



SLO Assessment Committee

Friday, February 25th, 2022 9:00a.m – 11:00a.m.

Online via Zoom

AGENDA

1. Approval of Feb 25, 2022 agenda (action)
2. Approval of Feb 11, 2022 minutes (action)
3. Public comment
4. Announcements
 - a. Meeting dates this semester: 3/11, 3/25, 4/22, 5/13 (if necessary)
5. Business
 - a. Overview of reports: Course Statistics, Faculty Participation, SLO Performance, SLO by Division, by course, by course objective, by SLO, SLO Presentation (discussion)
 - b. Other questions regarding eLumen assessment (discussion)



SLO Assessment Committee

February 11, 2022

9:00 – 11:00 a.m.

Via Zoom

UNApproved Minutes

Present: Kathy Weber (co-chair), Crina Orac, Renee Swindle, Janet Mason, Gary Pieroni, Brenda Gonzalez, Kimberly Valmore, Christian Morgan, Lesley Agostino (notetaker), Ryan Melvin, Bryan Clarkson, Seanna Ziehlke, John Polos, Lisa Drummond

Absent: Lynda Letona, Juan Huerta Villicana, Lindsey Lang (co-chair), Nikki Moultrie (VPI Designee),

Weber called the meeting to order at 9:08 a.m.

1. Approval of the February 11, 2022 agenda (action)

It was MSC by all present with no objections to approve the agenda as written.

2. Approval of the December 3, 2021 minutes (action)

It was MSC by all present with no objections to approve the minutes as written.

3. Public comment: None

4. Announcements:

- ADS has still not turned in their four-year assessment calendar.
- Temporary access as a department chair in eLumen can be requested by emailing Agostino.
- Meeting dates this semester: 2/25, 3/11, 3/25, 4/22, 5/13 (if necessary)

5. Business

- a. Updates for drop-in help and possible future FLEX discussion – Weber will have assessment assistance office hours Mondays – Thursdays from 5:00 – 6:00 p.m. An email with the information and Zoom link will be emailed shortly. Weber also reminded the committee of the video tutorials that were created by Nicole White.
- b. What does SLOAC assessment review look like in the future? (discussion)
See below.
- c. Other questions regarding eLumen assessment? (discussion)
Weber demonstrated the SLO performance reporting in the assessment library that can be viewed by faculty and department chair. Faculty can only view their own courses. Department chairs can view all assessments in the area. The SLOAC



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will need to discuss how to use the information that is provided by eLumen and how best to present the information to the entire college community. The committee also had questions/issues that need to be clarified with eLumen and DVC governance/accreditation:

i. Reflection templates

1. How will they look to the SLOAC? What will the “homework” consist of?
2. Will there be one reflection across the course or will the SLOAC have to review multiple reflections from each course?
3. Should they be held somewhere outside of eLumen?
4. How do other eLumen colleges review assessment data?
5. What does DVC want in terms of reflection feedback (accreditation)? How will the SLOAC give feedback to faculty?
6. Adjunct faculty may not be available to input reflection narrative for their section.

ii. Roles in eLumen

1. Anything available beside department chair?
2. Can we create a custom role for the SLOAC members?

iii. Reporting

1. What do the reports in eLumen look like?
2. What kind of data is available and who can run these reports?
 - a. Agostino will run sample reports and have them attached to the next agenda.

Agostino will work with Lang, Moultrie, Marissa, and Weber from eLumen to try to have answers at the 2/25 meeting.

Weber adjourned the meeting at 10:38 a.m.

Course Statistics and Evidence

DVC English

Date: 02-22-2022

Terms: Spring 2022, Fall 2021

Summary

Statistic	Number of Courses	Courses
Courses in the Department	56	ENGL090, ENGL091NC, ENGL095, ENGL096, ENGL097, ENGL098, ENGL099, ENGL116, ENGL117, ENGL118, ENGL120, ENGL120A, ENGL121, ENGL122, ENGL122A, ENGL122AL, ENGL122AM, ENGL122L, ENGL122M, ENGL122X, ENGL123, ENGL124, ENGL126, ENGL140, ENGL150, ENGL151, ENGL152, ENGL153, ENGL154, ENGL155, ENGL162, ENGL163, ENGL164, ENGL166, ENGL167, ENGL168, ENGL170, ENGL172, ENGL173, ENGL175, ENGL176, ENGL177, ENGL178, ENGL180, ENGL190, ENGL222, ENGL223, ENGL224, ENGL225, ENGL252, ENGL253, ENGL262, ENGL263, ENGL272, ENGL273, ENGL298
Courses with Course Objectives-Student Learning Outcomes	56	ENGL090, ENGL091NC, ENGL095, ENGL096, ENGL097, ENGL098, ENGL099, ENGL116, ENGL117, ENGL118, ENGL120, ENGL120A, ENGL121, ENGL122, ENGL122A, ENGL122AL, ENGL122AM, ENGL122L, ENGL122M, ENGL122X, ENGL123, ENGL124, ENGL126, ENGL140, ENGL150, ENGL151, ENGL152, ENGL153, ENGL154, ENGL155, ENGL162, ENGL163, ENGL164, ENGL166, ENGL167, ENGL168, ENGL170, ENGL172, ENGL173, ENGL175, ENGL176, ENGL177, ENGL178, ENGL180, ENGL190, ENGL222, ENGL223, ENGL224, ENGL225, ENGL252, ENGL253, ENGL262, ENGL263, ENGL272, ENGL273, ENGL298
Courses without Course Objectives-Student Learning Outcomes	0	
Courses with Course Objectives-Student Learning Outcomes mapped to PSLOs	4	ENGL091NC, ENGL122, ENGL123, ENGL126
Courses without Course Objectives-Student Learning Outcomes mapped to PSLOs	52	ENGL090, ENGL095, ENGL096, ENGL097, ENGL098, ENGL099, ENGL116, ENGL117, ENGL118, ENGL120, ENGL120A, ENGL121, ENGL122A, ENGL122AL, ENGL122AM, ENGL122L, ENGL122M, ENGL122X, ENGL124, ENGL140, ENGL150, ENGL151, ENGL152, ENGL153, ENGL154, ENGL155, ENGL162, ENGL163, ENGL164, ENGL166, ENGL167, ENGL168, ENGL170, ENGL172, ENGL173, ENGL175, ENGL176, ENGL177, ENGL178, ENGL180, ENGL190, ENGL222, ENGL223, ENGL224, ENGL225, ENGL252, ENGL253, ENGL262, ENGL263, ENGL272, ENGL273, ENGL298
Courses with direct assessment of PSLOs	0	
Courses with Course Objectives-Student Learning Outcomes mapped to ISLOs	0	

Statistic	Number of Courses	Courses
Courses without Course Objectives-Student Learning Outcomes mapped to ISLOs	56	ENGL090, ENGL091NC, ENGL095, ENGL096, ENGL097, ENGL098, ENGL099, ENGL116, ENGL117, ENGL118, ENGL120, ENGL120A, ENGL121, ENGL122, ENGL122A, ENGL122AL, ENGL122AM, ENGL122L, ENGL122M, ENGL122X, ENGL123, ENGL124, ENGL126, ENGL140, ENGL150, ENGL151, ENGL152, ENGL153, ENGL154, ENGL155, ENGL162, ENGL163, ENGL164, ENGL166, ENGL167, ENGL168, ENGL170, ENGL172, ENGL173, ENGL175, ENGL176, ENGL177, ENGL178, ENGL180, ENGL190, ENGL222, ENGL223, ENGL224, ENGL225, ENGL252, ENGL253, ENGL262, ENGL263, ENGL272, ENGL273, ENGL298
Courses with direct assessment of ISLOs	0	
Courses with at least one planned Assessment	4	ENGL122, ENGL122AL, ENGL122L, ENGL167
Courses with planned Assessments scored	4	ENGL122, ENGL167, ENGL122AL, ENGL122L
Courses with some Assessments scored	0	
Courses without any Assessment scored	0	
Courses with no planned Assessments	52	ENGL090, ENGL091NC, ENGL095, ENGL096, ENGL097, ENGL098, ENGL099, ENGL116, ENGL117, ENGL118, ENGL120, ENGL120A, ENGL121, ENGL122A, ENGL122AM, ENGL122M, ENGL122X, ENGL123, ENGL124, ENGL126, ENGL140, ENGL150, ENGL151, ENGL152, ENGL153, ENGL154, ENGL155, ENGL162, ENGL163, ENGL164, ENGL166, ENGL168, ENGL170, ENGL172, ENGL173, ENGL175, ENGL176, ENGL177, ENGL178, ENGL180, ENGL190, ENGL222, ENGL223, ENGL224, ENGL225, ENGL252, ENGL253, ENGL262, ENGL263, ENGL272, ENGL273, ENGL298
Courses with at least one planned Action Plan	0	
Courses with Action Plan Responses	0	
Courses with some Action Plan Responses	0	
Courses without Action Plan Responses	0	
Courses with no planned Action Plans	56	ENGL090, ENGL091NC, ENGL095, ENGL096, ENGL097, ENGL098, ENGL099, ENGL116, ENGL117, ENGL118, ENGL120, ENGL120A, ENGL121, ENGL122, ENGL122A, ENGL122AL, ENGL122AM, ENGL122L, ENGL122M, ENGL122X, ENGL123, ENGL124, ENGL126, ENGL140, ENGL150, ENGL151, ENGL152, ENGL153, ENGL154, ENGL155, ENGL162, ENGL163, ENGL164, ENGL166, ENGL167, ENGL168, ENGL170, ENGL172, ENGL173, ENGL175, ENGL176, ENGL177, ENGL178, ENGL180, ENGL190, ENGL222, ENGL223, ENGL224, ENGL225, ENGL252, ENGL253, ENGL262, ENGL263, ENGL272, ENGL273, ENGL298
Courses with at least one planned RFI	0	

Statistic	Number of Courses	Courses
Courses with RFI Responses	0	
Courses with some RFI Responses	0	
Courses without RFI Responses	0	
Courses with no planned RFIs	56	ENGL090, ENGL091NC, ENGL095, ENGL096, ENGL097, ENGL098, ENGL099, ENGL116, ENGL117, ENGL118, ENGL120, ENGL120A, ENGL121, ENGL122, ENGL122A, ENGL122AL, ENGL122AM, ENGL122L, ENGL122M, ENGL122X, ENGL123, ENGL124, ENGL126, ENGL140, ENGL150, ENGL151, ENGL152, ENGL153, ENGL154, ENGL155, ENGL162, ENGL163, ENGL164, ENGL166, ENGL167, ENGL168, ENGL170, ENGL172, ENGL173, ENGL175, ENGL176, ENGL177, ENGL178, ENGL180, ENGL190, ENGL222, ENGL223, ENGL224, ENGL225, ENGL252, ENGL253, ENGL262, ENGL263, ENGL272, ENGL273, ENGL298

ENGL090 - English in a Minute: Bridge to College English	
SLOs	
Course Objectives-Student Learning Outcomes	<ul style="list-style-type: none"> » Reflect on their own learning processes to evaluate their active roles as students and learners. » Apply study skills and habits for success inside and outside the classroom. » Utilize campus resources to foster success inside and outside the classroom. » Select and use appropriate reading strategies. » Summarize and respond to texts to demonstrate understanding. » Analyze important concepts to demonstrate critical-thinking skills. » Practice steps of the writing process. » Describe the structure of a basic academic essay » Use strategies for developing ideas. » Use peer and instructor feedback in the development and revision of their work. » Select appropriate examples and evidence—including quotations—to support an idea. » Identify patterns of error in their own writing.
Mapped PSLOs	(None)
Mapped ISLOs	(None)

ENGL091NC - English Skills for Success - Noncredit	
SLOs	

<p>Course Objectives-Student Learning Outcomes</p>	<ul style="list-style-type: none"> » Use reading strategies to read and comprehend college-level texts, analyzing them for the central idea and basic organizational structure. » Analyze college-level readings and integrate the ideas meaningfully into formal writing assignments. » Incorporate appropriate structure and organization in their own writing. » Structure well-organized essays that have a focused thesis and developed and well-supported paragraphs with appropriate transitional elements, and which are relatively free of sentence-level errors. » Incorporate college success techniques into their learning behaviors (e.g. utilizing campus resources, managing stress, developing note-taking and summarizing skills, reflecting on personal student-learning processes).
<p>Mapped PSLOs</p>	<p>NC.SCS.D</p> <ul style="list-style-type: none"> » Use reading strategies to read and comprehend college-level texts, analyzing them for the central idea and basic organizational structure. » Analyze college-level readings and integrate the ideas meaningfully into formal writing assignments. » Incorporate appropriate structure and organization in their own writing. » Structure well-organized essays that have a focused thesis and developed and well-supported paragraphs with appropriate transitional elements, and which are relatively free of sentence-level errors. » Incorporate college success techniques into their learning behaviors (e.g. utilizing campus resources, managing stress, developing note-taking and summarizing skills, reflecting on personal student-learning processes).
<p>Mapped ISLOs</p>	<p>(None)</p>

<p>ENGL095 - Studies in Reading and Writing</p>	
<p>SLOs</p>	
<p>Course Objectives-Student Learning Outcomes</p>	<ul style="list-style-type: none"> » Describe and discuss topic concepts/themes of this course. » Differentiate alternative topic concepts/themes of this course and how they relate to the principles of reading and writing. » Judge and evaluate alternative topic concepts/themes of this course. » Generate an application of one or more topics e.g. product, writing, or performance.
<p>Mapped PSLOs</p>	<p>(None)</p>
<p>Mapped ISLOs</p>	<p>(None)</p>

<p>ENGL096 - Introduction to College Reading and Study Skills</p>	
<p>SLOs</p>	

Course Objectives-Student Learning Outcomes	<ul style="list-style-type: none"> » Describe the attributes of successful college students and the relationship to their own behaviors. » Use a variety of pre-reading techniques. » Read a range of college-level texts as a stimulus and model for discussion and written response. » Annotate college-level texts to reinforce comprehension. » Use written reading strategies, including annotation, summary, and quoting, to accurately identify an author's main and supporting points. » Respond to ideas presented in college-level texts. » Apply strategies such as context clues and word parts to improve vocabulary. » Incorporate new vocabulary into writing. » Demonstrate basic study skills. (Laboratory) » Describe campus resources to aid in academic success. (Laboratory)
Mapped PSLOs	(None)
Mapped ISLOs	(None)

ENGL097 - Introduction to College Reading and Writing

SLOs

Course Objectives-Student Learning Outcomes	<ul style="list-style-type: none"> » Select and apply appropriate pre-reading strategies. » Read, comprehend, and respond to a range of college-level texts. » Annotate college-level texts for comprehension. » Analyze orally and in writing basic relationships between ideas, including main vs. supporting points and general vs. specific information. » Demonstrate orally and in writing accurate comprehension and recall of college-level texts through summary and/or paraphrasing. » Improve vocabulary through such strategies as using context clues and word parts. » Accurately and adequately respond to a writing prompt. » Complete pre-writing exercises, drafting, and revising in response to peer and instructor feedback. » Recognize the structure of a basic academic essay. » Write a basic academic essay (introduction, body, conclusion) with a thesis that controls the rest of the essay. » Choose examples, evidence, and quotations and integrate them into an essay to support a main idea. » Incorporate new vocabulary into their own writing. » Use basic sentence structures to create sentences with varied beginnings and lengths. » Use basic study skills and draw on campus resources to aid in academic success.
Mapped PSLOs	(None)
Mapped ISLOs	(None)

ENGL098 - Introduction to College Writing

SLOs

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<p>Course Objectives-Student Learning Outcomes</p>	<ul style="list-style-type: none"> » Describe the attributes of successful college students and the relationship to their own behaviors. » Read a range of college-level texts as stimulus for discussion and essay writing. » Accurately and adequately respond to a writing prompt. » Complete the steps of the writing process including pre-writing exercises, drafting, and revising in response to peer and instructor feedback. » Produce the structure of a basic academic essay with the introduction, body, conclusion and controlling idea. » Write a functional thesis with logically related ideas. » Write coherent paragraphs with support for each idea. » Choose examples, evidence, and quotations and integrate them into an essay to support a main idea. » Use basic sentence structures to create sentences with varied beginnings and lengths. » Use appropriate writing strategies to generate and revise their work. (Laboratory)
<p>Mapped PSLOs</p>	<p>(None)</p>
<p>Mapped ISLOs</p>	<p>(None)</p>

<p>ENGL099 - English Grammar and Usage</p>	
<p>SLOs</p>	
<p>Course Objectives-Student Learning Outcomes</p>	<ul style="list-style-type: none"> » Recognize and apply standard English usage to their own writing. » Apply common rules for standard English spelling. » Recognize commonly misused words. » Compose sentences using appropriate mechanics. » Compose complete sentences and identify missing elements in incomplete ones. » In writing, select verbs appropriate to the expression of a particular idea. » Compose sentences with appropriate boundaries. » Correctly use coordination and subordination to express logical connections between ideas. » Combine sentences to express increasingly complex ideas. » Make informed choices concerning syntax. » Identify and correct grammar errors common to native speakers, in their own and others' writing.
<p>Mapped PSLOs</p>	<p>(None)</p>
<p>Mapped ISLOs</p>	<p>(None)</p>

<p>ENGL116 - College Reading Development</p>	
<p>SLOs</p>	

Course Objectives-Student Learning Outcomes	<ul style="list-style-type: none"> » Comprehend college-level texts. » Apply strategies for reading comprehension. » Identify central arguments and supporting points. » Describe how organization and structure have an impact on meaning. » Use college-level vocabulary and recognize how an author uses word choice to convey meaning. » Accurately summarize ideas presented in college-level texts. » Critically respond to ideas presented in college-level texts. » Locate relevant information on a reading topic using library and online resources and assess the legitimacy of these sources. » Apply study skills and learning strategies.
Mapped PSLOs	(None)
Mapped ISLOs	(None)

ENGL117 - Integrated College Reading and Writing Development

SLOs

Course Objectives-Student Learning Outcomes	<ul style="list-style-type: none"> » Comprehend and recall college-level readings. » Apply appropriate pre-reading techniques to college-level texts. » Apply pre-reading techniques to their own essays and those of their peers. » Use reading strategies to read and comprehend college-level texts. » Analyze a text for the central idea and basic organizational structure. » Recognize and identify assumptions, purpose, and implications in a text, whether in their own, a peer's, or a professional writer's work. » Identify figurative language and tone. » Improve their vocabulary through reading. » Complete the steps of the writing process, including pre-writing exercises and drafting and revising in response to peer and instructor feedback. » Write well-structured essays that have a focused thesis and developed and well-supported paragraphs with appropriate transitional elements. » Incorporate appropriate structure and organization in their own writing. » Analyze college-level readings and integrate them meaningfully into formal essays. » Use a variety of rhetorical strategies in their own writing. » Develop a unique voice in writing. » Incorporate new vocabulary into their writing. » Control sentence boundaries and write varied sentences that are relatively free of error. » Develop strategies for college success.
Mapped PSLOs	(None)
Mapped ISLOs	(None)

ENGL118 - College Writing Development

SLOs

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<p>Course Objectives-Student Learning Outcomes</p>	<ul style="list-style-type: none"> » Critically read college-level texts/professional writing and/or student writing. » Complete different stages of the writing process, including generating ideas, drafting, and revising in response to peer and instructor feedback. » Write a variety of essay types and lengths—with focused thesis statements and coherent paragraphs—that are well-structured and relatively free of error. » Write unified, coherent paragraphs, using effective transitional elements. » Develop paragraphs through a variety of methods. » Select and integrate appropriate evidence and examples, including quotations, to support a point. » Write clearly and with a sense of voice. » Exercise control of sentence boundaries while using sentences of varying structures and lengths.
<p>Mapped PSLOs</p>	<p>(None)</p>
<p>Mapped ISLOs</p>	<p>(None)</p>

<p>ENGL120 - First-Year College Composition and Reading Support</p>	
<p>SLOs</p>	
<p>Course Objectives-Student Learning Outcomes</p>	<ul style="list-style-type: none"> » Reflect on their own learning processes to evaluate their active roles as students and learners. » Apply study skills and habits for success inside and outside the classroom. » Utilize campus resources to foster success inside and outside the classroom. » Select and use appropriate reading strategies with college-level texts. » Summarize and respond to college-level texts to demonstrate understanding. » Analyze texts and important concepts to demonstrate critical-thinking skills. » Practice steps of the writing process. » Develop strategies for writing well-structured essays that have a focused thesis and contain developed and well-supported paragraphs with transitional elements. » Use both peer and instructor feedback in the development and revision of their work. » Select, integrate, and cite evidence from a variety of sources. » Conduct research, including library research, for use in writing projects. » Apply conventions of academic writing to produce sentences that are relatively error-free. » Identify patterns of error in their own writing.
<p>Mapped PSLOs</p>	<p>(None)</p>
<p>Mapped ISLOs</p>	<p>(None)</p>

<p>ENGL120A - First-Year College English Support for Multilingual Students</p>	
<p>SLOs</p>	

<p>Course Objectives-Student Learning Outcomes</p>	<ul style="list-style-type: none"> » Reflect on their own learning process to evaluate their active role as students and learners. » Use campus resources to foster success inside and outside the classroom. » Follow the norms of American academic culture. » Identify and practice the genre of academic essays in the context of the American college. » Practice reading strategies appropriate for multilingual students. » Analyze texts and important concepts to demonstrate critical-thinking skills. » Practice each step of the writing process. » Use both peer and instructor feedback in the development and revision of their work. » Develop strategies for writing well-structured essays that have a focused thesis and contain developed and well-supported paragraphs with appropriate transitional elements. » Select, integrate, and cite evidence in support of various writing projects. » Identify and evaluate appropriate sources for research and writing purposes. » Use appropriate grammar and sentence structures using conjunctions to express ideas and relationships between them. » Select the appropriate category of expression for a given rhetorical situation. » Write well-formed sentences with correct word order, sentence pattern, and sentence structure. » Use connecting and transition words accurately and meaningfully. » Identify and correct sentence-level errors in their own and other students' works.
<p>Mapped PSLOs</p>	<p>(None)</p>
<p>Mapped ISLOs</p>	<p>(None)</p>

ENGL121 - Year-Long First Year College Composition and Reading, Part I

<p>SLOs</p>

<p>Course Objectives-Student Learning Outcomes</p>	<ul style="list-style-type: none"> » Analyze and evaluate a variety of non-fiction texts. » Apply reading strategies to read and comprehend college-level texts. » Apply reading strategies to their own essays and those of their peers. » Identify and paraphrase another author's thesis. » Evaluate the nature and quality of readings. » Assess whether an author has successfully supported a claim. » Complete the steps of the writing process, including pre-writing exercises and drafting and revising in response to peer and instructor feedback. » Develop varied and flexible strategies for generating, drafting, and revising essays. » Incorporate appropriate structure and organization in their own writing. » Select, integrate, and cite evidence from a variety of sources. » Write well-structured essays of at least 750 words, with a focused thesis and developed and well-supported paragraphs with appropriate transitional elements, with a minimum of 3,000 final-draft words a semester. » Apply current Modern Language Association (MLA) formatting for quotations, parenthetical citations, and works-cited pages. » Identify patterns of error in their own writing. » Apply conventions of academic writing to produce sentences that are relatively error-free. » Identify patterns of error in their own writing. » Reflect on their own learning processes to evaluate their active roles as students and learners. » Apply study skills and habits for success inside and outside the classroom. » Utilize campus resources to foster success inside and outside the classroom.
<p>Mapped PSLOs</p>	<p>(None)</p>
<p>Mapped ISLOs</p>	<p>(None)</p>

ENGL122 - First-Year College Composition and Reading

<p>SLOs</p>	
<p>Course Objectives-Student Learning Outcomes</p>	<ul style="list-style-type: none"> » Analyze and evaluate a variety of non-fiction texts. » Identify and paraphrase another author's thesis. » Assess whether an author has successfully supported a claim. » Demonstrate critical thinking skills. » Synthesize ideas from two or more readings. » Evaluate the nature and quality of readings. » Analyze different styles, literary features, sentence length/types, and tones in professional writings. » Develop varied and flexible strategies for generating, drafting, and revising essays. » Use a variety of rhetorical strategies to develop a writing topic. » Integrate research appropriate to their purpose, using the library and other appropriate sources. » Write well-structured, college-appropriate essays of at least 750 words, with a minimum of 6,000 final-draft words per term. » Write timed essays in class exhibiting acceptable college-level control of mechanics, organization, development, and coherence. » Use current Modern Language Association (MLA) formatting for quotations, parenthetical citations, and works-cited pages.

