

# **Course Student Learning Outcomes Assessment**

**ENGL 102 Literature and Composition**

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## **General Information (Course Student Learning Outcomes Assessment)**

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# Standing Requirements

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## Course Description

A second semester course in composition and literature that uses literature to develop critical thinking skills with extensive readings selected from the four major genres.

## Course Student Learning Outcomes

### ENGL 102 Literature and Composition Outcome Set

#### Outcome

##### Outcome

##### Outcome 1

Students will use the writing process to compose essays—including research papers in the MLA format—that critically analyze fiction, poetry, and drama and that contain unity, coherence, development, logic, grammatical precision, and selection of appropriate sources and their correct use.

##### Outcome 2

Students will critically analyze written and visual texts for content, structure, rhetorical strategies, visual and written techniques and grammatical precision.

##### Mapping

**Institutional Student Learning Outcomes:** Act 1, Act 2, Act 3, Communicate 1, Communicate 2, Communicate 3, Learn 1, Learn 2, Think 1, Think 2, Think 3

**Institutional Student Learning Outcomes:** Act 1, Act 2, Act 3, Communicate 1, Communicate 2, Communicate 3, Learn 1, Learn 2, Think 1, Think 2, Think 3

# 2014-2015 Assessment Cycle

## Measurements

### Outcomes and Measures

#### ENGL 102 Literature and Composition Outcome Set

##### Outcome

###### Outcome 1

Students will use the writing process to compose essays—including research papers in the MLA format—that critically analyze fiction, poetry, and drama and that contain unity, coherence, development, logic, grammatical precision, and selection of appropriate sources and their correct use.

▼ **Measure:** Writing SLO Assessment  
Course level; Direct - Student Artifact

**Description of Measurement Tool:** A 4 category rubric was used to assess a written assignment.

4 and 3 were seen as successful scores.

2 and 1 were seen as unsuccessful scores.

Instructors noted areas of concern on a checklist.

**Criteria for Success: Individual & Collective Student Criterion:** Success was measured as follows:

- Under 65% Not Successful
- 65-70% Modestly Successful
- 70-80% Successful
- 80-90% Very Successful
- Above 90% Exceptionally Successful

**Cycle of Assessment:** Annually in the Spring

**Who is Responsible for Assessment Activity?:** English Department and English 102 Instructors

###### Outcome 2

Students will critically analyze written and visual texts for content, structure, rhetorical strategies, visual and written techniques and grammatical precision.

▼ **Measure:** Reading SLO  
Course level; Direct - Exam

**Description of Measurement Tool:** An end of the semester assessment was given. The assessment was a level- appropriate reading with a set of eight questions designed to test comprehension and interpretation.

**Criteria for Success: Individual & Collective Student Criterion:** Success was measured by a standard scale.

- Under 60% Not Successful
- 60-70% Modestly Successful
- 70-80% Successful
- 80-90% Very Successful
- Above 90% Exceptionally Successful.

**Cycle of Assessment:** Annually in the Spring

**Who is Responsible for Assessment Activity?:** English Department and English 102 instructors.

## Findings

### Finding per Measure

## ENGL 102 Literature and Composition Outcome Set

## Outcome

## Outcome 1

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Above 90% Exceptionally Successful

**Cycle of Assessment:** Annually in the Spring

**Who is Responsible for Assessment Activity?:** English Department and English 102 Instructors

**Findings for Writing SLO Assessment**

**Summary of Findings:** Three sections were assessed.  
57 students were assessed.

41 students scored 4 or 3  
Success rate: 72%.

Noted areas of concern:  
Organization  
Development  
Analysis

**Results:** Criteria for Success Achievement Status: Met

**Analysis of Findings:** This data is in-line--although slightly lower--with last year's. Everything seems fine, except that the sample is still small.

**Recommendations:** Continue to use the same measurement in Spring 2016 in order to collect a larger sample of data.

## Outcome 2

Students will critically analyze written and visual texts for content, structure, rhetorical strategies, visual and written techniques and grammatical precision.

▼ **Measure:** Reading SLO  
Course level; Direct - Exam

**Description of Measurement Tool:** An end of the semester assessment was given. The assessment was a level- appropriate reading with a set of eight questions designed to test comprehension and interpretation.

**Criteria for Success: Individual & Collective Student Criterion:** Success was measured by a standard scale.

Under 60% Not Successful

60-70% Modestly Successful  
70-80% Successful  
80-90% Very Successful  
Above 90% Exceptionally Successful.

