curriculum Committee.	

<p><b>5. How did the SLO(s) contribute to student acquisition of the Institutional Learning Outcome(s) (ILOs)?</b></p> <p>For example, if ILO #1 (communication skills) was identified as being related to this SLO, then please write a sentence or two supporting the relationship.</p> <p><b>IVC's 5 ILOs:</b>  <b>ILO1 = Communication Skills</b>  <b>ILO2 = Critical Thinking Skills</b>  <b>ILO3 = Personal Responsibility</b>  <b>ILO4 = Information Literacy</b>  <b>ILO5 = Global Awareness</b></p>	<p>ISLO 1: Communication Skills  ISLO 2: Critical Thinking Skills</p>
<p><b>6. Next Steps</b></p> <p><b>Was the process effective? Will you change the outcome/assessment (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to students)?</b>  <b>If so, how?</b></p>	<p>The process was effective in that it provided instructors with impetus to confront the challenge of developing student learning outcome statements which are clear and focused.</p> <p>The discussions and disagreements of the fall semester revealed a significant range of expectations for ENGL 019 students. Future discussions should assist the instructors to move toward more common expectations.</p>
<p><b>7. After Thoughts</b></p> <p><b>Feel free to celebrate, vent, or otherwise discuss the process</b></p>	

## SLO Cycle Assessment Form

Please type on this form. Do not submit handwritten forms.

<b>Course:</b> ENGL 051		<b>Semester data collected:</b> Fall 2012	<b>Date this form was completed:</b> 22 January 2013
<b># of sections offered:</b>  1	<b># of sections assessed:</b>  1	<b>Data Collected from: (Check all that apply)</b> FT Faculty <input checked="" type="checkbox"/> PT Faculty <input type="checkbox"/> Day <input checked="" type="checkbox"/> Evening <input type="checkbox"/> Hybrid/Online <input type="checkbox"/> Weekend <input type="checkbox"/>	
<b>1. People involved in summarizing &amp; evaluating data (minimum of two)</b>		Kathleen Dorantes, James Patterson	
<b>2. Please list the SLO(s) that was (were) assessed. Include the description listed on the Course Record of Outline.</b>		SLO #1: The student will demonstrate personal responsibility by completing the 36 required lab hours.	
<b>3. Data results</b>  Briefly summarize the data. (Please see instructions).		Of the 33 students in the class, 26 successfully completed 36 hours as required in the lab and earned one unit of credit.  Of the 33 students in the class, 7 did not complete 36 hours, and they received a grade of NP and did not earn credit.	
<b>4a. Course/Program Improvements</b>  Please describe what change(s) you plan to implement based on the above results  <b>4b. Will this include a change to the curriculum (i.e., course outline)?</b> Yes _____ No <input checked="" type="checkbox"/>		Although the majority of students (79 percent) completed the required hours, the instructor will send out more messages via Blackboard reminding students of the importance of completing work at the Writing Center.	

<p><b>5. How did the SLO(s) contribute to student acquisition of the Institutional Learning Outcome(s) (ILOs)?</b></p> <p>For example, if ILO #1 (communication skills) was identified as being related to this SLO, then please write a sentence or two supporting the relationship.</p> <p><b>IVC's 5 ILOs:</b>  <b>ILO1 = Communication Skills</b>  <b>ILO2 = Critical Thinking Skills</b>  <b>ILO3 = Personal Responsibility</b>  <b>ILO4 = Information Literacy</b>  <b>ILO5 = Global Awareness</b></p>	<p>Those who completed the 36 hours had greater exposure to English in vocabulary, reading, and grammar activities. Their language skills improved.</p>
<p><b>6. Next Steps</b></p> <p><b>Was the process effective? Will you change the outcome/assessment (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to students)?</b>  <b>If so, how?</b></p>	<p>The process was effective.</p>
<p><b>7. After Thoughts</b></p> <p><b>Feel free to celebrate, vent, or otherwise discuss the process</b></p>	

## SLO Cycle Assessment Form

Please type on this form. Do not submit handwritten forms.