Mapped PSLOs	AAT.EDUC.D » understand and analyze how concepts of mathematics, English and language arts, social studies, visual and performing arts and science apply to teaching at an elementary level.
Mapped ISLOs	(None)

Assessments

Fall 2021

ENGL-122 SLOs EJKM, FA21

SLO	Scored	N/A	Meets expectations	Does not meet expectations
Integrate research appropriate to their purpose, using the library and other appropriate sources.	933 of 1724	102.0	735	96
Synthesize ideas from two or more readings.	933 of 1724	102.0	739	92
Use current Modern Language Association (MLA) formatting for quotations, parenthetical citations, and works-cited pages.	932 of 1724	102.0	718	112
Write well-structured, college-appropriate essays of at least 750 words, with a minimum of 6,000 final-draft words per term.	933 of 1724	103.0	740	90

ENGL122A - First-Year College English for Multilingual Students

SLOs

<p>Course Objectives-Student Learning Outcomes</p>	<ul style="list-style-type: none"> » In writing and discussion, demonstrate their ability to read carefully a variety of non-fiction essays, including such skills as identifying and restating the thesis in their own words; evaluating the nature and quality of a reading; and assessing whether the author has successfully supported the thesis. » Demonstrate their ability to think critically and demonstrate this through such skills as uncovering fallacious reasoning; recognizing the difference between fact and opinion; identifying supported and unsupported assertion; and synthesizing the ideas from two or more essays. » Recognize how style and literary features (symbols, images, metaphors, etc.) influence meaning; recognize varieties of tone; recognize the importance of allusions. » Write well-structured, college-appropriate essays of a minimum of 750 words, with a minimum of 6,000 final draft words written in the semester. » Demonstrate ability to use a variety of rhetorical strategies to develop a topic appropriately. » Integrate research appropriate to their purpose, using library and other appropriate sources. » Write timed essays in class exhibiting acceptable college-level control of mechanics, organization, development and coherence. » Establish increased authority over whole structures by expressing a full and balanced presentation of ideas. » Identify patterns of error by studying grammar in the context of their own writing. » Create error analysis logs as a means of editing both current and future papers. » Applying learned grammar rules to their essays on both the global and local levels of their writing. » Utilize current Modern Language Association (MLA) formatting for quotations, parenthetical citations, and works-cited pages.
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<p>Mapped PSLOs</p>	<p>AS.DENHY.D</p> <ul style="list-style-type: none"> » promote client and community satisfaction with the quality of the dental hygiene education and care process provided by the program. » synthesize knowledge from all branches of learning to provide preventative, educational, collaborative, and therapeutic dental hygiene care for individuals and groups in a variety of settings. » develop a desire and ability to provide dental hygiene care applying the highest morale, ethical and legal principals including those outlined by the American Dental Hygienists' Association and the American Dental Association. » function in the professional dental hygiene roles of the clinician, health promoter/educator and change agent. » develop and maintain professional competence founded in evidence based decision-making and continued education while promoting personal and professional growth. <p>AS.DENTL.D</p> <ul style="list-style-type: none"> » act as a member of the dental health team and apply professional, ethical and legal principles while functioning in the role of the Registered Dental Assistant (RDA). » apply critical thinking and self-assessment skills to enhance learning, research, patient care, professional growth, and continued competency. » exhibit knowledge necessary for successful completion of the California Registered Dental Assistant's Examination and the National Certified Dental Assistant's Examination. » assume responsibility for prevention of disease transmission utilizing universal precautions in the work environment to protect those entrusted to their care. » show competence in skills as described in the current California Dental Practice Act. Said professional should perform with a balance of professionalism and sensitivity characteristic of genuine compassionate care. » integrate and apply health literacy and culturally competent communication skills to oral health care services, academic endeavors, community projects, and professional activities. <p>CA.DENTL.D</p> <ul style="list-style-type: none"> » act as a member of the dental health team and apply professional, ethical and legal principles while functioning in the role of the Registered Dental Assistant (RDA). » apply critical thinking and self-assessment skills to enhance learning, research, patient care, professional growth, and continued competency. » integrate and apply health literacy and culturally competent communication skills to oral health care services, academic endeavors, community projects, and professional activities. » show competence in skills as described in the current California Dental Practice Act. Said professional should perform with a balance of professionalism and sensitivity characteristic of genuine compassionate care. » assume responsibility for prevention of disease transmission utilizing universal precautions in the work environment to protect those entrusted to their care. » exhibit knowledge necessary for successful completion of the California Registered Dental Assistant's Examination and the National Certified Dental Assistant's Examination.
<p>Mapped ISLOs</p>	<p>(None)</p>

<p>ENGL122AL - First-Year College English Intensive For Multilingual Students</p>	
<p>SLOs</p>	

<p>Course Objectives-Student Learning Outcomes</p>	<ul style="list-style-type: none">» Reflect on their own learning process to evaluate their active roles as students and learners.» Use campus resources to foster success inside and outside the classroom.» Follow the norms of American academic culture.» Apply reading strategies appropriate for multilingual students.» Write, discuss, and evaluate a variety of college-level texts to demonstrate comprehension and critical-thinking skills.» Explain the ways style and literary features influence meaning.» Apply the steps of the writing process.» Use a variety of rhetorical strategies to develop a topic appropriately.» Develop strategies for writing well-structured essays that have a focused thesis and contain developed and well-supported paragraphs with appropriate transitional elements.» Apply both peer and instructor feedback in the development and revision of their work.» Recognize the form of the American academic essay and compose essays in that form.» Write well-structured, college-appropriate essays of a minimum of 750 words, with a minimum of 6,000 final draft words written in the semester.» Write timed essays in class exhibiting acceptable college-level control of mechanics, organization, development, and coherence.» Integrate research appropriate to their purpose, using library and other appropriate sources.» Select, integrate, and cite evidence to support their ideas.» Write well-formed sentences with correct word order and sentence structure.» Identify and correct patterns of error in their own and others' writing.» Use current MLA formatting for quotations, parenthetical citations, and works-cited pages.
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<p>Mapped PSLOs</p>	<p>AS.DENTL.D</p> <ul style="list-style-type: none"> » act as a member of the dental health team and apply professional, ethical and legal principles while functioning in the role of the Registered Dental Assistant (RDA). » apply critical thinking and self-assessment skills to enhance learning, research, patient care, professional growth, and continued competency. » exhibit knowledge necessary for successful completion of the California Registered Dental Assistant's Examination and the National Certified Dental Assistant's Examination. » assume responsibility for prevention of disease transmission utilizing universal precautions in the work environment to protect those entrusted to their care. » show competence in skills as described in the current California Dental Practice Act. Said professional should perform with a balance of professionalism and sensitivity characteristic of genuine compassionate care. » integrate and apply health literacy and culturally competent communication skills to oral health care services, academic endeavors, community projects, and professional activities. <p>CA.DENTL.D</p> <ul style="list-style-type: none"> » act as a member of the dental health team and apply professional, ethical and legal principles while functioning in the role of the Registered Dental Assistant (RDA). » apply critical thinking and self-assessment skills to enhance learning, research, patient care, professional growth, and continued competency. » integrate and apply health literacy and culturally competent communication skills to oral health care services, academic endeavors, community projects, and professional activities. » show competence in skills as described in the current California Dental Practice Act. Said professional should perform with a balance of professionalism and sensitivity characteristic of genuine compassionate care. » assume responsibility for prevention of disease transmission utilizing universal precautions in the work environment to protect those entrusted to their care. » exhibit knowledge necessary for successful completion of the California Registered Dental Assistant's Examination and the National Certified Dental Assistant's Examination.
<p>Mapped ISLOs</p>	<p>(None)</p>

Assessments

Fall 2021

ENGL-122AL SLOs JLNOR, FA21

SLO	Scored	N/A	Meets expectations	Does not meet expectations
Apply both peer and instructor feedback in the development and revision of their work.	128 of 147	13.0	109	6
Integrate research appropriate to their purpose, using library and other appropriate sources.	129 of 147	13.0	113	3
Select, integrate, and cite evidence to support their ideas.	129 of 147	13.0	112	4
Use current MLA formatting for quotations, parenthetical citations, and works-cited pages.	129 of 147	14.0	109	6

SLO	Scored	N/A	Meets expectations	Does not meet expectations
Write well-structured, college-appropriate essays of a minimum of 750 words, with a minimum of 6,000 final draft words written in the semester.	129 of 147	13.0	115	1

Spring 2022

ENGL-122AL SLOs JLNOR, FA21

SLO	Scored	N/A	Meets expectations	Does not meet expectations
Apply both peer and instructor feedback in the development and revision of their work.	0 of 96	0.0	0	0
Integrate research appropriate to their purpose, using library and other appropriate sources.	0 of 96	0.0	0	0
Select, integrate, and cite evidence to support their ideas.	0 of 96	0.0	0	0
Use current MLA formatting for quotations, parenthetical citations, and works-cited pages.	0 of 96	0.0	0	0
Write well-structured, college-appropriate essays of a minimum of 750 words, with a minimum of 6,000 final draft words written in the semester.	0 of 96	0.0	0	0

ENGL122AM - First-Year College English With Support For Multilingual Students

SLOs

<p>Course Objectives-Student Learning Outcomes</p>	<ul style="list-style-type: none"> » Follow the norms of American academic culture. » Apply reading strategies appropriate for multilingual students. » Write, discuss, and evaluate a variety of college-level texts to demonstrate comprehension and critical-thinking skills. » Explain the ways style and literary features influence meaning. » Apply the steps of the writing process. » Use a variety of rhetorical strategies to develop a topic appropriately. » Develop strategies for writing well-structured essays that have a focused thesis and contain developed and well-supported paragraphs with appropriate transitional elements. » Use both peer and instructor feedback in the development and revision of their work. » Recognize the form of the American academic essay and compose essays in that form. » Write well-structured, college-appropriate essays of a minimum of 750 words, with a minimum of 6,000 final draft words written in the semester. » Write timed essays in class exhibiting acceptable college-level control of mechanics, organization, development and coherence. » Integrate research appropriate to their purpose, using library and other appropriate sources. » Select, integrate, and cite evidence to support their ideas. » Write well-formed sentences with correct word order, sentence pattern, and sentence structure. » Identify and correct patterns of error in their own and others' writing. » Use current MLA formatting for quotations, parenthetical citations, and works-cited pages.
<p>Mapped PSLOs</p>	<p>(None)</p>
<p>Mapped ISLOs</p>	<p>(None)</p>

ENGL122L - First Year College Composition and Reading With Additional Support

<p>SLOs</p>

<p>Course Objectives-Student Learning Outcomes</p>	<ul style="list-style-type: none"> » Apply study skills and habits for success inside and outside the classroom. » Utilize campus resources to foster success inside and outside the classroom. » Reflect on their own learning processes to evaluate their active roles as students and learners. » Select and use appropriate pre-reading techniques and reading strategies with college-level texts. » Analyze and evaluate a variety of non-fiction texts. » Identify and paraphrase another author's thesis. » Assess whether an author has successfully supported a claim. » Demonstrate critical thinking skills. » Synthesize ideas from two or more readings. » Evaluate the nature and quality of readings. » Analyze different styles, literary features, sentence length/types, and tones in professional writings. » Use a variety of rhetorical strategies to develop a writing topic. » Develop and practice varied and flexible strategies for generating, drafting, and revising essays. » Integrate research appropriate to their purpose, using the library and other appropriate sources. » Write well-structured, college-appropriate essays of at least 750 words with a minimum of 6,000 final draft words per term. » Write timed essays in class exhibiting acceptable college-level control of mechanics, organization, development, and coherence. » Use both peer and instructor feedback in the development and revision of their work. » Identify patterns of error in their own writing. » Utilize current Modern Language Association (MLA) formatting for quotations, parenthetical citations, and works-cited pages.
<p>Mapped PSLOs</p>	<p>(None)</p>
<p>Mapped ISLOs</p>	<p>(None)</p>

Assessments

Fall 2021

ENGL-122L SLOs INOQS, FA21

SLO	Scored	N/A	Meets expectations	Does not meet expectations
Integrate research appropriate to their purpose, using the library and other appropriate sources.	210 of 286	55.0	131	24
Synthesize ideas from two or more readings.	212 of 286	57.0	134	21
Use both peer and instructor feedback in the development and revision of their work.	210 of 286	55.0	128	27
Utilize current Modern Language Association (MLA) formatting for quotations, parenthetical citations, and works-cited pages.	210 of 286	55.0	121	34
Write well-structured, college-appropriate essays of at least 750 words with a minimum of 6,000 final draft words per term.	209 of 286	55.0	130	24

ENGL122M - First Year College Composition and Reading With Support

SLOs

<p>Course Objectives-Student Learning Outcomes</p>	<ul style="list-style-type: none"> » Select and use appropriate pre-reading techniques and reading strategies with college-level texts. » Analyze and evaluate a variety of non-fiction texts. » Identify and paraphrase another author's thesis. » Assess whether an author has successfully supported a claim. » Demonstrate critical thinking skills. » Synthesize ideas from two or more readings. » Evaluate the nature and quality of readings. » Analyze different styles, literary features, sentence length/types, and tones in professional writings. » Use a variety of rhetorical strategies to develop a writing topic. » Develop and practice varied and flexible strategies for generating, drafting, and revising essays. » Integrate research appropriate to their purpose, using the library and other appropriate sources. » Write well-structured, college-appropriate essays of at least 750 words with a minimum of 6,000 final draft words per term. » Write timed essays in class exhibiting acceptable college-level control of mechanics, organization, development, and coherence. » Identify patterns of error in their own writing. » Utilize current Modern Language Association (MLA) formatting for quotations, parenthetical citations, and works-cited pages.
<p>Mapped PSLOs</p>	<p>(None)</p>
<p>Mapped ISLOs</p>	<p>(None)</p>

ENGL122X - Year-Long First Year College Composition and Reading, Part II

SLOs

<p>Course Objectives-Student Learning Outcomes</p>	<ul style="list-style-type: none"> » Analyze and evaluate a variety of non-fiction texts appropriate to transfer-level English. » Select and apply appropriate reading strategies to college-level texts. » Select and apply appropriate reading techniques to their own essays and those of their peers. » Identify and paraphrase an author's thesis in transfer-level texts. » Evaluate the nature and quality of readings at the transfer level. » Assess whether an author has successfully supported a claim in transfer -level texts » Demonstrate critical thinking skills. » Synthesize ideas from two or more readings. » Analyze different styles, literary features, sentence. » Complete the steps of the writing process, including pre-writing exercises and drafting and revising in response to peer and instructor feedback. » Develop varied and flexible strategies for generating, drafting, and revising essays appropriate to the transfer level. » Use a variety of rhetorical strategies to develop a writing topic. » Integrate research appropriate to their purpose, using the library and other appropriate sources. » Write well-structured, college-appropriate essays of at least 750 words, with a minimum of 4,000 final-draft words per term. » Write timed essays in class exhibiting acceptable college-level control of mechanics, organization, development, and coherence. » Accurately use current Modern Language Association (MLA) formatting for quotations, parenthetical citations, and works-cited pages. » Identify patterns of error in their own writing. » Effectively analyze their learning processes, academic habits, and course work, to determine their own competencies and challenges. » Identify and apply the study skills and habits for success that most foster their own success both inside and outside the classroom. » Identify and select campus resources appropriate to supporting their own needs both inside and outside the classroom.
<p>Mapped PSLOs</p>	<p>(None)</p>
<p>Mapped ISLOs</p>	<p>(None)</p>

<p>ENGL123 - Critical Thinking: Composition and Literature</p>	
<p>SLOs</p>	

<p>Course Objectives-Student Learning Outcomes</p>	<ul style="list-style-type: none"> » Read and critically evaluate diverse literature. » Analyze literary works using a variety of critical approaches. » Analyze the way literary works produce meaning through form and content. » Distinguish between and use both denotative and connotative aspects of language. » Develop credible inferences about a literary work on the basis of literary elements. » Identify patterns of logical reasoning and apply them to develop interpretations of literature. » Distinguish between claims based on opinion and speculation and claims based on facts and sound reasoning. » Identify common formal and informal fallacies of language and thought in literary works, in literary criticism, and/or in student essays. » Evaluate the structure of arguments in literary interpretations including student writing. » Find, evaluate, and synthesize secondary sources as part of the writing process. » Write essays that effectively employ a variety of writing strategies, with 6,000-8,000 final-draft words per term.
<p>Mapped PSLOs</p>	<p>AAT.EDUC.D</p> <ul style="list-style-type: none"> » understand and analyze how concepts of mathematics, English and language arts, social studies, visual and performing arts and science apply to teaching at an elementary level.
<p>Mapped ISLOs</p>	<p>(None)</p>

ENGL124 - The Nature of Language: An Introduction to Linguistics

SLOs

<p>Course Objectives-Student Learning Outcomes</p>	<ul style="list-style-type: none"> » Distinguish between formal, socio-, and psycho-linguistics. » Analyze language data (e.g., conversations, written documents, research). » Identify major linguistic scholars and outline their contributions to the field. » Formulate arguments about and apply linguistic knowledge to their own specialties such as teaching, speech/language therapy, child development, information processing and artificial intelligence, psychology, sociology and anthropology, political science, or philosophy.
<p>Mapped PSLOs</p>	<p>(None)</p>
<p>Mapped ISLOs</p>	<p>(None)</p>

ENGL126 - Critical Thinking: The Shaping of Meaning in Language

SLOs

<p>Course Objectives-Student Learning Outcomes</p>	<p>(None)</p>
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Course Objectives-Student Learning Outcomes	<ul style="list-style-type: none"> » Read and critically evaluate college-level material from a variety of sources. » Distinguish between and use both denotative and connotative aspects of language. » Draw credible inferences from evidence in a variety of forms. » Identify and apply rhetorical elements and techniques. » Identify patterns of logical reasoning and apply them to the analysis of texts and the development of arguments. » Distinguish between claims based on opinion and speculation and claims based on facts and reasoning. » Identify common formal and informal fallacies of language and thought in texts, general discourse, and/or in student essays. » Evaluate the structure of arguments in texts including student writing. » Find, evaluate, and synthesize secondary sources as part of the writing process. » Write essays that effectively employ a variety of writing strategies, with 6,000-8,000 final-draft words per term.
Mapped PSLOs	<p>AAT.EDUC.D</p> <ul style="list-style-type: none"> » understand and analyze how concepts of mathematics, English and language arts, social studies, visual and performing arts and science apply to teaching at an elementary level.
Mapped ISLOs	(None)

ENGL140 - Tutor Training	
SLOs	
Course Objectives-Student Learning Outcomes	<ul style="list-style-type: none"> » Establish and maintain a good rapport with tutees. » Use the tutoring sequence effectively. » Use open-ended and probing questions appropriately. » Demonstrate understanding of basic learning theory and the ability to apply those principles to tutoring. » Demonstrate understanding of communication processes, such as body language and active listening. » Demonstrate knowledge of specific subject matter at the level appropriate to the various tutees. » Demonstrate an understanding of the strategies necessary to improve reading, writing and study skills and the ability to assist tutees in acquiring these techniques and strategies.
Mapped PSLOs	(None)
Mapped ISLOs	(None)

ENGL150 - Introduction to Literature	
SLOs	

Course Objectives-Student Learning Outcomes	<ul style="list-style-type: none"> » Describe the general and specific characteristics of major literary genres from a variety of cultural perspectives. » Analyze the elements of selected literature including but not limited to plot, characterization, narration/voice, setting, tone, and theme. » Interpret selected literature using various critical approaches. » Apply relevant historical, philosophical, social, political, and/or aesthetic contexts to selected texts. » Compare and/or contrast the characteristics of particular texts to each other. » Write clear and coherent essays or written responses analyzing the use of characteristic elements of literature in various works. » Write clear and coherent essays or written responses that establish and defend a theme.
Mapped PSLOs	(None)
Mapped ISLOs	(None)