**Cycle of Assessment:** Annually in the Spring

**Who is Responsible for Assessment Activity?:** English Department and English 102 instructors.

### Findings for Reading SLO

**Summary of Findings:** Three sections were assessed.  
88 students were assessed.

The median score was 4.58.  
The success rate was 57.2%

**Results:** Criteria for Success Achievement Status: Not Met

**Analysis of Findings:** The results from this assessment were not successful. We changed our assessment tool. The resulting drop in score could reflect the result.

This result is a 16% success rate drop from our previous assessment tool.

**Recommendations:** Review the assessment tool and modify as necessary.

Continue to seek a solid baseline assessment measurement where multiple assessments result in approximately similar results.

### Overall Recommendations

*No text specified*

 **Plans of Action**

 **Status Reports**

# 2013-2014 Assessment Cycle

## Measurements

### Outcomes and Measures

#### ENGL 102 Literature and Composition Outcome Set

##### Outcome

###### Outcome 1

Students will use the writing process to compose essays—including research papers in the MLA format—that critically analyze fiction, poetry, and drama and that contain unity, coherence, development, logic, grammatical precision, and selection of appropriate sources and their correct use.

▼ **Measure:** Writing SLO Assessment  
Course level; Direct - Student Artifact

**Description of Measurement Tool:** A 4 category rubric was used to assess a written assignment.

4 and 3 were seen as successful scores.

2 and 1 were seen as unsuccessful scores.

Instructors noted areas of concern on a checklist.

**Criteria for Success: Individual & Collective Student Criterion:** Success was measured as follows:

Under 65% Not Successful

65-70% Modestly Successful

70-80% Successful

80-90% Very Successful

Above 90% Exceptionally Successful

**Cycle of Assessment:** Annually in the Spring

**Who is Responsible for Assessment Activity?:** English Department and English 102 Instructors

###### Outcome 2

Students will critically analyze written and visual texts for content, structure, rhetorical strategies, visual and written techniques and grammatical precision.

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Course level; Direct - Exam

**Description of Measurement Tool:** An end of the semester assessment was given. The assessment was a level- appropriate reading with a set of eight questions designed to test comprehension and interpretation.

**Criteria for Success: Individual & Collective Student Criterion:** Success was measured by a standard scale.

Under 60% Not Successful

60-70% Modestly Successful

70-80% Successful

80-90% Very Successful

Above 90% Exceptionally Successful.

**Cycle of Assessment:** Annually in the Spring

**Who is Responsible for Assessment Activity?:** English Department and English 102 instructors.

## Findings

### Finding per Measure



## ENGL 102 Literature and Composition Outcome Set

## Outcome

## Outcome 1

Students will use the writing process to compose essays—including research papers in the MLA format—that critically analyze fiction, poetry, and drama and that contain unity, coherence, development, logic, grammatical precision, and selection of appropriate sources and their correct use.

▼ **Measure:** Writing SLO Assessment  
Course level; Direct - Student Artifact

**Description of Measurement Tool:** A 4 category rubric was used to assess a written assignment.

4 and 3 were seen as successful scores.

2 and 1 were seen as unsuccessful scores.

Instructors noted areas of concern on a checklist.

**Criteria for Success: Individual & Collective Student Criterion:** Success was measured as follows: .

Under 65% Not Successful

65-70% Modestly Successful

70-80% Successful

80-90% Very Successful

Above 90% Exceptionally Successful

**Cycle of Assessment:** Annually in the Spring

**Who is Responsible for Assessment Activity?:** English Department and English 102 Instructors

**Findings for Writing SLO Assessment**

**Summary of Findings:** Two sections were assessed.  
42 students were assessed.

35 students scored 4 or 3  
Success rate: 83.3%.

Noted areas of concern:  
Development  
Analysis

**Results:** Criteria for Success Achievement Status: Met

**Analysis of Findings:** The 83% success rate is very successful

**Recommendations:** Continue to use the same measurement in Spring 2015 in order to collect a larger sample of data

## Outcome 2

Students will critically analyze written and visual texts for content, structure, rhetorical strategies, visual and written techniques and grammatical precision.

▼ **Measure:** Reading SLO  
Course level; Direct - Exam

**Description of Measurement Tool:** An end of the semester assessment was given. The assessment was a level- appropriate reading with a set of eight questions designed to test comprehension and interpretation.

**Criteria for Success: Individual & Collective Student Criterion:** Success was measured by a standard scale.

Under 60% Not Successful

60-70% Modestly Successful

70-80% Successful

80-90% Very Successful

Above 90% Exceptionally Successful.