<b>Course:</b> ENGL 059		<b>Semester data collected:</b> Fall 2012	<b>Date this form was completed:</b> 22 January 2013
<b># of sections offered:</b>  2	<b># of sections assessed:</b>  2	<b>Data Collected from: (Check all that apply)</b> FT Faculty ___X___ PT Faculty _____ Day ___X___ Evening _____ Hybrid/Online _____ Weekend _____	
<b>1. People involved in summarizing &amp; evaluating data (minimum of two)</b>		Morris and Zielinski	
<b>2. Please list the SLO(s) that was (were) assessed. Include the description listed on the Course Record of Outline.</b>		SLO #1: The student will demonstrate up to four techniques for repairing a comma splice error.	
<b>3. Data results</b>  Briefly summarize the data. (Please see instructions).		Twenty total comma-splice tests were administered in two sections of English 059. The test presented three sentences—all taken from work produced by students in the class. Each “sentence” possessed a comma-splice error. The instructions for the test: repair each comma splice error four different ways.  The results for the 20 tests:  9 tests = 45% Exemplary (100 – 83) 3 tests = 15% Satisfactory (82 – 70) 8 tests = 40% Unsatisfactory (69 – 0)	
<b>4a. Course/Program Improvements</b>  <b>Please describe what change(s) you plan to implement based on the above results</b>  <b>4b. Will this include a change to the curriculum (i.e., course outline)?</b> Yes _____ No _____		No changes are planned for the curriculum; however, the instructors plan to make adjustments to their teaching of comma splices. There are multiple techniques/strategies which can be used, and the instructors want to use multiple strategies to assist students with different learning styles.	

<p><b>5. How did the SLO(s) contribute to student acquisition of the Institutional Learning Outcome(s) (ILOs)?</b></p> <p>For example, if ILO #1 (communication skills) was identified as being related to this SLO, then please write a sentence or two supporting the relationship.</p> <p><b>IVC's 5 ILOs:</b>  <b>ILO1 = Communication Skills</b>  <b>ILO2 = Critical Thinking Skills</b>  <b>ILO3 = Personal Responsibility</b>  <b>ILO4 = Information Literacy</b>  <b>ILO5 = Global Awareness</b></p>	<p>This is a Basic Skills course which helps students develop their writing skills: ISLO 1, Communication Skills</p>
<p><b>6. Next Steps</b></p> <p><b>Was the process effective? Will you change the outcome/assessment (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to students)? If so, how?</b></p>	<p>This process has been effective. It has provided impetus for the instructors to discuss issues and share ideas.</p>
<p><b>7. After Thoughts</b></p> <p><b>Feel free to celebrate, vent, or otherwise discuss the process</b></p>	

## SLO Cycle Assessment Form

Please type on this form. Do not submit handwritten forms.

<b>Course:</b> ENGL 101		<b>Semester data collected:</b> Fall 2012	<b>Date this form was completed:</b> 14 February 2013						
<b># of sections offered:</b>  28	<b># of sections assessed:</b>  16	<b>Data Collected from: (Check all that apply)</b> FT Faculty <input checked="" type="checkbox"/> PT Faculty <input checked="" type="checkbox"/> Day <input checked="" type="checkbox"/> Evening <input checked="" type="checkbox"/> Hybrid/Online _____ Weekend _____							
<b>1. People involved in summarizing &amp; evaluating data (minimum of two)</b>		Cormier, Dorantes, Ferrell, Heumann, Rapp, Rowley, Samaniego, Shaner.							
<b>2. Please list the SLO(s) that was (were) assessed. Include the description listed on the Course Record of Outline.</b>		PLO #3: The student will produce an effective research paper using logical reasoning and analysis.  SLO #1 for this course relates to research and documentation; it therefore is subsumed within PLO #3.							
<b>3. Data results</b>  Briefly summarize the data. (Please see instructions).		Data submitted by 8 instructors for 16 sections.  <table style="margin-left: auto; margin-right: auto;"> <tr><td>Exemplary</td><td>26%</td></tr> <tr><td>Satisfactory</td><td>50%</td></tr> <tr><td>Unsatisfactory</td><td>24%</td></tr> </table> Data is based on students who finished the semester and submitted research papers.		Exemplary	26%	Satisfactory	50%	Unsatisfactory	24%
Exemplary	26%								
Satisfactory	50%								
Unsatisfactory	24%								
<b>4a. Course/Program Improvements</b>  Please describe what change(s) you plan to implement based on the above results  <b>4b. Will this include a change to the curriculum (i.e., course outline)?</b> Yes _____ No <input checked="" type="checkbox"/>		The aggregate data demonstrates learning that is currently acceptable (76% satisfactory or above).							