ENGL151 - The Short Story

SLOs

Course Objectives-Student Learning Outcomes	<ul style="list-style-type: none"> » Describe the general and specific characteristics of the short story from a variety of perspectives. » Analyze the literary elements of selected short stories. » Interpret selected short stories using various critical approaches. » Apply relevant historical, philosophical, social, political and /or aesthetic contexts to selected texts. » Compare and/or contrast the characteristics of particular texts to one another. » Compose written textual analyses of short stories that focus on the significance of elements in individual works, groups of works, or the genre as a whole.
Mapped PSLOs	(None)
Mapped ISLOs	(None)

ENGL152 - Film as Literature

SLOs

Course Objectives-Student Learning Outcomes	<ul style="list-style-type: none"> » Demonstrate through writing and discussion an increased critical awareness of how the short film communicates, and how responses to film relate to specific elements of film structure. » Analyze three short-film styles, including narrative, documentary, and experimental. » Compare and contrast literature and film, outlining how each medium deals with various elements such as theme and structure. » Explain the various ways the short film differs from the feature film. » Compose written textual analyses which demonstrate the aforementioned outcomes and their significance to individual works, groups of works, or the genre as a whole.
Mapped PSLOs	(None)
Mapped ISLOs	(None)

ENGL153 - Contemporary Poetry

SLOs

Course Objectives-Student Learning Outcomes	<ul style="list-style-type: none"> » Describe the characteristics of poetry, as a genre, from a variety of cultural perspectives. » Analyze the use of poetic devices. » Interpret poems within their historical, philosophical, cultural, social, political, and/or aesthetic contexts. » Use various critical approaches to interpret poetry. » Compare and/or contrast the characteristics of particular poems. » Write clear and coherent essays or written responses analyzing the use of poetic elements and/or themes.
Mapped PSLOs	(None)
Mapped ISLOs	(None)

ENGL154 - Shakespeare and His World

SLOs

Course Objectives-Student Learning Outcomes	<ul style="list-style-type: none"> » Identify the general and specific characteristics of Shakespeare's dramatic works, such as language, structure, and ideology. » Analyze the qualities of selected work, including but not limited to aesthetic qualities, language, character, theme, and social commentary. » Interpret selected works using various critical approaches. » Apply relevant historical, philosophical, social, political and /or aesthetic contexts to selected works. » Compare and/or contrast the characteristics of individual works in relation to each other. » Examine a range of cultural functions of Shakespeare's works from his time to our own. » Compose written textual analyses, which demonstrate an understanding of the above features and their significance to individual works, groups of works, or Shakespeare's body of works as a whole.
Mapped PSLOs	(None)
Mapped ISLOs	(None)

ENGL155 - Topics in English

SLOs

Course Objectives-Student Learning Outcomes	<ul style="list-style-type: none"> » Describe and discuss topic concepts/themes of this course. » Differentiate alternative topic concepts/themes of this course and how they relate to the principles of English. » Judge and evaluate alternative topic concepts/themes of this course. » Generate an application of one or more topics e.g. product, writing, or performance. » If a topics course is to be taught with a portion of hours by arrangement, specific objectives must be listed for those hours on the course outline submitted for approval by the Instruction Office.
Mapped PSLOs	(None)
Mapped ISLOs	(None)

ENGL162 - Language, Literature, and Culture	
SLOs	
Course Objectives-Student Learning Outcomes	<ul style="list-style-type: none"> » Describe how language, literature, arts, and media interact with cultural identity and values. » Analyze literary elements in selected texts as they relate to cultural identity and values. » Analyze various aspects of acculturation processes as reflected in selected texts. » Compare and contrast different cultures and draw conclusions about their similarities or differences. » Apply historical, philosophical, social, political, or aesthetic contexts and concerns to selected literature. » Write clear and coherent essays or written responses analyzing the use of characteristic elements of literature in various works. » Write clear and coherent essays or written responses that establish and defend a theme.
Mapped PSLOs	(None)
Mapped ISLOs	(None)

ENGL163 - Asian American Literature	
SLOs	
Course Objectives-Student Learning Outcomes	<ul style="list-style-type: none"> » Apply literary analysis to works of Asian American literature. » Identify historical, sociological, political and psychological issues of concern that shape the various genres of Asian American literature. » Utilize terminology common to literary analysis. » Interpret texts with attention to recurring themes, archetypes, and allegories. » Compare and contrast the literary traditions, movements, styles, and elements in the Asian American canon; compare and contrast the diverse voices of this canon. » Apply historical, philosophical, social, political, or aesthetic contexts and concerns to selected Asian American literature. » Identify and describe the major periods in the evolution of Asian American culture in the U.S. » Write clear and coherent essays or written responses analyzing the use of characteristic elements of literature in various works. » Write clear and coherent essays or written responses that establish and defend a theme.
Mapped PSLOs	(None)
Mapped ISLOs	(None)

ENGL164 - Native American Literatures	
SLOs	

Course Objectives-Student Learning Outcomes	<ul style="list-style-type: none"> » Describe the elements of various genres central to Native American literatures, both oral and written. » Analyze the literary elements of oral and written works. » Interpret works using various critical approaches. » Interpret Native American literatures within their historical, philosophical, cultural, social, political, and/or aesthetic contexts. » Compare and/or contrast the characteristics of oral versus written traditions. » Analyze particular representations of Native Americans and Native American culture in mainstream arts, media, and culture and Native responses to these representations. » Write clear and coherent essays or written responses analyzing the use of characteristic elements of literature in selected works and/or themes.
Mapped PSLOs	(None)
Mapped ISLOs	(None)

ENGL166 - African American Literature

SLOs

Course Objectives-Student Learning Outcomes	<ul style="list-style-type: none"> » Apply literary analysis to works of African American literature. » Identify historical, sociological, political and psychological issues of concern that shape the various genres of African American literature. » Utilize terminology common to literary analysis. » Interpret texts with attention to recurring themes, archetypes, and allegories. » Compare and contrast the literary traditions, movements, styles, and elements in the African American canon; compare and contrast the diverse voices of this canon. » Apply historical, philosophical, social, political, or aesthetic contexts and concerns to selected African American literature. » Identify and describe the major periods in the evolution of African American culture in the U.S. » Write clear and coherent essays or written responses analyzing the use of characteristic elements of literature in various works. » Write clear and coherent essays or written responses that establish and defend a theme.
Mapped PSLOs	(None)
Mapped ISLOs	(None)

ENGL167 - Latin American Literature

SLOs

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Course Objectives-Student Learning Outcomes	<ul style="list-style-type: none"> » Apply literary analysis to works of Latin American literature. » Identify historical, sociological, political and psychological issues of concern that shape the various genres of Latin American literature. » Utilize terminology common to literary analysis » Interpret texts with attention to recurring themes, archetypes, and allegories. » Compare and contrast the literary traditions, movements, styles, and elements in the Latin American canon; compare and contrast the diverse voices of this canon. » Apply historical, philosophical, social, political, or aesthetic contexts and concerns to selected Latin American literature. » Identify and describe the major periods in the evolution of Latin American cultures. » Write clear and coherent essays or written responses analyzing the use of characteristic elements of literature in various works. » Write clear and coherent essays or written responses that establish and defend a theme.
Mapped PSLOs	(None)
Mapped ISLOs	(None)

Assessments

Fall 2021

ENGL-167 SLOs ABF, FA21

SLO	Scored	N/A	Meets expectations	Does not meet expectations
Apply historical, philosophical, social, political, or aesthetic contexts and concerns to selected Latin American literature.	22 of 22	1.0	20	1
Apply literary analysis to works of Latin American literature.	22 of 22	1.0	20	1
Identify historical, sociological, political and psychological issues of concern that shape the various genres of Latin American literature.	22 of 22	1.0	20	1

ENGL168 - The Literatures of America

SLOs

Course Objectives-Student Learning Outcomes	<ul style="list-style-type: none"> » Analyze the literary qualities of selected works of literature and apply the methods of literary analysis to those works. » Express an understanding of the historical context of literature, including how perceptions of living in America have affected the content and style of the represented works and including a study of how this literature reflects the values and issues of their times. » Evaluate works of literature with attention to the depiction of different racial and ethnic groups in America and the contributions of their writers. » Compare and contrast the differences and similarities between the works of the ethnic groups which comprise American society. » Assess how critics, reviewers, educators, and/or other groups assess and evaluate literature and develop and apply criteria of their own on their own terms.
Mapped PSLOs	(None)

Mapped ISLOs	(None)
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ENGL170 - World Mythology

SLOs

Course Objectives-Student Learning Outcomes	<ul style="list-style-type: none"> » Identify general characteristics often reflected in world myth. » Explain and analyze specific myths of representative cultures from around the world. » Utilize terminology common to literary analysis. » Analyze the literary elements of selected myths. » Interpret selected works using various critical approaches and contexts. » Compare and/or contrast the characteristics of individual myths in relation to each other. » Examine traditional and evolving myths in contemporary life. » Write clear and coherent essays or written responses analyzing the critical elements of mythology as described above.
Mapped PSLOs	(None)
Mapped ISLOs	(None)

ENGL172 - The Bible as Literature

SLOs

Course Objectives-Student Learning Outcomes	<ul style="list-style-type: none"> » Analyze assigned texts for literary features, particularly theme, characterization, and biblical genre or form. » Explain the historical, cultural, and literary contexts in which the various books of the Bible were composed. » Explain some of the problems inherent with translations and source identification. » Compare literary genre, themes, and devices in the Bible with similar genre, themes, and devices in other world literatures. » Write clear and coherent essays or written responses analyzing the use of characteristic elements of literature in the Bible and related works. » Write clear and coherent essays or written responses that establish and defend a theme.
Mapped PSLOs	(None)
Mapped ISLOs	(None)

ENGL173 - Queer Literature Across Cultures

SLOs

Course Objectives-Student Learning Outcomes	<ul style="list-style-type: none"> » Demonstrate familiarity with a representative group of LGBTQ authors and works. » Analyze the literary elements of selected queer literature. » Interpret selected works using various critical approaches and contexts. » Compose written textual analyses of historical, philosophical, social, political, socioeconomic, or aesthetic contexts and their significance to individual works or queer literature in general. » Demonstrate familiarity with themes common to the genre. » Utilize terminology common to literary analysis. » Compare and/or contrast the characteristics of individual works of queer literature. » Identify the general characteristics often reflected in a representative group of major LGBTQ authors and works representing common themes of the genre. » Write clear and coherent essays or written responses analyzing the critical elements of drama and performance as described above.
Mapped PSLOs	(None)
Mapped ISLOs	(None)

ENGL175 - Science Fiction and Fantasy Literature	
SLOs	
Course Objectives-Student Learning Outcomes	<ul style="list-style-type: none"> » Read a representative group of works of speculative fiction and demonstrate a familiarity with themes and features common to the genre. » Utilize terminology common to literary analysis. » Analyze the literary elements of selected works. » Interpret selected works using various critical approaches and contexts. » Compare and/or contrast the characteristics of individual works of speculative fiction. » Compose written textual analyses that show an understanding of historical, philosophical, social, political, or aesthetic contexts and their significance to individual works or speculative fiction in general.
Mapped PSLOs	(None)
Mapped ISLOs	(None)

ENGL176 - The Graphic Novel as Literature	
SLOs	
Course Objectives-Student Learning Outcomes	<ul style="list-style-type: none"> » Read a representative group of works of the graphic literature and demonstrate a familiarity with themes and features common to the genre. » Utilize terminology common to literary analysis. » Analyze the literary elements of selected works. » Analyze the textual and visual components of graphic works. » Interpret selected works using various critical approaches and contexts. » Compare and/or contrast the characteristics of individual works. » Compose written textual analyses that show an understanding of the historical and contemporary features and their significance to individual works or graphic literature in general.
Mapped PSLOs	(None)
Mapped ISLOs	(None)

ENGL177 - Children's Literature	
SLOs	
Course Objectives-Student Learning Outcomes	<ul style="list-style-type: none"> » Explain the historical context of children's literature, including how adult perceptions of childhood have affected the content and style of children's books and how children's books reflect the values and issues of the time in which the literary works were produced. » Analyze selected works of children's literature, using elements such as plot, character, point of view, setting, symbolism, foreshadowing, and theme. » Identify the multiple audiences of a work of children's literature and the role of the adult in the child's experience of literature. » Identify the developmental stages of childhood and the impact of those stages on a child's literary experience. » Analyze individual works of children's literature with attention to the depiction of different groups in the United States (U.S.) and explain the contributions of U.S. writers of different racial and ethnic groups to children's literature. » Describe how different groups, such as librarians, book reviewers, and/or members of racial or underrepresented ethnic minorities, assess and evaluate children's literature and analyze their criteria for evaluating that literature. » Apply various modes of critical analysis to traditional and contemporary children's works.
Mapped PSLOs	<p>CA.LT.D</p> <ul style="list-style-type: none"> » apply knowledge and skills gained through the coursework to perform library technician-level tasks. <p>CA.ECEMT.D</p> <ul style="list-style-type: none"> » demonstration of knowledge in a specialization area. <p>AS.LT.D</p> <ul style="list-style-type: none"> » apply knowledge and skills gained through the coursework to perform library technician-level tasks.
Mapped ISLOs	(None)

ENGL178 - Young Adult Literature	
SLOs	
Course Objectives-Student Learning Outcomes	<ul style="list-style-type: none"> » Distinguish the defining themes and features of the young adult (YA) genre. » Interpret selected works using various critical approaches and contexts. » Use the terminology common to literary analysis. » Analyze the literary elements of selected works. » Read a representative group of works of young adult literature and demonstrate a familiarity with themes and features common to the genre. » Recognize how different audiences evaluate YA literature. » Compose written textual analyses that show an understanding of adolescent psychological, emotional, and cognitive development and their significance to individual works or young adult literature in general. » Compare and/or contrast the characteristics of individual works of young adult fiction.
Mapped PSLOs	(None)
Mapped ISLOs	(None)

ENGL180 - Drama and Performance as Literature

SLOs

Course Objectives-Student Learning Outcomes	<ul style="list-style-type: none"> » Identify the general characteristics often reflected in dramatic literature. » Describe the diverse range of aesthetic and cultural approaches to dramatic works. » Utilize terminology common to literary analysis » Analyze the literary elements of selected dramatic literature. » Interpret selected works using various critical approaches and contexts. » Examine the role of live performance in creating meaning in drama. » Discuss historical, philosophical, social, political, or aesthetic contexts and concerns to selected literature. » Write clear and coherent essays or written responses analyzing the historical, philosophical, social, political, or aesthetic contexts and concerns of drama and performance.
Mapped PSLOs	(None)
Mapped ISLOs	(None)

ENGL190 - Multicultural Literature by American Women

SLOs

Course Objectives-Student Learning Outcomes	<ul style="list-style-type: none"> » Describe the social, political, and cultural factors that have limited or encouraged American women's expression in literature. » Examine how race, culture, ethnicity, and class have affected American women's lives and their literary expression. » Identify literary terms and devices. » Interpret use of language, ideology, substance and form in literature by women. » Compare and contrast the works of American women writers representing various cultural, ethnic, or racial groups. » Identify the differences and similarities in literary genres—poetry, short stories, novels, graphic novels, memoirs, and drama. » Describe the literary and cultural influences on the genres studied.
Mapped PSLOs	(None)
Mapped ISLOs	(None)

ENGL222 - Creative Writing

SLOs

Course Objectives-Student Learning Outcomes	<ul style="list-style-type: none"> » Select appropriate language, effective imagery (including metaphors), and develop aspects of fiction (character, plot, setting, etc.) or poetry (meter, rhyme, etc.). » Differentiate between showing and telling in fiction and poetry. » Evaluate their own and others' writing. » Respond to and generate peer feedback. » Write well-structured compositions that demonstrate intentionality. » Expand their reading repertoire. » Discuss and analyze the work of professional writers. » Demonstrate the habit of regular and purposeful writing. » Develop public speaking skills.
Mapped PSLOs	(None)

Mapped ISLOs	(None)
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ENGL223 - Short Story Writing

SLOs

Course Objectives-Student Learning Outcomes	<ul style="list-style-type: none"> » Identify critical elements of the short story. » Analyze and evaluate how these elements work in assigned stories, the stories of fellow students, and their own stories. » Identify and employ a variety of fictional/narrative techniques including those modeled in professional writing. » Analyze the work of peers, identifying strengths and offering suggestions for future revision. » Recognize the strengths and weaknesses of their own writing.
Mapped PSLOs	(None)
Mapped ISLOs	(None)

ENGL224 - Poetry Writing

SLOs

Course Objectives-Student Learning Outcomes	<ul style="list-style-type: none"> » Demonstrate and practice the creative process. » Distinguish and discuss the elements of poetry. » Demonstrate an aesthetic awareness and appreciation of poetry. » Engage in intensive practice and production of work that leads to or culminates in poems. » Evaluate and critique the student's own work as well as the work of peers.
Mapped PSLOs	(None)
Mapped ISLOs	(None)

ENGL225 - Creative Nonfiction Writing

SLOs

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<p>Course Objectives-Student Learning Outcomes</p>	<ul style="list-style-type: none"> » Compose, shape and organize creative non-fiction works, appropriately employing strategies of successful narrative expression. » Create balance in narrative expression with effective use of scene and summary, the explicit and the implicit, writing that shows and tells, as well as demonstrating knowledge of the boundaries between fiction and nonfiction. » Interpret the complex themes in nonfiction readings of African-American, Asian American, Mexican-American, Native-American and/or Euro-American authors. » Read, interpret, and analyze a selection of essays by African-American, Native American, European-American, Asian-American, and/or Hispanic writers to serve as models for the craft of writing compelling nonfiction essays. » Formulate a narrative identity and voice that embraces a dual perspective, dual via ethnicity, culture, or across time. » Identify strengths in their own and others' writings, offering helpful commentary and constructive criticism when required. » Demonstrate public speaking expertise by reading their essays aloud in class or in public readings. » Apply relevant constructive criticism made by peers and teacher to the revision of creative pieces, thus demonstrating receptivity to readers' responses.
<p>Mapped PSLOs</p>	<p>(None)</p>
<p>Mapped ISLOs</p>	<p>(None)</p>

ENGL252 - Survey of Early English Literature

SLOs

<p>Course Objectives-Student Learning Outcomes</p>	<ul style="list-style-type: none"> » Discuss the works and themes of a representative selection of Early English authors. » Analyze various aspects of literature in selected works. » Compare and contrast characteristics of selected authors and styles. » Interpret evolutions in the style, manner, language, content, and form of Early English Literature. » Apply historical, philosophical, social, political, aesthetic, or critical contexts to selected works. » Compare and contrast aesthetic factors in Early English literature with those in other art forms. » Compose written textual analyses that discuss the features of Early English literature and their significance to individual works or Early English Literature in general.
<p>Mapped PSLOs</p>	<p>(None)</p>
<p>Mapped ISLOs</p>	<p>(None)</p>

ENGL253 - Survey of Late English Literature

SLOs

<p>Course Objectives-Student Learning Outcomes</p>
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Course Objectives-Student Learning Outcomes	<ul style="list-style-type: none"> » Discuss the works and themes of a representative selection of English authors of the Romantic, Victorian, Modern and Post-Colonial periods. » Analyze various aspects of literature in selected works. » Compare and contrast characteristics of selected authors and styles. » Interpret evolutions in the style, manner, language, content, theme, and form of late English literature. » Apply historical, philosophical, social, political, aesthetic, or critical contexts to selected works. » Compare and contrast aesthetic factors in late English literature with those in other art forms. » Compose written textual analyses that discuss the features of late English literature and their significance to individual works or late English Literature in general.
Mapped PSLOs	(None)
Mapped ISLOs	(None)

ENGL262 - Survey of Early American Literature

SLOs

Course Objectives-Student Learning Outcomes	<ul style="list-style-type: none"> » Discuss the works and themes of a representative selection of early American authors. » Analyze various aspects of literature in selected works. » Compare and contrast characteristics of selected authors and styles. » Interpret evolutions in the style, manner, language, content, theme, and form of early American literature. » Apply historical, philosophical, social, political, aesthetic, or critical contexts to selected works. » Compare and contrast aesthetic factors in early American literature with those in other art forms. » Compose written textual analyses that discuss the features of early American literature and their significance to individual works or early American literature in general.
Mapped PSLOs	(None)
Mapped ISLOs	(None)

ENGL263 - Survey of Late American Literature

SLOs

Course Objectives-Student Learning Outcomes	<ul style="list-style-type: none"> » Discuss the works and themes of a representative selection of late American authors. » Analyze various aspects of literature in selected works. » Compare and contrast characteristics of selected authors and styles. » Interpret evolutions in style, manner, language, content, theme, and form of late American literature. » Apply historical, philosophical, social, political, aesthetic, or critical contexts to selected works. » Compare and contrast aesthetic factors in late American literature with those in other art forms. » Compose written textual analyses that discuss the features of late American literature and their significance to individual works or late American literature in general.
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Mapped PSLOs	(None)
Mapped ISLOs	(None)

ENGL272 - Survey of Early World Literature

SLOs

Course Objectives-Student Learning Outcomes	<ul style="list-style-type: none"> » Discuss the works and themes of a representative selection of early world authors. » Analyze various aspects of literature in selected works. » Compare and contrast characteristics of selected authors and styles. » Interpret evolutions in style, manner, language, content, theme, and form of early world literature. » Apply historical, philosophical, social, political, aesthetic, or critical contexts to selected works » Compare and contrast aesthetic factors in early world literature with those in other art forms. » Compose written textual analyses that discuss the features of early world literature and their significance to individual works or early world literature in general.
Mapped PSLOs	(None)
Mapped ISLOs	(None)

ENGL273 - Survey of Late World Literature

SLOs

Course Objectives-Student Learning Outcomes	<ul style="list-style-type: none"> » Discuss the works and themes of a representative selection of late world authors. » Analyze various aspects of literature in selected works. » Compare and contrast characteristics of selected authors and styles. » Interpret evolutions in style, manner, language, content, theme, and form of late world literature. » Apply historical, philosophical, social, political, aesthetic, or critical contexts to selected works » Compare and contrast aesthetic factors in early world literature with those in other art forms. » Compose written textual analyses that discuss the features of late world literature and their significance to individual works or late world literature in general.
Mapped PSLOs	(None)
Mapped ISLOs	(None)

ENGL298 - Independent Study

SLOs

Course Objectives-Student Learning Outcomes	<ul style="list-style-type: none"> » Meet outcomes as specified in the approved Application for Independent Study. » Gain knowledge and skill through the successful completion of an independent study course. » Demonstrate and/or apply independent academic learning skills.
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Mapped PSLOs	(None)
Mapped ISLOs	(None)

Faculty Participation Report

Purpose of this report is to show the coordinator and evaluator completion of creating assessments for planned SLOs, assessment scoring, action plan responses, and RFIs by department, course and section.

