

COURSE SLO ASSESSMENT REPORT, SCC

Department: English Course: English 242

Year: 2013 Semester: Fall

1) Outcome to be assessed	2) Means of assessment and criteria of success	3) Summary of data collected	4) Analysis of data	5) Plan of action/what to do next
<p>SLO #1: Students will analyze and evaluate texts of the American literary tradition from the 1865 through to the present for structure, soundness, originality, and importance.</p> <p>SLO #2: Students will evaluate inter-textual significance from 1865 through the present.</p> <p>SLO #3: Students will plan and compose original essays and presentations that analyze and evaluate literary works from 1865 through the present.</p>	<p>Assessment was done in two ways.</p> <p>A written assignment was used on a 4 point rubric for SLO #3.</p> <p>4 and 3 are passing grades 2 and 0 are not passing</p> <p>Success was measured by a standard scale.</p> <p>Under 58% Not Successful 58-63% Modestly Successful 63-65% Successful 65-75% Very Successful Above 75% Exceptionally Successful</p> <p>SLO #1 and #2 were assessed using a reading sample and a 4 point rubric.</p> <p>4 and 3 are passing grades 2 and 0 are not passing</p>	<p>The Written Assessment Results:</p> <p>24 students took the assessment 91% success rate (22 students)</p> <p>The Reading Assessment Results:</p> <p>18 students took the assessment.</p> <p>The percentage of success was 67% (12 students).</p>	<p>The writing assessment shows exceptional success for the written portion.</p> <p>It seems perhaps too successful..</p> <p>The reading assessment is very successful and within expected outcomes.</p> <p>The sample of students is quite small. The writing assessment seems skewed. The small sample may result in the numbers.</p> <p>In addition, each SLO needs its own measurement.</p>	<p>The assessment tool needs revision.</p> <p>We need a separate tool for each SLO.</p> <p>We will redesign the assessment tool as a result.</p>