<p><b>5. How did the SLO(s) contribute to student acquisition of the Institutional Learning Outcome(s) (ILOs)?</b></p> <p>For example, if ILO #1 (communication skills) was identified as being related to this SLO, then please write a sentence or two supporting the relationship.</p> <p><b>IVC's 5 ILOs:</b>  <b>ILO1 = Communication Skills</b>  <b>ILO2 = Critical Thinking Skills</b>  <b>ILO3 = Personal Responsibility</b>  <b>ILO4 = Information Literacy</b>  <b>ILO5 = Global Awareness</b></p>	<p>The submissions of satisfactory research papers demonstrated the ability of students to research and communicate their findings effectively in writing. The development of a satisfactory research paper includes a set of skills which address multiple institutional goals.</p> <p>Research papers address ISLO 1 – Communication Skills. They also address ISLO 2 – Critical Thinking Skills in that they require students to think critically about the material they report on and form judgments.</p> <p>Research papers address ISLO 3 – Personal Responsibility in that students need to complete the papers at home and turn them in on time. They also address ISLO 4 – Information Literacy in that students need to read and evaluate multiple sources for the papers. They also need the computer for research and formatting.</p> <p>Depending on the individual instructor's assignment, the research paper may also address ISLO 5 – Global Awareness.</p>
<p><b>6. Next Steps</b></p> <p><b>Was the process effective? Will you change the outcome/assessment (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to students)?</b>  <b>If so, how?</b></p>	<p>This process was effective. However, accountability for submitting assessment data needs to be addressed at the administrative level.</p>
<p><b>7. After Thoughts</b></p> <p><b>Feel free to celebrate, vent, or otherwise discuss the process</b></p>	

## SLO Cycle Assessment Form

Please type on this form. Do not submit handwritten forms.

<b>Course:</b> ENGL 102		<b>Semester data collected:</b> Fall 2012	<b>Date this form was completed:</b> 13 December 2012
<b># of sections offered:</b>  2	<b># of sections assessed:</b>  2	<b>Data Collected from: (Check all that apply)</b> FT Faculty <input checked="" type="checkbox"/> PT Faculty <input type="checkbox"/> Day <input checked="" type="checkbox"/> Evening <input checked="" type="checkbox"/> Hybrid/Online <input type="checkbox"/> Weekend <input type="checkbox"/>	
<b>1. People involved in summarizing &amp; evaluating data (minimum of two)</b>		Frank Rapp and Robert Baukholt	
<b>2. Please list the SLO(s) that was (were) assessed. Include the description listed on the Course Record of Outline.</b>		SLO #1: The student will analyze the development of character in fiction.	
<b>3. Data results</b>  Briefly summarize the data. (Please see instructions).		Forty-one (41) students were enrolled in two (2) sections of English 102 during the Fall 2012 semester. Twenty-five (25) students successfully analyzed character development in works of fiction; sixteen (16) did not successfully do so.	
<b>4a. Course/Program Improvements</b>  <b>Please describe what change(s) you plan to implement based on the above results</b>  <b>4b. Will this include a change to the curriculum (i.e., course outline)?</b> Yes _____ No <input checked="" type="checkbox"/>		Revision of directions for analyzing character development shall be undertaken in an attempt to increase the number of students who successfully analyze said development in works of fiction.	