DVC English

Terms: Spring 2022, Fall 2021

Date: 02-22-2022

Showing: All

Fall 2021

Division and Department Participation

Organization	Coordinators	Enrolled Students	Department Level Action Plans with Responses	Department Level RFI with Responses
English Division	James Noel	3917 (Includes sections w/o rosters)	0 of 0	0 of 0
DVC English	Lesley Agostino Dorian Eidhin Christian Morgan	3457 (Includes sections w/o rosters)	0 of 0	0 of 0

Course and Section Participation

Course or Section	Course Coordinators or Evaluators	Enrolled Students	SLO Assessment					Completed Assessments	Action Plans with Responses	RFIs with Responses
			Planned SLOs	Course Objectives- Student Learning Outcomes Assessed	Students Scored	Total Scores for All Assessments	N/A Scores for All Assessments			
DVC English										
ENGL090 - English in a Minute: Bridge to College English	(None)	0	-	-	-	-	-	-	0 of 0	0 of 0
ENGL091NC - English Skills for Success - Noncredit	(None)	0	-	-	-	-	-	-	0 of 0	0 of 0

Course or Section	Course Coordinators or Evaluators	Enrolled Students	SLO Assessment					Completed Assessments	Action Plans with Responses	RFIs with Responses
			Planned SLOs	Course Objectives- Student Learning Outcomes Assessed	Students Scored	Total Scores for All Assessments	N/A Scores for All Assessments			
ENGL095 - Studies in Reading and Writing	(None)	0	-	-	-	-	-	-	0 of 0	0 of 0
ENGL096 - Introduction to College Reading and Study Skills	(None)	0	-	-	-	-	-	-	0 of 0	0 of 0
ENGL097 - Introduction to College Reading and Writing	(None)	22	-	-	-	-	-	-	0 of 0	0 of 0
Section 1618	Ross, Ian Baskind, Tamar	22	0	0 of 14	0 of 22	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section Totals for ENGL097	2 Evaluators	22	0	0 of 14	0 of 22	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
ENGL098 - Introduction to College Writing	(None)	0	-	-	-	-	-	-	0 of 0	0 of 0
ENGL099 - English Grammar and Usage	(None)	0	-	-	-	-	-	-	0 of 0	0 of 0
ENGL116 - College Reading Development	(None)	0	-	-	-	-	-	-	0 of 0	0 of 0
ENGL117 - Integrated College Reading and Writing Development	(None)	0	-	-	-	-	-	-	0 of 0	0 of 0
ENGL118 - College Writing Development	(None)	0	-	-	-	-	-	-	0 of 0	0 of 0
ENGL120 - First-Year College Composition and Reading Support	(None)	0	-	-	-	-	-	-	0 of 0	0 of 0

Course or Section	Course Coordinators or Evaluators	Enrolled Students	SLO Assessment					Completed Assessments	Action Plans with Responses	RFIs with Responses
			Planned SLOs	Course Objectives- Student Learning Outcomes Assessed	Students Scored	Total Scores for All Assessments	N/A Scores for All Assessments			
ENGL120A - First-Year College English Support for Multilingual Students	(None)	0	-	-	-	-	-	-	0 of 0	0 of 0
ENGL121 - Year-Long First Year College Composition and Reading, Part I	(None)	0	-	-	-	-	-	-	0 of 0	0 of 0
ENGL122 - First-Year College Composition and Reading	(None)	1724 (Includes sections w/o rosters)	-	-	-	-	-	-	0 of 0	0 of 0
Section 0493	Wilson, James	16	0	4 of 13	12 of 16	48 of 64	16 of 64	1 of 1	0 of 0	0 of 0
Section 0618	Agnost, Catherine	27	0	4 of 13	25 of 27	100 of 108	8 of 108	1 of 1	0 of 0	0 of 0
Section 0619	Bessie, Adam Jule-Frost, Trevor	24	0	4 of 13	24 of 24	96 of 96	0 of 96	1 of 1	0 of 0	0 of 0
Section 0620	Bessie, Adam Chiu, Jeannie	25	0	4 of 13	22 of 25	88 of 100	12 of 100	1 of 1	0 of 0	0 of 0
Section 0621	Blackwell-Stratton, Marian	17	0	4 of 13	14 of 17	56 of 68	12 of 68	1 of 1	0 of 0	0 of 0
Section 0624	Carbonell, Ana	26	0	4 of 13	22 of 26	88 of 104	16 of 104	1 of 1	0 of 0	0 of 0
Section 0625	Cartwright, Richard	25	0	4 of 13	0 of 25	0 of 100	0 of 100	0 of 1	0 of 0	0 of 0
Section 0632	Carrick, Jason	26	0	4 of 13	0 of 26	0 of 104	0 of 104	0 of 1	0 of 0	0 of 0
Section 0636	Chiu, Jeannie	24	0	4 of 13	22 of 24	88 of 96	8 of 96	1 of 1	0 of 0	0 of 0
Section 0645	De Foe, Danielle	29	0	0 of 13	0 of 29	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 0649	Eidhin, Dorian	30	0	4 of 13	28 of 30	112 of 120	8 of 120	1 of 1	0 of 0	0 of 0
Section 0651	Brown, Carol	23	0	0 of 13	0 of 23	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 0652	De Foe, Danielle	24	0	0 of 13	0 of 24	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 0653	Fannin, Toni	18	0	4 of 13	13 of 18	52 of 72	20 of 72	1 of 1	0 of 0	0 of 0
Section 0654	Fannin, Toni	19	0	4 of 13	14 of 19	56 of 76	20 of 76	1 of 1	0 of 0	0 of 0
Section 0660	Fannin, Toni	17	0	4 of 13	16 of 17	64 of 68	4 of 68	1 of 1	0 of 0	0 of 0

Course or Section	Course Coordinators or Evaluators	Enrolled Students	SLO Assessment					Completed Assessments	Action Plans with Responses	RFIs with Responses
			Planned SLOs	Course Objectives-Student Learning Outcomes Assessed	Students Scored	Total Scores for All Assessments	N/A Scores for All Assessments			
Section 0661	Fannin, Toni	1	0	4 of 13	0 of 1	0 of 4	0 of 4	0 of 1	0 of 0	0 of 0
Section 0662	Garcia, Marcos	24	0	4 of 13	0 of 24	0 of 96	0 of 96	0 of 1	0 of 0	0 of 0
Section 0665	Wenstrom, Erika	21	0	4 of 13	15 of 21	60 of 84	24 of 84	1 of 1	0 of 0	0 of 0
Section 0669	Garcia, Marcos	26	0	4 of 13	0 of 26	0 of 104	0 of 104	0 of 1	0 of 0	0 of 0
Section 0670	Garcia, Marcos	20	0	4 of 13	0 of 20	0 of 80	0 of 80	0 of 1	0 of 0	0 of 0
Section 0672	Gebler, Catherine	23	0	4 of 13	21 of 23	84 of 92	8 of 92	1 of 1	0 of 0	0 of 0
Section 0673	Gonzales, Anthony	27	0	0 of 13	0 of 27	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 0686	Gonzales, Anthony	26	0	0 of 13	0 of 26	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 0743	Haslam, Alan	28	0	0 of 13	0 of 28	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 1193	Wilson, James	13	0	4 of 13	12 of 13	48 of 52	4 of 52	1 of 1	0 of 0	0 of 0
Section 1567	Haslam, Alan	27	0	0 of 13	0 of 27	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 1591	Haslam, Alan	28	0	0 of 13	0 of 28	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 1602	Mikolavich, Daniel	27	0	4 of 13	22 of 27	88 of 108	20 of 108	1 of 1	0 of 0	0 of 0
Section 1848	Mikolavich, Daniel	26	0	4 of 13	25 of 26	100 of 104	4 of 104	1 of 1	0 of 0	0 of 0
Section 1850	Orta, Lisa	12	0	4 of 13	10 of 12	40 of 48	8 of 48	1 of 1	0 of 0	0 of 0
Section 1851	Orta, Lisa	12	0	4 of 13	11 of 12	44 of 48	4 of 48	1 of 1	0 of 0	0 of 0
Section 1852	Razo, Stephanie	24	0	4 of 13	22 of 24	88 of 96	8 of 96	1 of 1	0 of 0	0 of 0
Section 1884	Razo, Stephanie	27	0	4 of 13	25 of 27	100 of 108	8 of 108	1 of 1	0 of 0	0 of 0
Section 2013	Rogers, Emma	27	0	0 of 13	0 of 27	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 2017	Thomas-Bignami, Ian	26	0	4 of 13	21 of 26	84 of 104	20 of 104	1 of 1	0 of 0	0 of 0
Section 2266	Thomas, John	22	0	4 of 13	22 of 22	88 of 88	0 of 88	1 of 1	0 of 0	0 of 0
Section 2295	Cartwright, Richard	27	0	4 of 13	0 of 27	0 of 108	0 of 108	0 of 1	0 of 0	0 of 0
Section 2326	Rogers, Emma	13	0	0 of 13	0 of 13	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 2329	Krooth, Ann	20	0	0 of 13	0 of 20	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 2331	Thomas-Bignami, Ian	26	0	4 of 13	20 of 26	80 of 104	24 of 104	1 of 1	0 of 0	0 of 0
Section 2333	Thomas, John	4	0	4 of 13	0 of 4	0 of 16	0 of 16	0 of 1	0 of 0	0 of 0
Section 2334	Thomas, John	25	0	4 of 13	25 of 25	100 of 100	0 of 100	1 of 1	0 of 0	0 of 0
Section 2335	Thomas, John	25	0	4 of 13	25 of 25	100 of 100	0 of 100	1 of 1	0 of 0	0 of 0

Course or Section	Course Coordinators or Evaluators	Enrolled Students	SLO Assessment					Completed Assessments	Action Plans with Responses	RFIs with Responses
			Planned SLOs	Course Objectives-Student Learning Outcomes Assessed	Students Scored	Total Scores for All Assessments	N/A Scores for All Assessments			
Section 2336	Thomas, John	22	0	4 of 13	22 of 22	88 of 88	0 of 88	1 of 1	0 of 0	0 of 0
Section 2337	Carbonell, Ana	25	0	4 of 13	18 of 25	71 of 100	29 of 100	1 of 1	0 of 0	0 of 0
Section 2344	Krooth, Ann	Section w/o roster	0	0 of 13	0	0	0	0 of 0	0 of 0	0 of 0
Section 2415	Fitzgerald, Cathy	20	0	4 of 13	20 of 20	80 of 80	0 of 80	1 of 1	0 of 0	0 of 0
Section 2417	Gray, Charles	Section w/o roster	0	0 of 13	0	0	0	0 of 0	0 of 0	0 of 0
Section 2418	Jackl, Jason	10	0	0 of 13	0 of 10	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 2423	Gray, Charles	21	0	0 of 13	0 of 21	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 2428	Allen-Kirkhouse, Dee	1	0	0 of 13	0 of 1	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 2434	Montei, Amanda	26	0	4 of 13	0 of 26	0 of 104	0 of 104	0 of 1	0 of 0	0 of 0
Section 2436	Jordan, Blake	21	0	4 of 13	21 of 21	84 of 84	0 of 84	1 of 1	0 of 0	0 of 0
Section 3331	Fitzgerald, Cathy	25	0	4 of 13	25 of 25	100 of 100	0 of 100	1 of 1	0 of 0	0 of 0
Section 3608	Smigelski, Joseph	20	0	0 of 13	0 of 20	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 4410	Cartwright, Richard	1	0	4 of 13	0 of 1	0 of 4	0 of 4	0 of 1	0 of 0	0 of 0
Section 5117	Laemmlen, Louise	23	0	4 of 13	18 of 23	72 of 92	20 of 92	1 of 1	0 of 0	0 of 0
Section 5240	Stein, Joshua	22	0	4 of 13	22 of 22	88 of 88	0 of 88	1 of 1	0 of 0	0 of 0
Section 5357	Coito, Josh	30	0	0 of 13	0 of 30	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 5385	Hobson, Ivan Toloui, Karen	17	0	4 of 13	0 of 17	0 of 68	0 of 68	0 of 1	0 of 0	0 of 0
Section 5466	Toloui, Karen	17	0	0 of 13	0 of 17	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 5467	Browne, Susan	21	0	4 of 13	18 of 21	72 of 84	12 of 84	1 of 1	0 of 0	0 of 0
Section 6364	Rogers, Emma	15	0	0 of 13	0 of 15	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 6470	Razo, Stephanie	28	0	4 of 13	28 of 28	112 of 112	0 of 112	1 of 1	0 of 0	0 of 0
Section 6472	Gonzales, Anthony	27	0	0 of 13	0 of 27	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 8109	Vinson, Pauline	21	0	4 of 13	17 of 21	68 of 84	16 of 84	1 of 1	0 of 0	0 of 0
Section 8110	Brown, Carol	24	0	0 of 13	0 of 24	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 8115	Vetter, Jacqlyn Higgins, Tiffany	26	0	0 of 13	0 of 26	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0

Course or Section	Course Coordinators or Evaluators	Enrolled Students	SLO Assessment					Completed Assessments	Action Plans with Responses	RFIs with Responses
			Planned SLOs	Course Objectives-Student Learning Outcomes Assessed	Students Scored	Total Scores for All Assessments	N/A Scores for All Assessments			
Section 8136	Carrick, Jason Higgins, Tiffany	22	0	4 of 13	0 of 22	0 of 88	0 of 88	0 of 1	0 of 0	0 of 0
Section 9025	Shackett, Charles	1	0	0 of 13	0 of 1	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 9028	Shackett, Charles	Section w/o roster	0	0 of 13	0	0	0	0 of 0	0 of 0	0 of 0
Section 9039	Colson, Michael	18	0	0 of 13	0 of 18	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 9040	Colson, Michael	19	0	0 of 13	0 of 19	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 9041	Shackett, Charles	23	0	0 of 13	0 of 23	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 9042	Swindle, Renee	27	0	4 of 13	25 of 27	99 of 108	8 of 108	0 of 1	0 of 0	0 of 0
Section 9043	Colson, Michael	16	0	0 of 13	0 of 16	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 9044	Shackett, Charles	17	0	0 of 13	0 of 17	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 9090	Shackett, Charles	21	0	0 of 13	0 of 21	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 9095	Swindle, Renee	24	0	4 of 13	18 of 24	72 of 96	24 of 96	1 of 1	0 of 0	0 of 0
Section 9100	Swindle, Renee	27	0	4 of 13	26 of 27	104 of 108	4 of 108	1 of 1	0 of 0	0 of 0
Section 9105	Swindle, Renee	1	0	4 of 13	0 of 1	0 of 4	0 of 4	0 of 1	0 of 0	0 of 0
Section 9161	Huang, Lynn	Section w/o roster	0	0 of 13	0	0	0	0 of 0	0 of 0	0 of 0
Section 9227	Colson, Michael	1	0	0 of 13	0 of 1	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 9229	Colson, Michael	Section w/o roster	0	0 of 13	0	0	0	0 of 0	0 of 0	0 of 0
Section 9231	Vasudeva, Mary	19	0	4 of 13	19 of 19	76 of 76	0 of 76	1 of 1	0 of 0	0 of 0
Section 9240	Huang, Lynn	17	0	4 of 13	14 of 17	56 of 68	12 of 68	1 of 1	0 of 0	0 of 0
Section 9247	Huang, Lynn	16	0	4 of 13	14 of 16	56 of 64	8 of 64	1 of 1	0 of 0	0 of 0
Section 9323	Huang, Lynn	23	0	4 of 13	18 of 23	72 of 92	20 of 92	1 of 1	0 of 0	0 of 0
Section Totals for ENGL122	94 Evaluators	1724 (Includes sections w/o rosters)	0	4 of 13	831	3322	409	41 of 55	0 of 0	0 of 0

Course or Section	Course Coordinators or Evaluators	Enrolled Students	SLO Assessment					Completed Assessments	Action Plans with Responses	RFIs with Responses
			Planned SLOs	Course Objectives-Student Learning Outcomes Assessed	Students Scored	Total Scores for All Assessments	N/A Scores for All Assessments			
ENGL122A - First-Year College English for Multilingual Students	(None)	0	-	-	-	-	-	-	0 of 0	0 of 0
ENGL122AL - First-Year College English Intensive For Multilingual Students	(None)	147	-	-	-	-	-	-	0 of 0	0 of 0
Section 0899	DuLaney-Greger, Keri	18	0	5 of 18	18 of 18	90 of 90	0 of 90	1 of 1	0 of 0	0 of 0
Section 0900	DuLaney-Greger, Keri	23	0	5 of 18	23 of 23	115 of 115	0 of 115	1 of 1	0 of 0	0 of 0
Section 0905	Kadi, Kelly	24	0	5 of 18	22 of 24	110 of 120	10 of 120	1 of 1	0 of 0	0 of 0
Section 0914	Kadi, Kelly	21	0	5 of 18	17 of 21	85 of 105	20 of 105	1 of 1	0 of 0	0 of 0
Section 0915	Gardiner, Sandra	18	0	5 of 18	0 of 18	0 of 90	0 of 90	0 of 1	0 of 0	0 of 0
Section 0917	Rossini, Sara	24	0	5 of 18	20 of 24	100 of 120	20 of 120	1 of 1	0 of 0	0 of 0
Section 8163	Smyrl, Laura	19	0	5 of 18	16 of 19	78 of 95	16 of 95	0 of 1	0 of 0	0 of 0
Section Totals for ENGL122AL	7 Evaluators	147	0	5 of 18	116 of 147	578 of 735	66 of 735	5 of 7	0 of 0	0 of 0
ENGL122AM - First-Year College English With Support For Multilingual Students	(None)	0	-	-	-	-	-	-	0 of 0	0 of 0
ENGL122L - First Year College Composition and Reading With Additional Support	(None)	286	-	-	-	-	-	-	0 of 0	0 of 0
Section 2162	Rogala, Lori	21	0	5 of 19	17 of 21	84 of 105	20 of 105	0 of 1	0 of 0	0 of 0
Section 2163	Hansen, Megan	25	0	0 of 19	0 of 25	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 2164	Muravez, Christopher	24	0	5 of 19	18 of 24	90 of 120	30 of 120	1 of 1	0 of 0	0 of 0

Course or Section	Course Coordinators or Evaluators	Enrolled Students	SLO Assessment					Completed Assessments	Action Plans with Responses	RFIs with Responses
			Planned SLOs	Course Objectives-Student Learning Outcomes Assessed	Students Scored	Total Scores for All Assessments	N/A Scores for All Assessments			
Section 2165	Peloquin, Linda Iles, Monique	17	0	5 of 19	12 of 17	60 of 85	25 of 85	1 of 1	0 of 0	0 of 0
Section 2166	Peloquin, Linda Iles, Monique	19	0	5 of 19	11 of 19	55 of 95	40 of 95	1 of 1	0 of 0	0 of 0
Section 2168	Miller, Julia	25	0	5 of 19	24 of 25	120 of 125	5 of 125	1 of 1	0 of 0	0 of 0
Section 2169	Wenstrom, Erika	16	0	5 of 19	8 of 16	40 of 80	40 of 80	1 of 1	0 of 0	0 of 0
Section 2170	Logan, Katherine	16	0	5 of 19	13 of 16	65 of 80	15 of 80	1 of 1	0 of 0	0 of 0
Section 2172	Smyrl, Laura Davis, Todd	18	0	5 of 19	9 of 18	45 of 90	37 of 90	0 of 1	0 of 0	0 of 0
Section 2179	Bowman, Graham	21	0	5 of 19	21 of 21	105 of 105	0 of 105	1 of 1	0 of 0	0 of 0
Section 2180	Vinson, Pauline	18	0	5 of 19	11 of 18	55 of 90	35 of 90	1 of 1	0 of 0	0 of 0
Section 2293	Hansen, Megan	15	0	0 of 19	0 of 15	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 3342	Sokol, Sean	18	0	0 of 19	0 of 18	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 6270	Hansen, Megan	6	0	0 of 19	0 of 6	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 8309	Morgan, Christian	9	0	5 of 19	5 of 9	25 of 45	20 of 45	1 of 1	0 of 0	0 of 0
Section 8310	Morgan, Christian	8	0	5 of 19	6 of 8	30 of 40	10 of 40	1 of 1	0 of 0	0 of 0
Section 9202	Shackett, Charles	10	0	0 of 19	0 of 10	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section Totals for ENGL122L	20 Evaluators	286	0	5 of 19	155 of 286	774 of 1060	277 of 1060	10 of 12	0 of 0	0 of 0
ENGL122M - First Year College Composition and Reading With Support	(None)	0	-	-	-	-	-	-	0 of 0	0 of 0
ENGL122X - Year-Long First Year College Composition and Reading, Part II	(None)	0	-	-	-	-	-	-	0 of 0	0 of 0
ENGL123 - Critical Thinking: Composition and Literature	(None)	536 (Includes sections w/o rosters)	-	-	-	-	-	-	0 of 0	0 of 0