**Cycle of Assessment:** Annually in the Spring

**Who is Responsible for Assessment Activity?:** English Department and English 102 instructors.

**Findings for Reading SLO**

**Summary of Findings:** Two section were assessed.  
66 students were assessed.

The median score was 5.85.  
The success rate was 73.1%

**Results:** Criteria for Success Achievement Status: Met

**Analysis of Findings:** Students were modestly successful based on the scores

**Recommendations:** Administer the same assessment in 2015 in order to collect a larger sample of data.

**Overall Recommendations**

No text specified

**Plans of Action**

**Actions**

**ENGL 102 Literature and Composition Outcome Set**

**Outcome**

**Outcome 1**

Students will use the writing process to compose essays—including research papers in the MLA format—that critically analyze fiction, poetry, and drama and that contain unity, coherence, development, logic, grammatical precision, and selection of appropriate sources and their correct use.

**Action: Administer Assessment in Spring 2015**

**This Action is associated with the following Findings**

No supporting Findings have been linked to this Action.

**Details of Plan of Action:** Continue to collect data in order to have a larger sample. We currently need more assessment using the same tool to view trends as valid.

**Plan of Action Timeline:** Spring 2015

**Who is responsible for carrying out the Plan of Action?:** English Department and instructors of English 102

**How will you determine if the Plan of Action has been effective?:** Once we collect a sample between 200-300 students, this action will be effective.

**Additional Resources Required (if any):**

**Budget request amount:** \$0.00

**Priority:** Medium

**Outcome 2**

Students will critically analyze written and visual texts for content, structure, rhetorical strategies, visual

**Action: Continue to Collect Data**

**This Action is associated with the following Findings**

No supporting Findings have been linked to this Action.

and written techniques and grammatical precision.

**Details of Plan of Action:** Continue to collect data in order to have a larger sample. We currently need more assessment using the same tool to view trends as valid.

**Plan of Action Timeline:** Spring 2015

**Who is responsible for carrying out the Plan of Action?:** English Department and instructors of English 102

**How will you determine if the Plan of Action has been effective?:** Once we collect a sample between 200-300 students, this action will be effective.

**Additional Resources Required (if any):** Red Scantrons

**Budget request amount:** \$0.00

**Priority:** Medium

## Status Reports

### Action Statuses

#### ENGL 102 Literature and Composition Outcome Set

##### Outcome

##### Outcome 1

Students will use the writing process to compose essays—including research papers in the MLA format—that critically analyze fiction, poetry, and drama and that contain unity, coherence, development, logic, grammatical precision, and selection of appropriate sources and their correct use.

##### ▼ Action: Administer Assessment in Spring 2015

**Details of Plan of Action:** Continue to collect data in order to have a larger sample. We currently need more assessment using the same tool to view trends as valid.

**Plan of Action Timeline:** Spring 2015

**Who is responsible for carrying out the Plan of Action?:** English Department and instructors of English 102

**How will you determine if the Plan of Action has been effective?:** Once we collect a sample between 200-300 students, this action will be effective.

**Additional Resources Required (if any):**

**Budget request amount:** \$0.00

**Priority:** Medium

##### Status for Administer Assessment in Spring 2015

**Current Status:** Not started

**Budget Status:**

**Explanation of current status:**

**Has the Plan of Action been effective? What are the next steps?:**

**Outcome 2**

Students will critically analyze written and visual texts for content, structure, rhetorical strategies, visual and written techniques and grammatical precision.

▼ **Action:** Continue to Collect Data

**Details of Plan of Action:** Continue to collect data in order to have a larger sample. We currently need more assessment using the same tool to view trends as valid.

**Plan of Action Timeline:** Spring 2015

**Who is responsible for carrying out the Plan of Action?:** English Department and instructors of English 102

**How will you determine if the Plan of Action has been effective?:** Once we collect a sample between 200-300 students, this action will be effective.

**Additional Resources Required (if any):** Red Scantrons

**Budget request amount:** \$0.00

**Priority:** Medium

**Status** for Continue to Collect Data

**Current Status:** Not started

**Budget Status:**

**Explanation of current status:**

**Has the Plan of Action been effective? What are the next steps?:**

**Status Summary**

*No text specified*

**Summary of Next Steps**

*No text specified*

## 2012-2013 Assessment Cycle

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 **Measurements**

 **Findings**

 **Plans of Action**

 **Status Reports**