<p><b>5. How did the SLO(s) contribute to student acquisition of the Institutional Learning Outcome(s) (ILOs)?</b></p> <p>For example, if ILO #1 (communication skills) was identified as being related to this SLO, then please write a sentence or two supporting the relationship.</p> <p><b>IVC's 5 ILOs:</b>  <b>ILO1 = Communication Skills</b>  <b>ILO2 = Critical Thinking Skills</b>  <b>ILO3 = Personal Responsibility</b>  <b>ILO4 = Information Literacy</b>  <b>ILO5 = Global Awareness</b></p>	<p>ILO1 and ILO2</p> <p>The analysis of character development is directly related to critical thinking skills. The necessity of being able to do so in writing, through essay examination also requires the students to use communication skills.</p>
<p><b>6. Next Steps</b></p> <p><b>Was the process effective? Will you change the outcome/assessment (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to students)?</b>  <b>If so, how?</b></p>	<p>The process was effective. There is no plan to change the outcome or the assessment process at this time.</p>
<p><b>7. After Thoughts</b></p> <p><b>Feel free to celebrate, vent, or otherwise discuss the process</b></p>	

## SLO Cycle Assessment Form

Please type on this form. Do not submit handwritten forms.

<b>Course:</b> ENGL 111		<b>Semester data collected:</b> Fall 2012	<b>Date this form was completed:</b> 7 February 2013
<b># of sections offered:</b>  2	<b># of sections assessed:</b>  2	<b>Data Collected from: (Check all that apply)</b> FT Faculty <input checked="" type="checkbox"/> PT Faculty <input type="checkbox"/> Day <input checked="" type="checkbox"/> Evening <input type="checkbox"/> Hybrid/Online <input type="checkbox"/> Weekend <input type="checkbox"/>	
<b>1. People involved in summarizing &amp; evaluating data (minimum of two)</b>		McNeece, Morris, Rowley.	
<b>2. Please list the SLO(s) that was (were) assessed. Include the description listed on the Course Record of Outline.</b>		SLO #3: The student will identify persuasive techniques in print or visual or aural media.	
<b>3. Data results</b>  Briefly summarize the data. (Please see instructions).		<b>Section 10179 – 18 students</b>  Exemplary – 8 (44%) Satisfactory – 6 (33%) Failed – 4 (22%)  <b>Section 10178 – 27 students</b>  Exemplary – 10 (37%) Satisfactory – 4 (15%) Failed – 13 (48%)	
<b>4a. Course/Program Improvements</b>  <b>Please describe what change(s) you plan to implement based on the above results</b>  <b>4b. Will this include a change to the curriculum (i.e., course outline)?</b> Yes _____ No _____		The identification of persuasive techniques is approached through multiple presentations and activities. In the future, the instructor could broaden the assessment so the students do more than identify fallacies.	

<p><b>5. How did the SLO(s) contribute to student acquisition of the Institutional Learning Outcome(s) (ILOs)?</b></p> <p>For example, if ILO #1 (communication skills) was identified as being related to this SLO, then please write a sentence or two supporting the relationship.</p> <p><b>IVC's 5 ILOs:</b>  <b>ILO1 = Communication Skills</b>  <b>ILO2 = Critical Thinking Skills</b>  <b>ILO3 = Personal Responsibility</b>  <b>ILO4 = Information Literacy</b>  <b>ILO5 = Global Awareness</b></p>	<p>ISLO1 – Communication skills  ISLO2 – Critical thinking</p>
<p><b>6. Next Steps</b></p> <p><b>Was the process effective? Will you change the outcome/assessment (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to students)?</b>  <b>If so, how?</b></p>	<p>The process of assessment and review provided the instructor with an opportunity to reflect on the assessment tools themselves. In this cycle, the assessment focused almost exclusively on fallacies. Future assessments will be used to broaden the scope of assessment.</p>
<p><b>7. After Thoughts</b></p> <p><b>Feel free to celebrate, vent, or otherwise discuss the process</b></p>	

## SLO Cycle Assessment Form

Please type on this form. Do not submit handwritten forms.