Course or Section	Course Coordinators or Evaluators	Enrolled Students	SLO Assessment					Completed Assessments	Action Plans with Responses	RFIs with Responses
			Planned SLOs	Course Objectives-Student Learning Outcomes Assessed	Students Scored	Total Scores for All Assessments	N/A Scores for All Assessments			
Section 0701	Agnost, Catherine	26	0	0 of 11	0 of 26	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 0702	Ang, Lisa	26	0	0 of 11	0 of 26	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 0708	Ang, Lisa	25	0	0 of 11	0 of 25	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 0709	Bessie, Adam Ghor, Hajera	27	0	0 of 11	0 of 27	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 0710	Bessie, Adam Carbonell, Ana	22	0	0 of 11	0 of 22	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 0712	Carbonell, Ana	23	0	0 of 11	0 of 23	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 0713	Montei, Amanda	26	0	0 of 11	0 of 26	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 0715	Carrick, Jason	23	0	0 of 11	0 of 23	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 0716	Carrick, Jason	Section w/o roster	0	0 of 11	0	0	0	0 of 0	0 of 0	0 of 0
Section 0717	Clapper, Rayshell	25	0	0 of 11	0 of 25	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 0719	De Foe, Danielle	26	0	0 of 11	0 of 26	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 0725	De Foe, Danielle	24	0	0 of 11	0 of 24	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 0741	Ang, Lisa	13	0	0 of 11	0 of 13	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 0747	DuLaney-Greger, Keri	27	0	0 of 11	0 of 27	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 1241	Forgette, Chalisse	20	0	0 of 11	0 of 20	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 1357	Forgette, Chalisse	18	0	0 of 11	0 of 18	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 1362	Forgette, Chalisse	2	0	0 of 11	0 of 2	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 1723	Hansen, Megan	27	0	0 of 11	0 of 27	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 5472	Thomas-Bignami, Ian	24	0	0 of 11	0 of 24	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 5473	Jordan, Blake	15	0	0 of 11	0 of 15	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 5476	Leong, Patrick	Section w/o roster	0	0 of 11	0	0	0	0 of 0	0 of 0	0 of 0
Section 5479	Leong, Patrick	20	0	0 of 11	0 of 20	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 6250	Ang, Lisa	3	0	0 of 11	0 of 3	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 8088	Muravez, Christopher	26	0	0 of 11	0 of 26	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0

Course or Section	Course Coordinators or Evaluators	Enrolled Students	SLO Assessment					Completed Assessments	Action Plans with Responses	RFIs with Responses
			Planned SLOs	Course Objectives-Student Learning Outcomes Assessed	Students Scored	Total Scores for All Assessments	N/A Scores for All Assessments			
Section 9038	Schmidt, Roxann	26	0	0 of 11	0 of 26	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 9163	Colson, Michael	16	0	0 of 11	0 of 16	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 9365	Burgess, Susan	26	0	0 of 11	0 of 26	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section Totals for ENGL123	29 Evaluators	536 (Includes sections w/o rosters)	0	0 of 11	0	0	0	0 of 0	0 of 0	0 of 0
ENGL124 - The Nature of Language: An Introduction to Linguistics	(None)	21	-	-	-	-	-	-	0 of 0	0 of 0
Section 1720	Carrick, Jason	21	0	0 of 4	0 of 21	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section Totals for ENGL124	1 Evaluator	21	0	0 of 4	0 of 21	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
ENGL126 - Critical Thinking: The Shaping of Meaning in Language	(None)	275 (Includes sections w/o rosters)	-	-	-	-	-	-	0 of 0	0 of 0
Section 0724	Chiu, Jeannie	2	0	0 of 10	0 of 2	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 0727	Chiu, Jeannie	22	0	0 of 10	0 of 22	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 0739	Escudero, Renato	21	0	0 of 10	0 of 21	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 0742	Rogers, Emma	23	0	0 of 10	0 of 23	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 0744	Rogers, Emma	28	0	0 of 10	0 of 28	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 0745	Wilson, James	24	0	0 of 10	0 of 24	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 0750	Wilson, James	24	0	0 of 10	0 of 24	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 0751	Morgan, Christian	8	0	0 of 10	0 of 8	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 0754	Mikolavich, Daniel	14	0	0 of 10	0 of 14	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 0901	Kingsley, Anne	18	0	0 of 10	0 of 18	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 2019	Morgan, Christian	25	0	0 of 10	0 of 25	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 4911	Smigelski, Joseph	2	0	0 of 10	0 of 2	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0

Course or Section	Course Coordinators or Evaluators	Enrolled Students	SLO Assessment					Completed Assessments	Action Plans with Responses	RFIs with Responses
			Planned SLOs	Course Objectives-Student Learning Outcomes Assessed	Students Scored	Total Scores for All Assessments	N/A Scores for All Assessments			
Section 5091	Krooth, Ann	Section w/o roster	0	0 of 10	0	0	0	0 of 0	0 of 0	0 of 0
Section 5236	Fischer, Laurence	1	0	0 of 10	0 of 1	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 6101	Kingsley, Anne	7	0	0 of 10	0 of 7	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 6151	Morgan, Christian	12	0	0 of 10	0 of 12	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 8146	Ross, Ian	Section w/o roster	0	0 of 10	0	0	0	0 of 0	0 of 0	0 of 0
Section 9030	Swindle, Renee	25	0	0 of 10	0 of 25	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 9075	Burgess, Susan	21	0	0 of 10	0 of 21	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section Totals for ENGL126	19 Evaluators	275 (Includes sections w/o rosters)	0	0 of 10	0	0	0	0 of 0	0 of 0	0 of 0
ENGL140 - Tutor Training	(None)	15	-	-	-	-	-	-	0 of 0	0 of 0
Section 0972	Sample, Laurie	15	0	0 of 7	0 of 15	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section Totals for ENGL140	1 Evaluator	15	0	0 of 7	0 of 15	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
ENGL150 - Introduction to Literature	(None)	21	-	-	-	-	-	-	0 of 0	0 of 0
Section 1515	Forgette, Chalisse Vetter, Jacquelyn	21	0	0 of 7	0 of 21	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section Totals for ENGL150	2 Evaluators	21	0	0 of 7	0 of 21	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
ENGL151 - The Short Story	(None)	30	-	-	-	-	-	-	0 of 0	0 of 0
Section 5382	Iles, Monique Jule-Frost, Trevor	30	0	0 of 6	0 of 30	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section Totals for ENGL151	2 Evaluators	30	0	0 of 6	0 of 30	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0

Course or Section	Course Coordinators or Evaluators	Enrolled Students	SLO Assessment					Completed Assessments	Action Plans with Responses	RFIs with Responses
			Planned SLOs	Course Objectives-Student Learning Outcomes Assessed	Students Scored	Total Scores for All Assessments	N/A Scores for All Assessments			
ENGL152 - Film as Literature	(None)	0	-	-	-	-	-	-	0 of 0	0 of 0
ENGL153 - Contemporary Poetry	(None)	0	-	-	-	-	-	-	0 of 0	0 of 0
ENGL154 - Shakespeare and His World	(None)	26	-	-	-	-	-	-	0 of 0	0 of 0
Section 2698	Mikolavich, Daniel	26	0	0 of 7	0 of 26	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section Totals for ENGL154	1 Evaluator	26	0	0 of 7	0 of 26	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
ENGL155 - Topics in English	(None)	0	-	-	-	-	-	-	0 of 0	0 of 0
ENGL162 - Language, Literature, and Culture	(None)	25	-	-	-	-	-	-	0 of 0	0 of 0
Section 1956	Fannin, Anrisa	3	0	0 of 7	0 of 3	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 1991	Fannin, Anrisa	22	0	0 of 7	0 of 22	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section Totals for ENGL162	2 Evaluators	25	0	0 of 7	0 of 25	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
ENGL163 - Asian American Literature	(None)	9	-	-	-	-	-	-	0 of 0	0 of 0
Section 1853	Leong, Patrick	9	0	0 of 9	0 of 9	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section Totals for ENGL163	1 Evaluator	9	0	0 of 9	0 of 9	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
ENGL164 - Native American Literatures	(None)	0	-	-	-	-	-	-	0 of 0	0 of 0
ENGL166 - African American Literature	(None)	0	-	-	-	-	-	-	0 of 0	0 of 0
ENGL167 - Latin American Literature	(None)	22	-	-	-	-	-	-	0 of 0	0 of 0
Section 5242	Razo, Stephanie	22	0	3 of 9	21 of 22	63 of 66	3 of 66	1 of 1	0 of 0	0 of 0

Course or Section	Course Coordinators or Evaluators	Enrolled Students	SLO Assessment					Completed Assessments	Action Plans with Responses	RFIs with Responses
			Planned SLOs	Course Objectives- Student Learning Outcomes Assessed	Students Scored	Total Scores for All Assessments	N/A Scores for All Assessments			
Section Totals for ENGL167	1 Evaluator	22	0	3 of 9	21 of 22	63 of 66	3 of 66	1 of 1	0 of 0	0 of 0
ENGL168 - The Literatures of America	(None)	0	-	-	-	-	-	-	0 of 0	0 of 0
ENGL170 - World Mythology	Jason Carrick	35	-	-	-	-	-	-	0 of 0	0 of 0
Section 4115	Clapper, Rayshell	35	0	0 of 8	0 of 35	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section Totals for ENGL170	1 Evaluator	35	0	0 of 8	0 of 35	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
ENGL172 - The Bible as Literature	(None)	0	-	-	-	-	-	-	0 of 0	0 of 0
ENGL173 - Queer Literature Across Cultures	(None)	0	-	-	-	-	-	-	0 of 0	0 of 0
ENGL175 - Science Fiction and Fantasy Literature	(None)	25	-	-	-	-	-	-	0 of 0	0 of 0
Section 9092	Colson, Michael	25	0	0 of 6	0 of 25	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section Totals for ENGL175	1 Evaluator	25	0	0 of 6	0 of 25	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
ENGL176 - The Graphic Novel as Literature	(None)	35	-	-	-	-	-	-	0 of 0	0 of 0
Section 4118	Ang, Lisa	35	0	0 of 7	0 of 35	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section Totals for ENGL176	1 Evaluator	35	0	0 of 7	0 of 35	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
ENGL177 - Children's Literature	(None)	41	-	-	-	-	-	-	0 of 0	0 of 0
Section 1878	Gonzales, Anthony	41	0	0 of 7	0 of 41	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section Totals for ENGL177	1 Evaluator	41	0	0 of 7	0 of 41	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0

Course or Section	Course Coordinators or Evaluators	Enrolled Students	SLO Assessment					Completed Assessments	Action Plans with Responses	RFIs with Responses
			Planned SLOs	Course Objectives-Student Learning Outcomes Assessed	Students Scored	Total Scores for All Assessments	N/A Scores for All Assessments			
ENGL178 - Young Adult Literature	(None)	0	-	-	-	-	-	-	0 of 0	0 of 0
ENGL180 - Drama and Performance as Literature	(None)	0	-	-	-	-	-	-	0 of 0	0 of 0
ENGL190 - Multicultural Literature by American Women	(None)	6	-	-	-	-	-	-	0 of 0	0 of 0
Section 5285	De Foe, Danielle	6	0	0 of 7	0 of 6	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section Totals for ENGL190	1 Evaluator	6	0	0 of 7	0 of 6	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
ENGL222 - Creative Writing	(None)	15	-	-	-	-	-	-	0 of 0	0 of 0
Section 1005	Kingsley, Anne Toloui, Karen	15	0	0 of 9	0 of 15	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section Totals for ENGL222	2 Evaluators	15	0	0 of 9	0 of 15	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
ENGL223 - Short Story Writing	(None)	43	-	-	-	-	-	-	0 of 0	0 of 0
Section 1152	Bessie, Adam	19	0	0 of 5	0 of 19	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 9101	Zeigler, Katie	24	0	0 of 5	0 of 24	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section Totals for ENGL223	2 Evaluators	43	0	0 of 5	0 of 43	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
ENGL224 - Poetry Writing	(None)	24	-	-	-	-	-	-	0 of 0	0 of 0
Section 5290	Haslam, Alan	24	0	0 of 5	0 of 24	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section Totals for ENGL224	1 Evaluator	24	0	0 of 5	0 of 24	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
ENGL225 - Creative Nonfiction Writing	(None)	3	-	-	-	-	-	-	0 of 0	0 of 0
Section 9076	Colson, Michael	3	0	0 of 8	0 of 3	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0

Course or Section	Course Coordinators or Evaluators	Enrolled Students	SLO Assessment					Completed Assessments	Action Plans with Responses	RFIs with Responses
			Planned SLOs	Course Objectives- Student Learning Outcomes Assessed	Students Scored	Total Scores for All Assessments	N/A Scores for All Assessments			
Section Totals for ENGL225	1 Evaluator	3	0	0 of 8	0 of 3	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
ENGL252 - Survey of Early English Literature	(None)	40	-	-	-	-	-	-	0 of 0	0 of 0
Section 8169	Wilson, James	40	0	0 of 7	0 of 40	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section Totals for ENGL252	1 Evaluator	40	0	0 of 7	0 of 40	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
ENGL253 - Survey of Late English Literature	(None)	0	-	-	-	-	-	-	0 of 0	0 of 0
ENGL262 - Survey of Early American Literature	(None)	14	-	-	-	-	-	-	0 of 0	0 of 0
Section 1048	Chiu, Jeannie	14	0	0 of 7	0 of 14	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section Totals for ENGL262	1 Evaluator	14	0	0 of 7	0 of 14	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
ENGL263 - Survey of Late American Literature	(None)	0	-	-	-	-	-	-	0 of 0	0 of 0
ENGL272 - Survey of Early World Literature	(None)	17	-	-	-	-	-	-	0 of 0	0 of 0
Section 5414	Garcia, Marcos	17	0	0 of 7	0 of 17	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section Totals for ENGL272	1 Evaluator	17	0	0 of 7	0 of 17	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
ENGL273 - Survey of Late World Literature	(None)	0	-	-	-	-	-	-	0 of 0	0 of 0
ENGL298 - Independent Study	(None)	0 (Includes sections w/o rosters)	-	-	-	-	-	-	0 of 0	0 of 0
Section 2261	Clapper, Rayshell	Section w/o roster	0	0 of 3	0	0	0	0 of 0	0 of 0	0 of 0

Course or Section	Course Coordinators or Evaluators	Enrolled Students	SLO Assessment					Completed Assessments	Action Plans with Responses	RFIs with Responses
			Planned SLOs	Course Objectives- Student Learning Outcomes Assessed	Students Scored	Total Scores for All Assessments	N/A Scores for All Assessments			
Section Totals for ENGL298	1 Evaluator	0 (Includes sections w/o rosters)	0	0 of 3	0	0	0	0 of 0	0 of 0	0 of 0

Spring 2022

Division and Department Participation

Organization	Coordinators	Enrolled Students	Department Level Action Plans with Responses	Department Level RFI with Responses
English Division	James Noel	2723 (Includes sections w/o rosters)	0 of 0	0 of 0
DVC English	Lesley Agostino Dorian Eidhin Christian Morgan	2457 (Includes sections w/o rosters)	0 of 0	0 of 0

Course and Section Participation

Course or Section	Course Coordinators or Evaluators	Enrolled Students	SLO Assessment					Completed Assessments	Action Plans with Responses	RFIs with Responses
			Planned SLOs	Course Objectives- Student Learning Outcomes Assessed	Students Scored	Total Scores for All Assessments	N/A Scores for All Assessments			
DVC English										

Course or Section	Course Coordinators or Evaluators	Enrolled Students	SLO Assessment					Completed Assessments	Action Plans with Responses	RFIs with Responses
			Planned SLOs	Course Objectives- Student Learning Outcomes Assessed	Students Scored	Total Scores for All Assessments	N/A Scores for All Assessments			
ENGL090 - English in a Minute: Bridge to College English	(None)	0	-	-	-	-	-	-	0 of 0	0 of 0
ENGL091NC - English Skills for Success - Noncredit	(None)	0 (Includes sections w/o rosters)	-	-	-	-	-	-	0 of 0	0 of 0
Section 0292	Rossini, Sara	Section w/o roster	0	0 of 5	0	0	0	0 of 0	0 of 0	0 of 0
Section Totals for ENGL091NC	1 Evaluator	0 (Includes sections w/o rosters)	0	0 of 5	0	0	0	0 of 0	0 of 0	0 of 0
ENGL095 - Studies in Reading and Writing	(None)	0	-	-	-	-	-	-	0 of 0	0 of 0
ENGL096 - Introduction to College Reading and Study Skills	(None)	6 (Includes sections w/o rosters)	-	-	-	-	-	-	0 of 0	0 of 0
Section 1782	Gray, Charles Muravez, Christopher Clapper, Rayshell	6	0	0 of 10	0 of 6	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 6782	Gray, Charles	Section w/o roster	0	0 of 10	0	0	0	0 of 0	0 of 0	0 of 0
Section Totals for ENGL096	4 Evaluators	6 (Includes sections w/o rosters)	0	0 of 10	0	0	0	0 of 0	0 of 0	0 of 0
ENGL097 - Introduction to College Reading and Writing	(None)	26	-	-	-	-	-	-	0 of 0	0 of 0
Section 1278	Ross, Ian Hughes, Jessika	26	0	0 of 14	0 of 26	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0

Course or Section	Course Coordinators or Evaluators	Enrolled Students	SLO Assessment					Completed Assessments	Action Plans with Responses	RFIs with Responses
			Planned SLOs	Course Objectives- Student Learning Outcomes Assessed	Students Scored	Total Scores for All Assessments	N/A Scores for All Assessments			
Section Totals for ENGL097	2 Evaluators	26	0	0 of 14	0 of 26	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
ENGL098 - Introduction to College Writing	(None)	0	-	-	-	-	-	-	0 of 0	0 of 0
ENGL099 - English Grammar and Usage	(None)	0	-	-	-	-	-	-	0 of 0	0 of 0
ENGL116 - College Reading Development	(None)	0	-	-	-	-	-	-	0 of 0	0 of 0
ENGL117 - Integrated College Reading and Writing Development	(None)	0	-	-	-	-	-	-	0 of 0	0 of 0
ENGL118 - College Writing Development	(None)	0	-	-	-	-	-	-	0 of 0	0 of 0
ENGL120 - First-Year College Composition and Reading Support	(None)	0	-	-	-	-	-	-	0 of 0	0 of 0
ENGL120A - First-Year College English Support for Multilingual Students	(None)	0	-	-	-	-	-	-	0 of 0	0 of 0
ENGL121 - Year-Long First Year College Composition and Reading, Part I	(None)	0	-	-	-	-	-	-	0 of 0	0 of 0
ENGL122 - First-Year College Composition and Reading	(None)	574 (Includes sections w/o rosters)	-	-	-	-	-	-	0 of 0	0 of 0

Course or Section	Course Coordinators or Evaluators	Enrolled Students	SLO Assessment					Completed Assessments	Action Plans with Responses	RFIs with Responses
			Planned SLOs	Course Objectives-Student Learning Outcomes Assessed	Students Scored	Total Scores for All Assessments	N/A Scores for All Assessments			
Section 0221	Haslam, Alan Blackwell-Stratton, Marian	30	0	0 of 13	0 of 30	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 1246	Haslam, Alan Carrick, Jason	30	0	0 of 13	0 of 30	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 1247	Haslam, Alan Carbonell, Ana	30	0	0 of 13	0 of 30	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 1821	Mikolavich, Daniel Vetter, Jacqlyn	30	0	0 of 13	0 of 30	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 1822	Mikolavich, Daniel Smigelski, Joseph	30	0	0 of 13	0 of 30	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 1824	Stevens, Debra Razo, Stephanie	30	0	0 of 13	0 of 30	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 1834	Orta, Lisa Razo, Stephanie	30	0	0 of 13	0 of 30	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 1842	Brown, Carol Fitzgerald, Cathy	30	0	0 of 13	0 of 30	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 1847	Thomas-Bignami, Ian Garcia, Marcos	30	0	0 of 13	0 of 30	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 1848	Thomas-Bignami, Ian Garcia, Marcos	30	0	0 of 13	0 of 30	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 1867	Bessie, Adam Thomas, John	6	0	0 of 13	0 of 6	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 1868	Bessie, Adam Thomas, John	12	0	0 of 13	0 of 12	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 1871	Coito, Josh	30	0	0 of 13	0 of 30	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 1873	Thomas, John Ang, Lisa	4	0	0 of 13	0 of 4	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 1890	Agnost, Catherine Stein, Joshua	12	0	0 of 13	0 of 12	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0

Course or Section	Course Coordinators or Evaluators	Enrolled Students	SLO Assessment					Completed Assessments	Action Plans with Responses	RFIs with Responses
			Planned SLOs	Course Objectives-Student Learning Outcomes Assessed	Students Scored	Total Scores for All Assessments	N/A Scores for All Assessments			
Section 1905	Muravez, Christopher Razo, Stephanie	11	0	0 of 13	0 of 11	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 1995	Rogers, Emma	7	0	0 of 13	0 of 7	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 1998	Bessie, Adam Wilson, James	4	0	0 of 13	0 of 4	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 2003	Bessie, Adam Wilson, James	6	0	0 of 13	0 of 6	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 2005	Thomas-Bignami, Ian Blackwell-Stratton, Marian	6	0	0 of 13	0 of 6	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 2013	Morgan, Christian Chiu, Jeannie	3	0	0 of 13	0 of 3	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 2136	Chiu, Jeannie Lundberg, Mary	4	0	0 of 13	0 of 4	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 2994	Eidhin, Dorian	1	0	0 of 13	0 of 1	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 3728	De Foe, Danielle Thomas-Bignami, Ian	3	0	0 of 13	0 of 3	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 3729	Peloquin, Linda	Section w/o roster	0	0 of 13	0	0	0	0 of 0	0 of 0	0 of 0
Section 5006	Fournier, Guillaume Fannin, Toni	2	0	0 of 13	0 of 2	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 5007	Miller, Julia Fannin, Toni	Section w/o roster	0	0 of 13	0	0	0	0 of 0	0 of 0	0 of 0
Section 5029	Rogers, Jill Fannin, Toni	1	0	0 of 13	0 of 1	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 5039	Zink, Amy Fannin, Toni	13	0	0 of 13	0 of 13	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 5154	Coito, Josh Davis, Todd	9	0	0 of 13	0 of 9	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 5520	Gray, Charles De Foe, Danielle	5	0	0 of 13	0 of 5	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0