<b>Course:</b> ENGL 201		<b>Semester data collected:</b> Fall 2012	<b>Date this form was completed:</b> 11 January 2013
<b># of sections offered:</b>  6	<b># of sections assessed:</b>  6	<b>Data Collected from: (Check all that apply)</b> FT Faculty <input checked="" type="checkbox"/> PT Faculty <input checked="" type="checkbox"/> Day <input checked="" type="checkbox"/> Evening <input checked="" type="checkbox"/> Hybrid/Online <input type="checkbox"/> Weekend <input type="checkbox"/>	
<b>1. People involved in summarizing &amp; evaluating data (minimum of two)</b>		Heumann, Patterson, and Rowley	
<b>2. Please list the SLO(s) that was (were) assessed. Include the description listed on the Course Record of Outline.</b>		PLO #1: The student will demonstrate command of rules regarding plagiarism and academic ethics.	
<b>3. Data results</b>  Briefly summarize the data. (Please see instructions).		Total students: 112  Reported Exemplary: 36 Reported Satisfactory: 57 Reported Unsatisfactory: 19  At least six of those with an unsatisfactory mark were actually projects not completed. The students in those cases failed to demonstrate knowledge of plagiarism due to non-submission. (Some faculty included that information. Some did not. It may be the case that all, or most, unsatisfactory marks were the result of students failing to complete the specified assignment by end of term.)  In some classes, the plagiarism measure was taken near the end of term when overall numbers were reduced.	
<b>4a. Course/Program Improvements</b>  Please describe what change(s) you plan to implement based on the above results  <b>4b. Will this include a change to the curriculum (i.e., course outline)?</b> Yes _____ No _____		With 83% of the students demonstrating exemplary or satisfactory learning for this outcome, no changes to the curriculum are warranted at this time.	

<p><b>5. How did the SLO(s) contribute to student acquisition of the Institutional Learning Outcome(s) (ILOs)?</b></p> <p>For example, if ILO #1 (communication skills) was identified as being related to this SLO, then please write a sentence or two supporting the relationship.</p> <p><b>IVC's 5 ILOs:</b>  <b>ILO1 = Communication Skills</b>  <b>ILO2 = Critical Thinking Skills</b>  <b>ILO3 = Personal Responsibility</b>  <b>ILO4 = Information Literacy</b>  <b>ILO5 = Global Awareness</b></p>	<p>Given that this outcome addresses the student's use of outside sources in her/his own writing, this SLO touches on several of the Institutional outcomes.</p> <p>The writing of the research paper relates to ISLO 1, Communication Skills. The use and integration of outside sources relates to ISLO 2, Critical Thinking Skills. The concept and application of ethical standards and rules relates to ISLO 3, Personal Responsibility. And the actual gathering and evaluation of outside sources relates to ISLO 4, Information Literacy.</p>
<p><b>6. Next Steps</b></p> <p><b>Was the process effective? Will you change the outcome/assessment (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to students)?</b>  <b>If so, how?</b></p>	
<p><b>7. After Thoughts</b></p> <p><b>Feel free to celebrate, vent, or otherwise discuss the process</b></p>	

## SLO Cycle Assessment Form

Please type on this form. Do not submit handwritten forms.

<b>Course:</b> ENGL 224		<b>Semester data collected:</b> Fall 2012	<b>Date this form was completed:</b> 11 December 2013
<b># of sections offered:</b>  1	<b># of sections assessed:</b>  1	<b>Data Collected from: (Check all that apply)</b> FT Faculty <input checked="" type="checkbox"/> PT Faculty <input type="checkbox"/> Day <input checked="" type="checkbox"/> Evening <input type="checkbox"/> Hybrid/Online <input type="checkbox"/> Weekend <input type="checkbox"/>	
<b>1. People involved in summarizing &amp; evaluating data (minimum of two)</b>		Deirdre Rowley and Michael Heumann	
<b>2. Please list the SLO(s) that was (were) assessed. Include the description listed on the Course Record of Outline.</b>		PLO #2: The student will explicate and evaluate textual material in literature and rhetoric.  SLO #1 for this course relates to evaluation of textual material; it therefore is subsumed within PLO #2.	
<b>3. Data results</b>  Briefly summarize the data. (Please see instructions).		# of students: 19  Success rate: 15.5 Sample #1: 17/19 Sample #2: 16/19 Sample #3: 14/16 (three not submitted) Sample #4: 15/18 (one not submitted)	
<b>4a. Course/Program Improvements</b>  Please describe what change(s) you plan to implement based on the above results  <b>4b. Will this include a change to the curriculum (i.e., course outline)?</b> Yes _____ No <input checked="" type="checkbox"/>		More in class discussion on topics before writing.	