Course or Section	Course Coordinators or Evaluators	Enrolled Students	SLO Assessment					Completed Assessments	Action Plans with Responses	RFIs with Responses
			Planned SLOs	Course Objectives-Student Learning Outcomes Assessed	Students Scored	Total Scores for All Assessments	N/A Scores for All Assessments			
Section 5531	Krooth, Ann De Fue, Danielle	4	0	0 of 13	0 of 4	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 6318	Rogers, Emma	Section w/o roster	0	0 of 13	0	0	0	0 of 0	0 of 0	0 of 0
Section 8215	Mikolavich, Daniel Hansen, Megan	30	0	0 of 13	0 of 30	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 8436	Stevens, Debra Stein, Joshua	24	0	0 of 13	0 of 24	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 8757	Zink, Amy Bowman, Graham	11	0	0 of 13	0 of 11	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 9091	Huang, Lynn	7	0	0 of 13	0 of 7	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 9099	Huang, Lynn	4	0	0 of 13	0 of 4	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 9156	Swindle, Renee	10	0	0 of 13	0 of 10	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 9202	Swindle, Renee	4	0	0 of 13	0 of 4	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 9213	Shackett, Charles	2	0	0 of 13	0 of 2	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 9221	Vasudeva, Mary	8	0	0 of 13	0 of 8	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 9379	Shackett, Charles Colson, Michael	9	0	0 of 13	0 of 9	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 9397	Shackett, Charles	23	0	0 of 13	0 of 23	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section Totals for ENGL122	76 Evaluators	574 (Includes sections w/o rosters)	0	0 of 13	0	0	0	0 of 0	0 of 0	0 of 0
ENGL122A - First-Year College English for Multilingual Students	(None)	0	-	-	-	-	-	-	0 of 0	0 of 0
ENGL122AL - First-Year College English Intensive For Multilingual Students	(None)	96	-	-	-	-	-	-	0 of 0	0 of 0

Course or Section	Course Coordinators or Evaluators	Enrolled Students	SLO Assessment					Completed Assessments	Action Plans with Responses	RFIs with Responses
			Planned SLOs	Course Objectives-Student Learning Outcomes Assessed	Students Scored	Total Scores for All Assessments	N/A Scores for All Assessments			
Section 2178	Chiu, Jeannie Kadi, Kelly	26	0	0 of 18	0 of 26	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 2180	Rogala, Lori	4	0	0 of 18	0 of 4	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 2186	Smyrl, Laura	2	0	0 of 18	0 of 2	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 2338	Kadi, Kelly DuLaney-Greger, Keri	26	0	0 of 18	0 of 26	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 2339	Kadi, Kelly DuLaney-Greger, Keri	17	0	5 of 18	0 of 17	0 of 85	0 of 85	0 of 1	0 of 0	0 of 0
Section 2340	Kadi, Kelly DuLaney-Greger, Keri	6	0	5 of 18	0 of 6	0 of 30	0 of 30	0 of 1	0 of 0	0 of 0
Section 2341	Fischer-Mikolavich, Ema Sample, Laurie	15	0	0 of 18	0 of 15	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section Totals for ENGL122AL	12 Evaluators	96	0	5 of 18	0 of 96	0 of 115	0 of 115	0 of 2	0 of 0	0 of 0
ENGL122AM - First-Year College English With Support For Multilingual Students	(None)	0	-	-	-	-	-	-	0 of 0	0 of 0
ENGL122L - First Year College Composition and Reading With Additional Support	(None)	112 (Includes sections w/o rosters)	-	-	-	-	-	-	0 of 0	0 of 0
Section 2172	Zink, Amy	7	0	0 of 19	0 of 7	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 2176	Goen-Salter, Heidi	8	0	0 of 19	0 of 8	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 2193	Goen-Salter, Heidi	19	0	0 of 19	0 of 19	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 2212	Morgan, Christian	6	0	0 of 19	0 of 6	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 2456	Wilson, James Iles, Monique	25	0	0 of 19	0 of 25	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0

Course or Section	Course Coordinators or Evaluators	Enrolled Students	SLO Assessment					Completed Assessments	Action Plans with Responses	RFIs with Responses
			Planned SLOs	Course Objectives- Student Learning Outcomes Assessed	Students Scored	Total Scores for All Assessments	N/A Scores for All Assessments			
Section 2457	Forgette, Chalisse Iles, Monique	10	0	0 of 19	0 of 10	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 2459	Goen-Salter, Heidi	Section w/o roster	0	0 of 19	0	0	0	0 of 0	0 of 0	0 of 0
Section 2461	Fitzgerald, Cathy Hansen, Megan	3	0	0 of 19	0 of 3	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 2462	Forgette, Chalisse Hansen, Megan	24	0	0 of 19	0 of 24	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 2992	Miller, Julia	3	0	0 of 19	0 of 3	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 6093	Goen-Salter, Heidi	Section w/o roster	0	0 of 19	0	0	0	0 of 0	0 of 0	0 of 0
Section 6212	Morgan, Christian	3	0	0 of 19	0 of 3	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 9199	Shackett, Charles	4	0	0 of 19	0 of 4	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section Totals for ENGL122L	17 Evaluators	112 (Includes sections w/o rosters)	0	0 of 19	0	0	0	0 of 0	0 of 0	0 of 0
ENGL122M - First Year College Composition and Reading With Support	(None)	0	-	-	-	-	-	-	0 of 0	0 of 0
ENGL122X - Year-Long First Year College Composition and Reading, Part II	(None)	0	-	-	-	-	-	-	0 of 0	0 of 0
ENGL123 - Critical Thinking: Composition and Literature	(None)	773 (Includes sections w/o rosters)	-	-	-	-	-	-	0 of 0	0 of 0
Section 0139	Carbonell, Ana Hansen, Megan	30	0	0 of 11	0 of 30	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0

Course or Section	Course Coordinators or Evaluators	Enrolled Students	SLO Assessment					Completed Assessments	Action Plans with Responses	RFIs with Responses
			Planned SLOs	Course Objectives-Student Learning Outcomes Assessed	Students Scored	Total Scores for All Assessments	N/A Scores for All Assessments			
Section 0646	Carrick, Jason Orta, Lisa	30	0	0 of 11	0 of 30	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 0647	Carrick, Jason Orta, Lisa	30	0	0 of 11	0 of 30	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 1036	Gebler, Catherine Thomas-Bignami, Ian	30	0	0 of 11	0 of 30	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 1166	Ang, Lisa	15	0	0 of 11	0 of 15	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 1170	Leong, Patrick	25	0	0 of 11	0 of 25	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 1700	Rogers, Emma Thomas, John	30	0	0 of 11	0 of 30	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 2009	Agnost, Catherine Iles, Monique	30	0	0 of 11	0 of 30	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 2028	Fischer-Mikolavich, Ema Ang, Lisa	30	0	0 of 11	0 of 30	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 2030	Logan, Katherine Ang, Lisa	30	0	0 of 11	0 of 30	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 2031	Bessie, Adam Jordan, Blake	30	0	0 of 11	0 of 30	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 2058	Carbonell, Ana Garcia, Marcos	9	0	0 of 11	0 of 9	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 2063	Carbonell, Ana DuLaney-Greger, Keri	3	0	0 of 11	0 of 3	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 2072	Carrick, Jason DuLaney-Greger, Keri	19	0	0 of 11	0 of 19	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 2165	Brown, Carol Carrick, Jason	30	0	0 of 11	0 of 30	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 2175	Carrick, Jason Iles, Monique	19	0	0 of 11	0 of 19	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 2455	Bessie, Adam Clapper, Rayshell	30	0	0 of 11	0 of 30	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0

Course or Section	Course Coordinators or Evaluators	Enrolled Students	SLO Assessment					Completed Assessments	Action Plans with Responses	RFIs with Responses
			Planned SLOs	Course Objectives-Student Learning Outcomes Assessed	Students Scored	Total Scores for All Assessments	N/A Scores for All Assessments			
Section 2460	De Foe, Danielle Ang, Lisa	30	0	0 of 11	0 of 30	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 2985	Agnost, Catherine De Foe, Danielle	16	0	0 of 11	0 of 16	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 3001	Montei, Amanda Allen-Kirkhouse, Dee	30	0	0 of 11	0 of 30	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 3005	Fitzgerald, Cathy DuLaney-Greger, Keri	30	0	0 of 11	0 of 30	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 3010	Hughes, Jessika Toloui, Karen	3	0	0 of 11	0 of 3	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 3014	Carbonell, Ana Garcia, Marcos	30	0	0 of 11	0 of 30	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 5008	Valentine, Lorna Garcia, Marcos	13	0	0 of 11	0 of 13	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 5009	Toloui, Karen Smyrl, Laura	5	0	0 of 11	0 of 5	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 5010	Gebler, Catherine Fischer-Mikolavich, Ema	15	0	0 of 11	0 of 15	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 5012	Brown, Carol Miller, Julia	30	0	0 of 11	0 of 30	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 5092	De Foe, Danielle Valentine, Lorna	5	0	0 of 11	0 of 5	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 5107	De Foe, Danielle Cartwright, Richard	7	0	0 of 11	0 of 7	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 5371	Smigelski, Joseph Clapper, Rayshell	16	0	0 of 11	0 of 16	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 6366	Ang, Lisa	1	0	0 of 11	0 of 1	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 6370	Leong, Patrick	Section w/o roster	0	0 of 11	0	0	0	0 of 0	0 of 0	0 of 0
Section 6953	Gonzales, Anthony	23	0	0 of 11	0 of 23	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0

Course or Section	Course Coordinators or Evaluators	Enrolled Students	SLO Assessment					Completed Assessments	Action Plans with Responses	RFIs with Responses
			Planned SLOs	Course Objectives-Student Learning Outcomes Assessed	Students Scored	Total Scores for All Assessments	N/A Scores for All Assessments			
Section 6955	Razo, Stephanie	23	0	0 of 11	0 of 23	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 8774	Logan, Katherine Iles, Monique	9	0	0 of 11	0 of 9	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 9104	Schmidt, Roxann	30	0	0 of 11	0 of 30	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 9192	Colson, Michael Burgess, Susan	9	0	0 of 11	0 of 9	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 9282	Colson, Michael	7	0	0 of 11	0 of 7	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 9295	Colson, Michael	21	0	0 of 11	0 of 21	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section Totals for ENGL123	69 Evaluators	773 (Includes sections w/o rosters)	0	0 of 11	0	0	0	0 of 0	0 of 0	0 of 0
ENGL124 - The Nature of Language: An Introduction to Linguistics	(None)	23	-	-	-	-	-	-	0 of 0	0 of 0
Section 0722	Carrick, Jason Valentine, Lorna	23	0	0 of 4	0 of 23	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section Totals for ENGL124	2 Evaluators	23	0	0 of 4	0 of 23	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
ENGL126 - Critical Thinking: The Shaping of Meaning in Language	(None)	449	-	-	-	-	-	-	0 of 0	0 of 0
Section 0138	Mikolavich, Daniel Carrick, Jason	30	0	0 of 10	0 of 30	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 1944	Wilson, James	10	0	0 of 10	0 of 10	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 1964	Wilson, James	15	0	0 of 10	0 of 15	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 1978	Morgan, Christian Chiu, Jeannie	30	0	0 of 10	0 of 30	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 1983	Chiu, Jeannie Peloquin, Linda	30	0	0 of 10	0 of 30	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0

Course or Section	Course Coordinators or Evaluators	Enrolled Students	SLO Assessment					Completed Assessments	Action Plans with Responses	RFIs with Responses
			Planned SLOs	Course Objectives-Student Learning Outcomes Assessed	Students Scored	Total Scores for All Assessments	N/A Scores for All Assessments			
Section 1985	Chiu, Jeannie Fischer, Laurence	30	0	0 of 10	0 of 30	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 2011	Rogers, Emma Chiu, Jeannie	24	0	0 of 10	0 of 24	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 2033	Rogers, Emma Vinson, Pauline	30	0	0 of 10	0 of 30	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 2040	Gonzales, Anthony Schneider, Nicolas	30	0	0 of 10	0 of 30	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 2048	Kingsley, Anne Goen-Salter, Heidi	15	0	0 of 10	0 of 15	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 2166	Montei, Amanda Fischer, Laurence	16	0	0 of 10	0 of 16	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 2167	Wenstrom, Erika Adams, Hillary	28	0	0 of 10	0 of 28	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 5156	Mikolavich, Daniel Stein, Joshua	3	0	0 of 10	0 of 3	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 5178	Jordan, Blake Adams, Hillary	26	0	0 of 10	0 of 26	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 5461	Gonzales, Anthony Escudero, Renato	5	0	0 of 10	0 of 5	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 5539	Gonzales, Anthony Muravez, Christopher	30	0	0 of 10	0 of 30	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 5770	Morgan, Christian	15	0	0 of 10	0 of 15	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 6348	Kingsley, Anne Goen-Salter, Heidi	5	0	0 of 10	0 of 5	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 6570	Morgan, Christian	14	0	0 of 10	0 of 14	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 8770	Wenstrom, Erika Ghori, Hajera	30	0	0 of 10	0 of 30	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 9112	Huang, Lynn	6	0	0 of 10	0 of 6	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 9195	Swindle, Renee	15	0	0 of 10	0 of 15	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 9204	Huang, Lynn	4	0	0 of 10	0 of 4	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 9220	Swindle, Renee	8	0	0 of 10	0 of 8	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0

Course or Section	Course Coordinators or Evaluators	Enrolled Students	SLO Assessment					Completed Assessments	Action Plans with Responses	RFIs with Responses
			Planned SLOs	Course Objectives- Student Learning Outcomes Assessed	Students Scored	Total Scores for All Assessments	N/A Scores for All Assessments			
Section Totals for ENGL126	40 Evaluators	449	0	0 of 10	0 of 449	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
ENGL140 - Tutor Training	(None)	17	-	-	-	-	-	-	0 of 0	0 of 0
Section 2056	Forgette, Chalisse Sample, Laurie	17	0	0 of 7	0 of 17	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section Totals for ENGL140	2 Evaluators	17	0	0 of 7	0 of 17	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
ENGL150 - Introduction to Literature	(None)	0 (Includes sections w/o rosters)	-	-	-	-	-	-	0 of 0	0 of 0
Section 2057	Bessie, Adam	Section w/o roster	0	0 of 7	0	0	0	0 of 0	0 of 0	0 of 0
Section Totals for ENGL150	1 Evaluator	0 (Includes sections w/o rosters)	0	0 of 7	0	0	0	0 of 0	0 of 0	0 of 0
ENGL151 - The Short Story	(None)	13	-	-	-	-	-	-	0 of 0	0 of 0
Section 9284	Colson, Michael	13	0	0 of 6	0 of 13	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section Totals for ENGL151	1 Evaluator	13	0	0 of 6	0 of 13	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
ENGL152 - Film as Literature	(None)	0	-	-	-	-	-	-	0 of 0	0 of 0
ENGL153 - Contemporary Poetry	(None)	12	-	-	-	-	-	-	0 of 0	0 of 0
Section 5622	Haslam, Alan Carbonell, Ana	12	0	0 of 6	0 of 12	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section Totals for ENGL153	2 Evaluators	12	0	0 of 6	0 of 12	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
ENGL154 - Shakespeare and His World	(None)	11	-	-	-	-	-	-	0 of 0	0 of 0

Course or Section	Course Coordinators or Evaluators	Enrolled Students	SLO Assessment					Completed Assessments	Action Plans with Responses	RFIs with Responses
			Planned SLOs	Course Objectives- Student Learning Outcomes Assessed	Students Scored	Total Scores for All Assessments	N/A Scores for All Assessments			
Section 2060	Morgan, Christian Mikolavich, Daniel	11	0	0 of 7	0 of 11	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section Totals for ENGL154	2 Evaluators	11	0	0 of 7	0 of 11	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
ENGL155 - Topics in English	(None)	0	-	-	-	-	-	-	0 of 0	0 of 0
ENGL162 - Language, Literature, and Culture	(None)	0	-	-	-	-	-	-	0 of 0	0 of 0
ENGL163 - Asian American Literature	(None)	0	-	-	-	-	-	-	0 of 0	0 of 0
ENGL164 - Native American Literatures	(None)	15	-	-	-	-	-	-	0 of 0	0 of 0
Section 2530	Gonzales, Anthony	15	0	0 of 7	0 of 15	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section Totals for ENGL164	1 Evaluator	15	0	0 of 7	0 of 15	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
ENGL166 - African American Literature	(None)	15	-	-	-	-	-	-	0 of 0	0 of 0
Section 3556	Ang, Lisa	15	0	0 of 9	0 of 15	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section Totals for ENGL166	1 Evaluator	15	0	0 of 9	0 of 15	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
ENGL167 - Latin American Literature	(None)	0	-	-	-	-	-	-	0 of 0	0 of 0
ENGL168 - The Literatures of America	(None)	7	-	-	-	-	-	-	0 of 0	0 of 0
Section 5631	Razo, Stephanie	7	0	0 of 5	0 of 7	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section Totals for ENGL168	1 Evaluator	7	0	0 of 5	0 of 7	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
ENGL170 - World Mythology	Jason Carrick	45	-	-	-	-	-	-	0 of 0	0 of 0

Course or Section	Course Coordinators or Evaluators	Enrolled Students	SLO Assessment					Completed Assessments	Action Plans with Responses	RFIs with Responses
			Planned SLOs	Course Objectives-Student Learning Outcomes Assessed	Students Scored	Total Scores for All Assessments	N/A Scores for All Assessments			
Section 2515	Forgette, Chalisse Clapper, Rayshell	45	0	0 of 8	0 of 45	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section Totals for ENGL170	2 Evaluators	45	0	0 of 8	0 of 45	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
ENGL172 - The Bible as Literature	(None)	0	-	-	-	-	-	-	0 of 0	0 of 0
ENGL173 - Queer Literature Across Cultures	(None)	16	-	-	-	-	-	-	0 of 0	0 of 0
Section 3329	De Foe, Danielle	16	0	0 of 9	0 of 16	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section Totals for ENGL173	1 Evaluator	16	0	0 of 9	0 of 16	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
ENGL175 - Science Fiction and Fantasy Literature	(None)	32	-	-	-	-	-	-	0 of 0	0 of 0
Section 2742	Garcia, Marcos	32	0	0 of 6	0 of 32	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section Totals for ENGL175	1 Evaluator	32	0	0 of 6	0 of 32	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
ENGL176 - The Graphic Novel as Literature	(None)	21	-	-	-	-	-	-	0 of 0	0 of 0
Section 9193	Shackett, Charles Colson, Michael	21	0	0 of 7	0 of 21	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section Totals for ENGL176	2 Evaluators	21	0	0 of 7	0 of 21	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
ENGL177 - Children's Literature	(None)	0	-	-	-	-	-	-	0 of 0	0 of 0
ENGL178 - Young Adult Literature	(None)	15	-	-	-	-	-	-	0 of 0	0 of 0
Section 5575	Garcia, Marcos	15	0	0 of 8	0 of 15	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section Totals for ENGL178	1 Evaluator	15	0	0 of 8	0 of 15	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0

Course or Section	Course Coordinators or Evaluators	Enrolled Students	SLO Assessment					Completed Assessments	Action Plans with Responses	RFIs with Responses
			Planned SLOs	Course Objectives-Student Learning Outcomes Assessed	Students Scored	Total Scores for All Assessments	N/A Scores for All Assessments			
ENGL180 - Drama and Performance as Literature	(None)	0	-	-	-	-	-	-	0 of 0	0 of 0
ENGL190 - Multicultural Literature by American Women	(None)	0 (Includes sections w/o rosters)	-	-	-	-	-	-	0 of 0	0 of 0
Section 2516	Hansen, Megan	Section w/o roster	0	0 of 7	0	0	0	0 of 0	0 of 0	0 of 0
Section Totals for ENGL190	1 Evaluator	0 (Includes sections w/o rosters)	0	0 of 7	0	0	0	0 of 0	0 of 0	0 of 0
ENGL222 - Creative Writing	(None)	42	-	-	-	-	-	-	0 of 0	0 of 0
Section 5655	Wilson, James Clapper, Rayshell	25	0	0 of 9	0 of 25	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 9116	Zeigler, Katie	4	0	0 of 9	0 of 4	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section 9399	Zeigler, Katie	13	0	0 of 9	0 of 13	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section Totals for ENGL222	4 Evaluators	42	0	0 of 9	0 of 42	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
ENGL223 - Short Story Writing	(None)	25	-	-	-	-	-	-	0 of 0	0 of 0
Section 5454	Bessie, Adam Wilson, James	25	0	0 of 5	0 of 25	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section Totals for ENGL223	2 Evaluators	25	0	0 of 5	0 of 25	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
ENGL224 - Poetry Writing	(None)	21	-	-	-	-	-	-	0 of 0	0 of 0
Section 2517	Haslam, Alan	21	0	0 of 5	0 of 21	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section Totals for ENGL224	1 Evaluator	21	0	0 of 5	0 of 21	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
ENGL225 - Creative Nonfiction Writing	(None)	11	-	-	-	-	-	-	0 of 0	0 of 0

Course or Section	Course Coordinators or Evaluators	Enrolled Students	SLO Assessment					Completed Assessments	Action Plans with Responses	RFIs with Responses
			Planned SLOs	Course Objectives- Student Learning Outcomes Assessed	Students Scored	Total Scores for All Assessments	N/A Scores for All Assessments			
Section 2070	Carbonell, Ana Gonzales, Anthony	11	0	0 of 8	0 of 11	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section Totals for ENGL225	2 Evaluators	11	0	0 of 8	0 of 11	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
ENGL252 - Survey of Early English Literature	(None)	0	-	-	-	-	-	-	0 of 0	0 of 0
ENGL253 - Survey of Late English Literature	(None)	42	-	-	-	-	-	-	0 of 0	0 of 0
Section 8611	Iles, Monique	42	0	0 of 7	0 of 42	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section Totals for ENGL253	1 Evaluator	42	0	0 of 7	0 of 42	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
ENGL262 - Survey of Early American Literature	(None)	0	-	-	-	-	-	-	0 of 0	0 of 0
ENGL263 - Survey of Late American Literature	(None)	21	-	-	-	-	-	-	0 of 0	0 of 0
Section 2094	Morgan, Christian Mikolavich, Daniel	21	0	0 of 7	0 of 21	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section Totals for ENGL263	2 Evaluators	21	0	0 of 7	0 of 21	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
ENGL272 - Survey of Early World Literature	(None)	0	-	-	-	-	-	-	0 of 0	0 of 0
ENGL273 - Survey of Late World Literature	(None)	17	-	-	-	-	-	-	0 of 0	0 of 0
Section 5380	Chiu, Jeannie Vinson, Pauline	17	0	0 of 7	0 of 17	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0
Section Totals for ENGL273	2 Evaluators	17	0	0 of 7	0 of 17	0 of 0	0 of 0	0 of 0	0 of 0	0 of 0

Course or Section	Course Coordinators or Evaluators	Enrolled Students	SLO Assessment					Completed Assessments	Action Plans with Responses	RFIs with Responses
			Planned SLOs	Course Objectives-Student Learning Outcomes Assessed	Students Scored	Total Scores for All Assessments	N/A Scores for All Assessments			
ENGL298 - Independent Study	(None)	0	-	-	-	-	-	-	0 of 0	0 of 0

SLO Performance Report

by Department with SLO

The purpose of this report is to present the number and percent of assessment scores at each mastery level for each program or institution learning outcome for a given term(s) or assessment cycle(s) for a given department, program, or course group. You can also choose to show this information by course.