<p><b>5. How did the SLO(s) contribute to student acquisition of the Institutional Learning Outcome(s) (ILOs)?</b></p> <p>For example, if ILO #1 (communication skills) was identified as being related to this SLO, then please write a sentence or two supporting the relationship.</p> <p><b>IVC's 5 ILOs:</b>  <b>ILO1 = Communication Skills</b>  <b>ILO2 = Critical Thinking Skills</b>  <b>ILO3 = Personal Responsibility</b>  <b>ILO4 = Information Literacy</b>  <b>ILO5 = Global Awareness</b></p>	<p>The explication and evaluation of written text is a key skill in critical thinking (ILO2).</p>
<p><b>6. Next Steps</b></p> <p><b>Was the process effective? Will you change the outcome/assessment (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to students)?</b>  <b>If so, how?</b></p>	<p>This was the first time assessment data was gathered for the Program Learning Outcomes. In this particular case, only one section of one course addressed this PLO; therefore, additional data from future classes needs to be gathered before sufficient data is collected to inform a discussion of effectiveness.</p>
<p><b>7. After Thoughts</b></p> <p><b>Feel free to celebrate, vent, or otherwise discuss the process</b></p>	

## SLO Cycle Assessment Form

Please type on this form. Do not submit handwritten forms.

<b>Course:</b> <b>ENGL 250: Intro to Creative Writing</b>		<b>Semester data collected:</b> <b>Fall 2012</b>	<b>Date this form was completed:</b> <b>29 January 2013</b>																
<b># of sections offered:</b>  <b>1</b>	<b># of sections assessed:</b>  <b>1</b>	<b>Data Collected from: (Check all that apply)</b> FT Faculty <input checked="" type="checkbox"/> PT Faculty <input type="checkbox"/> Day <input type="checkbox"/> Evening <input checked="" type="checkbox"/> Hybrid/Online <input type="checkbox"/> Weekend <input type="checkbox"/>																	
<b>1. People involved in summarizing &amp; evaluating data (minimum of two)</b>		Brian McNeece and James Patterson																	
<b>2. Please list the SLO(s) that was (were) assessed. Include the description listed on the Course Record of Outline.</b>		Upon course completion, the successful student will have acquired new skills, knowledge, and or attitudes as demonstrated by being able to: <ol style="list-style-type: none"> <li>1. compose a short story with adequate development of plot, theme, and character development, with properly formatted dialogue, description, and literary devices.</li> <li>2. compose a short poem with demonstrated understanding of line length, alliteration, assonance, rhyme, meter, imagery, symbolism, and metaphor.</li> <li>3. proofread, edit, analyze, and critique fellow students' stories and poems based on their mastery of the appropriate elements as described above.</li> </ol>																	
<b>3. Data results</b>  Briefly summarize the data. (Please see instructions).  Students rated themselves via an anonymous survey using the Blackboard Learn Online Learning system.		I have learned to compose a short story with adequate development of plot, theme, and character, with properly formatted dialogue, description, and literary devices. On this learning outcome I rate my own learning at the _____ level by grade. <table style="margin-left: 20px; border: none;"> <tr><td>Excellent</td><td style="text-align: right;">64.3%</td></tr> <tr><td>Good</td><td style="text-align: right;">35.7%</td></tr> <tr><td>Adequate</td><td style="text-align: right;">0%</td></tr> <tr><td>Unsatisfactory</td><td style="text-align: right;">0%</td></tr> </table> I have learned to compose a short poem with demonstrated understanding of line length, alliteration, assonance, rhyme, meter, imagery, symbolism, and metaphor. On this learning outcome I rate my own learning at the _____ level by grade. <table style="margin-left: 20px; border: none;"> <tr><td>Excellent</td><td style="text-align: right;">28.6%</td></tr> <tr><td>Good</td><td style="text-align: right;">64.3%</td></tr> <tr><td>Adequate</td><td style="text-align: right;">7.1%</td></tr> <tr><td>Unsatisfactory</td><td style="text-align: right;">0%</td></tr> </table>		Excellent	64.3%	Good	35.7%	Adequate	0%	Unsatisfactory	0%	Excellent	28.6%	Good	64.3%	Adequate	7.1%	Unsatisfactory	0%
Excellent	64.3%																		
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Excellent	28.6%																		
Good	64.3%																		
Adequate	7.1%																		
Unsatisfactory	0%																		

<p><b>3. Data results cont.</b></p>	<p>I have learned to proofread, edit, analyze, and criticize fellow students' stories and poems based on their mastery of the appropriate elements as described in the other two survey questions, I rate my own learning of these skills a _____ .</p> <p>Excellent      42.86%  Good            50.00%  Adequate       7.14%  Unsatisfactory    0%</p>
<p><b>4a. Course/Program Improvements</b></p> <p><b>Please describe what change(s) you plan to implement based on the above results</b></p> <p><b>4b. Will this include a change to the curriculum (i.e., course outline)?</b>  Yes _____  No <input checked="" type="checkbox"/> _____</p>	<p>For SLO 1 I see no need for improvement, as students have rated their learning highly.</p> <p>For SLO 2, I attribute the much lower self assessment to the difficult of providing an objective description of quality in poetry. Additionally, students are more resistant to having their poetry criticized. In the future I will show grading standards through sample A, B, and C poems.</p> <p>For SLO 3 I will spend more time on basic editing and not assume that the Eng 101 pre-requisite indicates a mastery of writing fundamentals.</p>
<p><b>5. How did the SLO(s) contribute to student acquisition of the Institutional Learning Outcome(s) (ILOs)?</b></p> <p>For example, if ILO #1 (communication skills) was identified as being related to this SLO, then please write a sentence or two supporting the relationship.</p> <p><b>IVC's 5 ILOs:</b>  <b>ILO1 = Communication Skills</b>  <b>ILO2 = Critical Thinking Skills</b>  <b>ILO3 = Personal Responsibility</b>  <b>ILO4 = Information Literacy</b>  <b>ILO5 = Global Awareness</b></p>	<p>ILO1: Composition of stories and poetry is an attempt at communication. The ensuing workshops provided feedback to students as to the success of their effort, leading to improvement at all levels: grammar, tone, authenticity, and clarity.</p> <p>ILO2: Composition and workshopping provides students practice at imagining plausible worlds—a critical thinking skill.</p> <p>ILO3—Students had meet deadlines and provide copies for their colleagues.</p> <p>ILO4—Students used an online learning platform for posting works, blogs, and journaling, including online discussion.</p> <p>ILO5 – Global awareness. Writing fiction shows each student their colleagues unique and diverse styles and perspectives.</p>

<p><b>6. Next Steps</b></p> <p><b>Was the process effective? Will you change the outcome/assessment (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to students)? If so, how?</b></p>	<p>I think the process is effective. While some may doubt the validity of a self-assessment, the differences in the responses for the 3 SLO's indicate that students are using objective criteria and not just inflating their own accomplishments arbitrarily.</p> <p>On the other hand, I am equally certain that my own ratings would be somewhat lower, as people do tend to rate themselves higher than an outsider. Given this caveat, even dropping all marks down one level shows that considerable learning is taking place.</p>
<p><b>7. After Thoughts</b></p> <p><b>Feel free to celebrate, vent, or otherwise discuss the process</b></p>	