Department: DVC English
 Courses: All Courses
 Terms: Spring 2022, Fall 2021

SLOs: ISLOs
 Date: 02-22-2022

Department: English Division » DVC English

ISLO: Communication and Collaboration - A student with effective communication skills will be a good listener and speaker. They will be able to communicate orally, through writing, and visually using an appropriate medium. A student with collaboration skills will be able to work with teams comprised of a diverse set of people. They will develop leadership skills and the ability to work with groups on the completion of a wide variety of projects. This includes effective written and visual message construction, media choices, leadership skills, and the ability to work with others on project.

	Incomplete/ Not completed		Above Expectations		Exceeds expectations		Meets expectations		Does not meet expectations	
Fall 2021	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Overall	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

ISLO: Empathy Mindset - A student with an empathy mindset will be able to build relationships through understanding and valuing others with diverse backgrounds and cultures. They will be connected and active in their community and will act in accordance with ethical norms. This includes social and diversity awareness, civic engagement, and ethics.

	Incomplete/ Not completed		Above Expectations		Exceeds expectations		Meets expectations		Does not meet expectations	
Fall 2021	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Overall	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

ISLO: Growth Mindset - A student with a growth mindset is willing to take risks, learn from mistakes, and has a drive to complete tasks. They set goals and priorities for actions and are flexible and able to respond to changes. A person with a growth mindset believes that abilities and intelligence can be developed through practice, training, and effort. This includes adaptability, resilience, self-awareness, and entrepreneurial mindset.

	Incomplete/ Not completed		Above Expectations		Exceeds expectations		Meets expectations		Does not meet expectations	
Fall 2021	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Overall	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

ISLO: Information and Technology Fluency - A student who is information and technology fluent will utilize appropriate technology to locate and critically evaluate information from a variety of sources, to formulate responses to issues, reach informed decisions, and communicate effectively. This includes being flexible and strategic in the use of technology, as well as the accurate and ethical use of written and visual materials.

	Incomplete/ Not completed		Above Expectations		Exceeds expectations		Meets expectations		Does not meet expectations	
Fall 2021	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Overall	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

ISLO: Solution Mindset - A student with a solution mindset will think critically and evaluate information sources for accuracy and usefulness. They will think critically about data and information. They will be able to design and implement appropriate solutions for situations they face. This includes understanding methods of inquiry and analysis of available choices.

	Incomplete/ Not completed		Above Expectations		Exceeds expectations		Meets expectations		Does not meet expectations	
Fall 2021	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Overall	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

Overall by Term for Department: English Division » DVC English

	Incomplete/ Not completed		Above Expectations		Exceeds expectations		Meets expectations		Does not meet expectations	
Fall 2021	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

Overall by ISLO for Department: English Division » DVC English

Incomplete/ Not completed	Above Expectations	Exceeds expectations	Meets expectations	Does not meet expectations

	Incomplete/ Not completed		Above Expectations		Exceeds expectations		Meets expectations		Does not meet expectations	
<p>Communication and Collaboration - A student with effective communication skills will be a good listener and speaker. They will be able to communicate orally, through writing, and visually using an appropriate medium. A student with collaboration skills will be able to work with teams comprised of a diverse set of people. They will develop leadership skills and the ability to work with groups on the completion of a wide variety of projects. This includes effective written and visual message construction, media choices, leadership skills, and the ability to work with others on project.</p>	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
<p>Empathy Mindset - A student with an empathy mindset will be able to build relationships through understanding and valuing others with diverse backgrounds and cultures. They will be connected and active in their community and will act in accordance with ethical norms. This includes social and diversity awareness, civic engagement, and ethics.</p>	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

	Incomplete/ Not completed		Above Expectations		Exceeds expectations		Meets expectations		Does not meet expectations	
<p>Growth Mindset - A student with a growth mindset is willing to take risks, learn from mistakes, and has a drive to complete tasks. They set goals and priorities for actions and are flexible and able to respond to changes. A person with a growth mindset believes that abilities and intelligence can be developed through practice, training, and effort. This includes adaptability, resilience, self-awareness, and entrepreneurial mindset.</p>	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
<p>Information and Technology Fluency - A student who is information and technology fluent will utilize appropriate technology to locate and critically evaluate information from a variety of sources, to formulate responses to issues, reach informed decisions, and communicate effectively. This includes being flexible and strategic in the use of technology, as well as the accurate and ethical use of written and visual materials.</p>	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

	Incomplete/ Not completed		Above Expectations		Exceeds expectations		Meets expectations		Does not meet expectations	
Solution Mindset - A student with a solution mindset will think critically and evaluate information sources for accuracy and usefulness. They will think critically about data and information. They will be able to design and implement appropriate solutions for situations they face. This includes understanding methods of inquiry and analysis of available choices.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

SLO Performance - By Division, Course, Course Objective-Student Learning Outcome

Program: DVC English

Date: 02-22-2022

Terms: Spring 2022, Fall 2021

ENGL122AL: First-Year College English Intensive For Multilingual Students
<p>Reflect on their own learning process to evaluate their active roles as students and learners. Course Objective-Student Learning Outcome not included in any Assessment Rubric</p>
<p>Use campus resources to foster success inside and outside the classroom. Course Objective-Student Learning Outcome not included in any Assessment Rubric</p>
<p>Follow the norms of American academic culture. Course Objective-Student Learning Outcome not included in any Assessment Rubric</p>
<p>Apply reading strategies appropriate for multilingual students. Course Objective-Student Learning Outcome not included in any Assessment Rubric</p>
<p>Write, discuss, and evaluate a variety of college-level texts to demonstrate comprehension and critical-thinking skills. Course Objective-Student Learning Outcome not included in any Assessment Rubric</p>

Explain the ways style and literary features influence meaning.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Apply the steps of the writing process.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Use a variety of rhetorical strategies to develop a topic appropriately.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Develop strategies for writing well-structured essays that have a focused thesis and contain developed and well-supported paragraphs with appropriate transitional elements.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Apply both peer and instructor feedback in the development and revision of their work.

	Incomplete/ Not completed		Above Expectations		N/A		Exceeds expectations		Meets expectations		Does not meet expectations		Total	
Spring 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2021	0	0.00%	0	0.00%	13	10.16%	0	0.00%	109	85.16%	6	4.69%	128	100.00%
Totals	0	0.00%	0	0.00%	13	10.16%	0	0.00%	109	85.16%	6	4.69%	128	100.00%

Recognize the form of the American academic essay and compose essays in that form.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Write well-structured, college-appropriate essays of a minimum of 750 words, with a minimum of 6,000 final draft words written in the semester.

	Incomplete/ Not completed		Above Expectations		N/A		Exceeds expectations		Meets expectations		Does not meet expectations		Total	
Spring 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2021	0	0.00%	0	0.00%	13	10.08%	0	0.00%	115	89.15%	1	0.78%	129	100.00%
Totals	0	0.00%	0	0.00%	13	10.08%	0	0.00%	115	89.15%	1	0.78%	129	100.00%

Write timed essays in class exhibiting acceptable college-level control of mechanics, organization, development, and coherence.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Integrate research appropriate to their purpose, using library and other appropriate sources.

	Incomplete/ Not completed		Above Expectations		N/A		Exceeds expectations		Meets expectations		Does not meet expectations		Total	
Spring 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2021	0	0.00%	0	0.00%	13	10.08%	0	0.00%	113	87.60%	3	2.33%	129	100.00%
Totals	0	0.00%	0	0.00%	13	10.08%	0	0.00%	113	87.60%	3	2.33%	129	100.00%

Select, integrate, and cite evidence to support their ideas.

	Incomplete/ Not completed		Above Expectations		N/A		Exceeds expectations		Meets expectations		Does not meet expectations		Total	
Spring 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2021	0	0.00%	0	0.00%	13	10.08%	0	0.00%	112	86.82%	4	3.10%	129	100.00%
Totals	0	0.00%	0	0.00%	13	10.08%	0	0.00%	112	86.82%	4	3.10%	129	100.00%

Write well-formed sentences with correct word order and sentence structure.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Identify and correct patterns of error in their own and others' writing.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Use current MLA formatting for quotations, parenthetical citations, and works-cited pages.

	Incomplete/ Not completed		Above Expectations		N/A		Exceeds expectations		Meets expectations		Does not meet expectations		Total	
Spring 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2021	0	0.00%	0	0.00%	14	10.85%	0	0.00%	109	84.50%	6	4.65%	129	100.00%
Totals	0	0.00%	0	0.00%	14	10.85%	0	0.00%	109	84.50%	6	4.65%	129	100.00%

Totals for Course Objectives-Student Learning Outcomes

	Incomplete/ Not completed		Above Expectations		N/A		Exceeds expectations		Meets expectations		Does not meet expectations		Total	
Spring 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2021	0	0.00%	0	0.00%	66	10.25%	0	0.00%	558	86.65%	20	3.11%	644	100.00%
Totals	0	0.00%	0	0.00%	66	10.25%	0	0.00%	558	86.65%	20	3.11%	644	100.00%

ENGL095: Studies in Reading and Writing

Describe and discuss topic concepts/themes of this course.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Differentiate alternative topic concepts/themes of this course and how they relate to the principles of reading and writing.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Judge and evaluate alternative topic concepts/themes of this course.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Generate an application of one or more topics e.g. product, writing, or performance.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Totals for Course Objectives-Student Learning Outcomes

	Incomplete/ Not completed		Above Expectations		N/A		Exceeds expectations		Meets expectations		Does not meet expectations		Total	
Spring 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2021	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Totals	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

ENGL096: Introduction to College Reading and Study Skills

<p>Describe the attributes of successful college students and the relationship to their own behaviors.</p> <p>Course Objective-Student Learning Outcome not included in any Assessment Rubric</p>
<p>Use a variety of pre-reading techniques.</p> <p>Course Objective-Student Learning Outcome not included in any Assessment Rubric</p>
<p>Read a range of college-level texts as a stimulus and model for discussion and written response.</p> <p>Course Objective-Student Learning Outcome not included in any Assessment Rubric</p>
<p>Annotate college-level texts to reinforce comprehension.</p> <p>Course Objective-Student Learning Outcome not included in any Assessment Rubric</p>
<p>Use written reading strategies, including annotation, summary, and quoting, to accurately identify an author's main and supporting points.</p> <p>Course Objective-Student Learning Outcome not included in any Assessment Rubric</p>

Respond to ideas presented in college-level texts.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Apply strategies such as context clues and word parts to improve vocabulary.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Incorporate new vocabulary into writing.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Demonstrate basic study skills. (Laboratory)

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Describe campus resources to aid in academic success. (Laboratory)

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Totals for Course Objectives-Student Learning Outcomes

	Incomplete/ Not completed		Above Expectations		N/A		Exceeds expectations		Meets expectations		Does not meet expectations		Total	
Spring 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2021	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Totals	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

ENGL097: Introduction to College Reading and Writing

<p>Select and apply appropriate pre-reading strategies. Course Objective-Student Learning Outcome not included in any Assessment Rubric</p>
<p>Read, comprehend, and respond to a range of college-level texts. Course Objective-Student Learning Outcome not included in any Assessment Rubric</p>
<p>Annotate college-level texts for comprehension. Course Objective-Student Learning Outcome not included in any Assessment Rubric</p>
<p>Analyze orally and in writing basic relationships between ideas, including main vs. supporting points and general vs. specific information. Course Objective-Student Learning Outcome not included in any Assessment Rubric</p>
<p>Demonstrate orally and in writing accurate comprehension and recall of college-level texts through summary and/or paraphrasing. Course Objective-Student Learning Outcome not included in any Assessment Rubric</p>

<p>Improve vocabulary through such strategies as using context clues and word parts. Course Objective-Student Learning Outcome not included in any Assessment Rubric</p>
<p>Accurately and adequately respond to a writing prompt. Course Objective-Student Learning Outcome not included in any Assessment Rubric</p>
<p>Complete pre-writing exercises, drafting, and revising in response to peer and instructor feedback. Course Objective-Student Learning Outcome not included in any Assessment Rubric</p>
<p>Recognize the structure of a basic academic essay. Course Objective-Student Learning Outcome not included in any Assessment Rubric</p>
<p>Write a basic academic essay (introduction, body, conclusion) with a thesis that controls the rest of the essay. Course Objective-Student Learning Outcome not included in any Assessment Rubric</p>

Choose examples, evidence, and quotations and integrate them into an essay to support a main idea.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Incorporate new vocabulary into their own writing.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Use basic sentence structures to create sentences with varied beginnings and lengths.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Use basic study skills and draw on campus resources to aid in academic success.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Totals for Course Objectives-Student Learning Outcomes

	Incomplete/ Not completed		Above Expectations		N/A		Exceeds expectations		Meets expectations		Does not meet expectations		Total	
Spring 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2021	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Totals	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

ENGL098: Introduction to College Writing

Describe the attributes of successful college students and the relationship to their own behaviors.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Read a range of college-level texts as stimulus for discussion and essay writing.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Accurately and adequately respond to a writing prompt.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Complete the steps of the writing process including pre-writing exercises, drafting, and revising in response to peer and instructor feedback.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Produce the structure of a basic academic essay with the introduction, body, conclusion and controlling idea.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Write a functional thesis with logically related ideas.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Write coherent paragraphs with support for each idea.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Choose examples, evidence, and quotations and integrate them into an essay to support a main idea.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Use basic sentence structures to create sentences with varied beginnings and lengths.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Use appropriate writing strategies to generate and revise their work. (Laboratory)

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Totals for Course Objectives-Student Learning Outcomes

	Incomplete/ Not completed		Above Expectations		N/A		Exceeds expectations		Meets expectations		Does not meet expectations		Total	
Spring 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2021	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Totals	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

ENGL099: English Grammar and Usage

<p>Recognize and apply standard English usage to their own writing. Course Objective-Student Learning Outcome not included in any Assessment Rubric</p>
<p>Apply common rules for standard English spelling. Course Objective-Student Learning Outcome not included in any Assessment Rubric</p>
<p>Recognize commonly misused words. Course Objective-Student Learning Outcome not included in any Assessment Rubric</p>
<p>Compose sentences using appropriate mechanics. Course Objective-Student Learning Outcome not included in any Assessment Rubric</p>
<p>Compose complete sentences and identify missing elements in incomplete ones. Course Objective-Student Learning Outcome not included in any Assessment Rubric</p>

In writing, select verbs appropriate to the expression of a particular idea.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Compose sentences with appropriate boundaries.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Correctly use coordination and subordination to express logical connections between ideas.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Combine sentences to express increasingly complex ideas.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Make informed choices concerning syntax.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Identify and correct grammar errors common to native speakers, in their own and others' writing.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Totals for Course Objectives-Student Learning Outcomes

	Incomplete/ Not completed		Above Expectations		N/A		Exceeds expectations		Meets expectations		Does not meet expectations		Total	
Spring 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2021	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Totals	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

ENGL116: College Reading Development

Comprehend college-level texts.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Apply strategies for reading comprehension.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

<p>Identify central arguments and supporting points. Course Objective-Student Learning Outcome not included in any Assessment Rubric</p>
<p>Describe how organization and structure have an impact on meaning. Course Objective-Student Learning Outcome not included in any Assessment Rubric</p>
<p>Use college-level vocabulary and recognize how an author uses word choice to convey meaning. Course Objective-Student Learning Outcome not included in any Assessment Rubric</p>
<p>Accurately summarize ideas presented in college-level texts. Course Objective-Student Learning Outcome not included in any Assessment Rubric</p>
<p>Critically respond to ideas presented in college-level texts. Course Objective-Student Learning Outcome not included in any Assessment Rubric</p>

Locate relevant information on a reading topic using library and online resources and assess the legitimacy of these sources.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Apply study skills and learning strategies.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Totals for Course Objectives-Student Learning Outcomes

	Incomplete/ Not completed		Above Expectations		N/A		Exceeds expectations		Meets expectations		Does not meet expectations		Total	
Spring 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2021	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Totals	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

ENGL117: Integrated College Reading and Writing Development

Comprehend and recall college-level readings.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Apply appropriate pre-reading techniques to college-level texts.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Apply pre-reading techniques to their own essays and those of their peers.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Use reading strategies to read and comprehend college-level texts.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Analyze a text for the central idea and basic organizational structure.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Recognize and identify assumptions, purpose, and implications in a text, whether in their own, a peer's, or a professional writer's work.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Identify figurative language and tone.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Improve their vocabulary through reading.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Complete the steps of the writing process, including pre-writing exercises and drafting and revising in response to peer and instructor feedback.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Write well-structured essays that have a focused thesis and developed and well-supported paragraphs with appropriate transitional elements.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Incorporate appropriate structure and organization in their own writing.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Analyze college-level readings and integrate them meaningfully into formal essays.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Use a variety of rhetorical strategies in their own writing.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Develop a unique voice in writing.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Incorporate new vocabulary into their writing.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Control sentence boundaries and write varied sentences that are relatively free of error.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Develop strategies for college success.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Totals for Course Objectives-Student Learning Outcomes

	Incomplete/ Not completed		Above Expectations		N/A		Exceeds expectations		Meets expectations		Does not meet expectations		Total	
Spring 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2021	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Totals	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

ENGL118: College Writing Development

Critically read college-level texts/professional writing and/or student writing.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Complete different stages of the writing process, including generating ideas, drafting, and revising in response to peer and instructor feedback.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Write a variety of essay types and lengths—with focused thesis statements and coherent paragraphs—that are well-structured and relatively free of error.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Write unified, coherent paragraphs, using effective transitional elements.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Develop paragraphs through a variety of methods.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Select and integrate appropriate evidence and examples, including quotations, to support a point.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Write clearly and with a sense of voice.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Exercise control of sentence boundaries while using sentences of varying structures and lengths.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Totals for Course Objectives-Student Learning Outcomes

	Incomplete/ Not completed		Above Expectations		N/A		Exceeds expectations		Meets expectations		Does not meet expectations		Total	
Spring 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2021	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Totals	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

ENGL120: First-Year College Composition and Reading Support

Reflect on their own learning processes to evaluate their active roles as students and learners.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Apply study skills and habits for success inside and outside the classroom.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

<p>Utilize campus resources to foster success inside and outside the classroom. Course Objective-Student Learning Outcome not included in any Assessment Rubric</p>
<p>Select and use appropriate reading strategies with college-level texts. Course Objective-Student Learning Outcome not included in any Assessment Rubric</p>
<p>Summarize and respond to college-level texts to demonstrate understanding. Course Objective-Student Learning Outcome not included in any Assessment Rubric</p>
<p>Analyze texts and important concepts to demonstrate critical-thinking skills. Course Objective-Student Learning Outcome not included in any Assessment Rubric</p>
<p>Practice steps of the writing process. Course Objective-Student Learning Outcome not included in any Assessment Rubric</p>

<p>Develop strategies for writing well-structured essays that have a focused thesis and contain developed and well-supported paragraphs with transitional elements.</p> <p>Course Objective-Student Learning Outcome not included in any Assessment Rubric</p>
<p>Use both peer and instructor feedback in the development and revision of their work.</p> <p>Course Objective-Student Learning Outcome not included in any Assessment Rubric</p>
<p>Select, integrate, and cite evidence from a variety of sources.</p> <p>Course Objective-Student Learning Outcome not included in any Assessment Rubric</p>
<p>Conduct research, including library research, for use in writing projects.</p> <p>Course Objective-Student Learning Outcome not included in any Assessment Rubric</p>
<p>Apply conventions of academic writing to produce sentences that are relatively error-free.</p> <p>Course Objective-Student Learning Outcome not included in any Assessment Rubric</p>

Identify patterns of error in their own writing.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Totals for Course Objectives-Student Learning Outcomes

	Incomplete/ Not completed		Above Expectations		N/A		Exceeds expectations		Meets expectations		Does not meet expectations		Total	
Spring 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2021	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Totals	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

ENGL120A: First-Year College English Support for Multilingual Students

Reflect on their own learning process to evaluate their active role as students and learners.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Use campus resources to foster success inside and outside the classroom.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

<p>Follow the norms of American academic culture. Course Objective-Student Learning Outcome not included in any Assessment Rubric</p>
<p>Identify and practice the genre of academic essays in the context of the American college. Course Objective-Student Learning Outcome not included in any Assessment Rubric</p>
<p>Practice reading strategies appropriate for multilingual students. Course Objective-Student Learning Outcome not included in any Assessment Rubric</p>
<p>Analyze texts and important concepts to demonstrate critical-thinking skills. Course Objective-Student Learning Outcome not included in any Assessment Rubric</p>
<p>Practice each step of the writing process. Course Objective-Student Learning Outcome not included in any Assessment Rubric</p>

Use both peer and instructor feedback in the development and revision of their work.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Develop strategies for writing well-structured essays that have a focused thesis and contain developed and well-supported paragraphs with appropriate transitional elements.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Select, integrate, and cite evidence in support of various writing projects.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Identify and evaluate appropriate sources for research and writing purposes.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Use appropriate grammar and sentence structures using conjunctions to express ideas and relationships between them.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Select the appropriate category of expression for a given rhetorical situation.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Write well-formed sentences with correct word order, sentence pattern, and sentence structure.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Use connecting and transition words accurately and meaningfully.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Identify and correct sentence-level errors in their own and other students' works.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Totals for Course Objectives-Student Learning Outcomes

	Incomplete/ Not completed		Above Expectations		N/A		Exceeds expectations		Meets expectations		Does not meet expectations		Total	
Spring 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2021	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Totals	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

ENGL122: First-Year College Composition and Reading

Analyze and evaluate a variety of non-fiction texts.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Identify and paraphrase another author's thesis.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Assess whether an author has successfully supported a claim.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Demonstrate critical thinking skills.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Synthesize ideas from two or more readings.

	Incomplete/ Not completed		Above Expectations		N/A		Exceeds expectations		Meets expectations		Does not meet expectations		Total	
Spring 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2021	0	0.00%	0	0.00%	102	10.93%	0	0.00%	739	79.21%	92	9.86%	933	100.00%
Totals	0	0.00%	0	0.00%	102	10.93%	0	0.00%	739	79.21%	92	9.86%	933	100.00%

Evaluate the nature and quality of readings.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Analyze different styles, literary features, sentence length/types, and tones in professional writings.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Develop varied and flexible strategies for generating, drafting, and revising essays.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Use a variety of rhetorical strategies to develop a writing topic.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Integrate research appropriate to their purpose, using the library and other appropriate sources.

	Incomplete/ Not completed		Above Expectations		N/A		Exceeds expectations		Meets expectations		Does not meet expectations		Total	
Spring 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2021	0	0.00%	0	0.00%	102	10.93%	0	0.00%	735	78.78%	96	10.29%	933	100.00%
Totals	0	0.00%	0	0.00%	102	10.93%	0	0.00%	735	78.78%	96	10.29%	933	100.00%

Write well-structured, college-appropriate essays of at least 750 words, with a minimum of 6,000 final-draft words per term.

	Incomplete/ Not completed		Above Expectations		N/A		Exceeds expectations		Meets expectations		Does not meet expectations		Total	
Spring 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2021	0	0.00%	0	0.00%	103	11.04%	0	0.00%	740	79.31%	90	9.65%	933	100.00%
Totals	0	0.00%	0	0.00%	103	11.04%	0	0.00%	740	79.31%	90	9.65%	933	100.00%

Write timed essays in class exhibiting acceptable college-level control of mechanics, organization, development, and coherence.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Use current Modern Language Association (MLA) formatting for quotations, parenthetical citations, and works-cited pages.

	Incomplete/ Not completed		Above Expectations		N/A		Exceeds expectations		Meets expectations		Does not meet expectations		Total	
Spring 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2021	0	0.00%	0	0.00%	102	10.94%	0	0.00%	718	77.04%	112	12.02%	932	100.00%
Totals	0	0.00%	0	0.00%	102	10.94%	0	0.00%	718	77.04%	112	12.02%	932	100.00%

Totals for Course Objectives-Student Learning Outcomes

	Incomplete/ Not completed		Above Expectations		N/A		Exceeds expectations		Meets expectations		Does not meet expectations		Total	
Spring 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2021	0	0.00%	0	0.00%	409	10.96%	0	0.00%	2932	78.58%	390	10.45%	3731	100.00%
Totals	0	0.00%	0	0.00%	409	10.96%	0	0.00%	2932	78.58%	390	10.45%	3731	100.00%

ENGL122A: First-Year College English for Multilingual Students

In writing and discussion, demonstrate their ability to read carefully a variety of non-fiction essays, including such skills as identifying and restating the thesis in their own words; evaluating the nature and quality of a reading; and assessing whether the author has successfully supported the thesis.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Demonstrate their ability to think critically and demonstrate this through such skills as uncovering fallacious reasoning; recognizing the difference between fact and opinion; identifying supported and unsupported assertion; and synthesizing the ideas from two or more essays.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Recognize how style and literary features (symbols, images, metaphors, etc.) influence meaning; recognize varieties of tone; recognize the importance of allusions.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Write well-structured, college-appropriate essays of a minimum of 750 words, with a minimum of 6,000 final draft words written in the semester.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Demonstrate ability to use a variety of rhetorical strategies to develop a topic appropriately.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Integrate research appropriate to their purpose, using library and other appropriate sources.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Write timed essays in class exhibiting acceptable college-level control of mechanics, organization, development and coherence.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Establish increased authority over whole structures by expressing a full and balanced presentation of ideas.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Identify patterns of error by studying grammar in the context of their own writing.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Create error analysis logs as a means of editing both current and future papers.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Applying learned grammar rules to their essays on both the global and local levels of their writing.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Utilize current Modern Language Association (MLA) formatting for quotations, parenthetical citations, and works-cited pages.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Totals for Course Objectives-Student Learning Outcomes

	Incomplete/ Not completed		Above Expectations		N/A		Exceeds expectations		Meets expectations		Does not meet expectations		Total	
Spring 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2021	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Totals	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

ENGL122AM: First-Year College English With Support For Multilingual Students

Follow the norms of American academic culture.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Apply reading strategies appropriate for multilingual students.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Write, discuss, and evaluate a variety of college-level texts to demonstrate comprehension and critical-thinking skills.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Explain the ways style and literary features influence meaning.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Apply the steps of the writing process.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

<p>Use a variety of rhetorical strategies to develop a topic appropriately.</p> <p>Course Objective-Student Learning Outcome not included in any Assessment Rubric</p>
<p>Develop strategies for writing well-structured essays that have a focused thesis and contain developed and well-supported paragraphs with appropriate transitional elements.</p> <p>Course Objective-Student Learning Outcome not included in any Assessment Rubric</p>
<p>Use both peer and instructor feedback in the development and revision of their work.</p> <p>Course Objective-Student Learning Outcome not included in any Assessment Rubric</p>
<p>Recognize the form of the American academic essay and compose essays in that form.</p> <p>Course Objective-Student Learning Outcome not included in any Assessment Rubric</p>
<p>Write well-structured, college-appropriate essays of a minimum of 750 words, with a minimum of 6,000 final draft words written in the semester.</p> <p>Course Objective-Student Learning Outcome not included in any Assessment Rubric</p>

Write timed essays in class exhibiting acceptable college-level control of mechanics, organization, development and coherence.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Integrate research appropriate to their purpose, using library and other appropriate sources.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Select, integrate, and cite evidence to support their ideas.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Write well-formed sentences with correct word order, sentence pattern, and sentence structure.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Identify and correct patterns of error in their own and others' writing.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Use current MLA formatting for quotations, parenthetical citations, and works-cited pages.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Totals for Course Objectives-Student Learning Outcomes

	Incomplete/ Not completed		Above Expectations		N/A		Exceeds expectations		Meets expectations		Does not meet expectations		Total	
Spring 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2021	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Totals	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

ENGL170: World Mythology

Identify general characteristics often reflected in world myth.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Explain and analyze specific myths of representative cultures from around the world.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Utilize terminology common to literary analysis.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Analyze the literary elements of selected myths.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Interpret selected works using various critical approaches and contexts.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Compare and/or contrast the characteristics of individual myths in relation to each other.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Examine traditional and evolving myths in contemporary life.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Write clear and coherent essays or written responses analyzing the critical elements of mythology as described above.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Totals for Course Objectives-Student Learning Outcomes

	Incomplete/ Not completed		Above Expectations		N/A		Exceeds expectations		Meets expectations		Does not meet expectations		Total	
Spring 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2021	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Totals	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

ENGL173: Queer Literature Across Cultures

Demonstrate familiarity with a representative group of LGBTQ authors and works.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Demonstrate familiarity with themes common to the genre.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Utilize terminology common to literary analysis.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Analyze the literary elements of selected queer literature.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Interpret selected works using various critical approaches and contexts.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Compare and/or contrast the characteristics of individual works of queer literature.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Compose written textual analyses of historical, philosophical, social, political, socioeconomic, or aesthetic contexts and their significance to individual works or queer literature in general.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Identify the general characteristics often reflected in a representative group of major LGBTQ authors and works representing common themes of the genre.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Write clear and coherent essays or written responses analyzing the critical elements of drama and performance as described above.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Totals for Course Objectives-Student Learning Outcomes

	Incomplete/ Not completed		Above Expectations		N/A		Exceeds expectations		Meets expectations		Does not meet expectations		Total	
Spring 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2021	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Totals	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

ENGL175: Science Fiction and Fantasy Literature

Read a representative group of works of speculative fiction and demonstrate a familiarity with themes and features common to the genre.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Utilize terminology common to literary analysis.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Analyze the literary elements of selected works.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Interpret selected works using various critical approaches and contexts.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Compare and/or contrast the characteristics of individual works of speculative fiction.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Compose written textual analyses that show an understanding of historical, philosophical, social, political, or aesthetic contexts and their significance to individual works or speculative fiction in general.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Totals for Course Objectives-Student Learning Outcomes

	Incomplete/ Not completed		Above Expectations		N/A		Exceeds expectations		Meets expectations		Does not meet expectations		Total	
Spring 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2021	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Totals	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

ENGL123: Critical Thinking: Composition and Literature

<p>Read and critically evaluate diverse literature. Course Objective-Student Learning Outcome not included in any Assessment Rubric</p>
<p>Analyze literary works using a variety of critical approaches. Course Objective-Student Learning Outcome not included in any Assessment Rubric</p>
<p>Analyze the way literary works produce meaning through form and content. Course Objective-Student Learning Outcome not included in any Assessment Rubric</p>
<p>Distinguish between and use both denotative and connotative aspects of language. Course Objective-Student Learning Outcome not included in any Assessment Rubric</p>
<p>Develop credible inferences about a literary work on the basis of literary elements. Course Objective-Student Learning Outcome not included in any Assessment Rubric</p>

<p>Identify patterns of logical reasoning and apply them to develop interpretations of literature. Course Objective-Student Learning Outcome not included in any Assessment Rubric</p>
<p>Distinguish between claims based on opinion and speculation and claims based on facts and sound reasoning. Course Objective-Student Learning Outcome not included in any Assessment Rubric</p>
<p>Identify common formal and informal fallacies of language and thought in literary works, in literary criticism, and/or in student essays. Course Objective-Student Learning Outcome not included in any Assessment Rubric</p>
<p>Evaluate the structure of arguments in literary interpretations including student writing. Course Objective-Student Learning Outcome not included in any Assessment Rubric</p>
<p>Find, evaluate, and synthesize secondary sources as part of the writing process. Course Objective-Student Learning Outcome not included in any Assessment Rubric</p>

Write essays that effectively employ a variety of writing strategies, with 6,000-8,000 final-draft words per term.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Totals for Course Objectives-Student Learning Outcomes

	Incomplete/ Not completed		Above Expectations		N/A		Exceeds expectations		Meets expectations		Does not meet expectations		Total	
Spring 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2021	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Totals	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

ENGL176: The Graphic Novel as Literature

Read a representative group of works of the graphic literature and demonstrate a familiarity with themes and features common to the genre.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Utilize terminology common to literary analysis.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Analyze the literary elements of selected works.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Analyze the textual and visual components of graphic works.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Interpret selected works using various critical approaches and contexts.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Compare and/or contrast the characteristics of individual works.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Compose written textual analyses that show an understanding of the historical and contemporary features and their significance to individual works or graphic literature in general.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Totals for Course Objectives-Student Learning Outcomes

	Incomplete/ Not completed		Above Expectations		N/A		Exceeds expectations		Meets expectations		Does not meet expectations		Total	
Spring 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2021	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Totals	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

ENGL124: The Nature of Language: An Introduction to Linguistics

Distinguish between formal, socio-, and psycho-linguistics.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Analyze language data (e.g., conversations, written documents, research).

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Formulate arguments about and apply linguistic knowledge to their own specialties such as teaching, speech/language therapy, child development, information processing and artificial intelligence, psychology, sociology and anthropology, political science, or philosophy.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Identify major linguistic scholars and outline their contributions to the field.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Totals for Course Objectives-Student Learning Outcomes

	Incomplete/ Not completed		Above Expectations		N/A		Exceeds expectations		Meets expectations		Does not meet expectations		Total	
Spring 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2021	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Totals	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

ENGL177: Children's Literature

<p>Explain the historical context of children's literature, including how adult perceptions of childhood have affected the content and style of children's books and how children's books reflect the values and issues of the time in which the literary works were produced.</p> <p>Course Objective-Student Learning Outcome not included in any Assessment Rubric</p>
<p>Analyze selected works of children's literature, using elements such as plot, character, point of view, setting, symbolism, foreshadowing, and theme.</p> <p>Course Objective-Student Learning Outcome not included in any Assessment Rubric</p>
<p>Identify the multiple audiences of a work of children's literature and the role of the adult in the child's experience of literature.</p> <p>Course Objective-Student Learning Outcome not included in any Assessment Rubric</p>
<p>Identify the developmental stages of childhood and the impact of those stages on a child's literary experience.</p> <p>Course Objective-Student Learning Outcome not included in any Assessment Rubric</p>
<p>Analyze individual works of children's literature with attention to the depiction of different groups in the United States (U.S.) and explain the contributions of U.S. writers of different racial and ethnic groups to children's literature.</p> <p>Course Objective-Student Learning Outcome not included in any Assessment Rubric</p>

Describe how different groups, such as librarians, book reviewers, and/or members of racial or underrepresented ethnic minorities, assess and evaluate children’s literature and analyze their criteria for evaluating that literature.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Apply various modes of critical analysis to traditional and contemporary children's works.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Totals for Course Objectives-Student Learning Outcomes

	Incomplete/ Not completed		Above Expectations		N/A		Exceeds expectations		Meets expectations		Does not meet expectations		Total	
Spring 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2021	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Totals	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

ENGL223: Short Story Writing

Identify critical elements of the short story.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Analyze and evaluate how these elements work in assigned stories, the stories of fellow students, and their own stories.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Identify and employ a variety of fictional/narrative techniques including those modeled in professional writing.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Analyze the work of peers, identifying strengths and offering suggestions for future revision.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Recognize the strengths and weaknesses of their own writing.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Totals for Course Objectives-Student Learning Outcomes

	Incomplete/ Not completed		Above Expectations		N/A		Exceeds expectations		Meets expectations		Does not meet expectations		Total	
Spring 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2021	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Totals	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

ENGL126: Critical Thinking: The Shaping of Meaning in Language

Read and critically evaluate college-level material from a variety of sources.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Distinguish between and use both denotative and connotative aspects of language.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Draw credible inferences from evidence in a variety of forms.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Identify and apply rhetorical elements and techniques.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Identify patterns of logical reasoning and apply them to the analysis of texts and the development of arguments.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Distinguish between claims based on opinion and speculation and claims based on facts and reasoning.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Identify common formal and informal fallacies of language and thought in texts, general discourse, and/or in student essays.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Evaluate the structure of arguments in texts including student writing.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Find, evaluate, and synthesize secondary sources as part of the writing process.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Write essays that effectively employ a variety of writing strategies, with 6,000-8,000 final-draft words per term.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Totals for Course Objectives-Student Learning Outcomes

	Incomplete/ Not completed		Above Expectations		N/A		Exceeds expectations		Meets expectations		Does not meet expectations		Total	
Spring 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2021	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Totals	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

ENGL178: Young Adult Literature

<p>Read a representative group of works of young adult literature and demonstrate a familiarity with themes and features common to the genre.</p> <p>Course Objective-Student Learning Outcome not included in any Assessment Rubric</p>
<p>Distinguish the defining themes and features of the young adult (YA) genre.</p> <p>Course Objective-Student Learning Outcome not included in any Assessment Rubric</p>
<p>Use the terminology common to literary analysis.</p> <p>Course Objective-Student Learning Outcome not included in any Assessment Rubric</p>
<p>Analyze the literary elements of selected works.</p> <p>Course Objective-Student Learning Outcome not included in any Assessment Rubric</p>
<p>Interpret selected works using various critical approaches and contexts.</p> <p>Course Objective-Student Learning Outcome not included in any Assessment Rubric</p>

Compose written textual analyses that show an understanding of adolescent psychological, emotional, and cognitive development and their significance to individual works or young adult literature in general.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Compare and/or contrast the characteristics of individual works of young adult fiction.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Recognize how different audiences evaluate YA literature.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Totals for Course Objectives-Student Learning Outcomes

	Incomplete/ Not completed		Above Expectations		N/A		Exceeds expectations		Meets expectations		Does not meet expectations		Total	
Spring 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2021	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Totals	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

ENGL224: Poetry Writing

Demonstrate and practice the creative process.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Distinguish and discuss the elements of poetry.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Demonstrate an aesthetic awareness and appreciation of poetry.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Engage in intensive practice and production of work that leads to or culminates in poems.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Evaluate and critique the student's own work as well as the work of peers.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Totals for Course Objectives-Student Learning Outcomes

	Incomplete/ Not completed		Above Expectations		N/A		Exceeds expectations		Meets expectations		Does not meet expectations		Total	
Spring 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2021	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Totals	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

ENGL140: Tutor Training

<p>Establish and maintain a good rapport with tutees. Course Objective-Student Learning Outcome not included in any Assessment Rubric</p>
<p>Use the tutoring sequence effectively. Course Objective-Student Learning Outcome not included in any Assessment Rubric</p>
<p>Use open-ended and probing questions appropriately. Course Objective-Student Learning Outcome not included in any Assessment Rubric</p>
<p>Demonstrate understanding of basic learning theory and the ability to apply those principles to tutoring. Course Objective-Student Learning Outcome not included in any Assessment Rubric</p>
<p>Demonstrate understanding of communication processes, such as body language and active listening. Course Objective-Student Learning Outcome not included in any Assessment Rubric</p>

Demonstrate knowledge of specific subject matter at the level appropriate to the various tutees.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Demonstrate an understanding of the strategies necessary to improve reading, writing and study skills and the ability to assist tutees in acquiring these techniques and strategies.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Totals for Course Objectives-Student Learning Outcomes

	Incomplete/ Not completed		Above Expectations		N/A		Exceeds expectations		Meets expectations		Does not meet expectations		Total	
Spring 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2021	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Totals	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

ENGL180: Drama and Performance as Literature

Identify the general characteristics often reflected in dramatic literature.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Describe the diverse range of aesthetic and cultural approaches to dramatic works.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Utilize terminology common to literary analysis

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Analyze the literary elements of selected dramatic literature.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Interpret selected works using various critical approaches and contexts.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Examine the role of live performance in creating meaning in drama.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Discuss historical, philosophical, social, political, or aesthetic contexts and concerns to selected literature.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Write clear and coherent essays or written responses analyzing the historical, philosophical, social, political, or aesthetic contexts and concerns of drama and performance.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Totals for Course Objectives-Student Learning Outcomes

	Incomplete/ Not completed		Above Expectations		N/A		Exceeds expectations		Meets expectations		Does not meet expectations		Total	
Spring 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2021	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Totals	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

ENGL150: Introduction to Literature

Describe the general and specific characteristics of major literary genres from a variety of cultural perspectives.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Analyze the elements of selected literature including but not limited to plot, characterization, narration/voice, setting, tone, and theme.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Interpret selected literature using various critical approaches.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Apply relevant historical, philosophical, social, political, and/or aesthetic contexts to selected texts.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Compare and/or contrast the characteristics of particular texts to each other.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Write clear and coherent essays or written responses analyzing the use of characteristic elements of literature in various works.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Write clear and coherent essays or written responses that establish and defend a theme.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Totals for Course Objectives-Student Learning Outcomes

	Incomplete/ Not completed		Above Expectations		N/A		Exceeds expectations		Meets expectations		Does not meet expectations		Total	
Spring 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2021	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Totals	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

ENGL151: The Short Story

Describe the general and specific characteristics of the short story from a variety of perspectives.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Analyze the literary elements of selected short stories.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Interpret selected short stories using various critical approaches.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Apply relevant historical, philosophical, social, political and /or aesthetic contexts to selected texts.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Compare and/or contrast the characteristics of particular texts to one another.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Compose written textual analyses of short stories that focus on the significance of elements in individual works, groups of works, or the genre as a whole.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Totals for Course Objectives-Student Learning Outcomes

	Incomplete/ Not completed		Above Expectations		N/A		Exceeds expectations		Meets expectations		Does not meet expectations		Total	
Spring 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2021	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Totals	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

ENGL152: Film as Literature

Demonstrate through writing and discussion an increased critical awareness of how the short film communicates, and how responses to film relate to specific elements of film structure.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Analyze three short-film styles, including narrative, documentary, and experimental.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Compare and contrast literature and film, outlining how each medium deals with various elements such as theme and structure.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Explain the various ways the short film differs from the feature film.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Compose written textual analyses which demonstrate the aforementioned outcomes and their significance to individual works, groups of works, or the genre as a whole.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Totals for Course Objectives-Student Learning Outcomes

	Incomplete/ Not completed		Above Expectations		N/A		Exceeds expectations		Meets expectations		Does not meet expectations		Total	
Spring 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2021	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Totals	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

ENGL153: Contemporary Poetry
<p>Describe the characteristics of poetry, as a genre, from a variety of cultural perspectives.</p> <p>Course Objective-Student Learning Outcome not included in any Assessment Rubric</p>
<p>Analyze the use of poetic devices.</p> <p>Course Objective-Student Learning Outcome not included in any Assessment Rubric</p>
<p>Interpret poems within their historical, philosophical, cultural, social, political, and/or aesthetic contexts.</p> <p>Course Objective-Student Learning Outcome not included in any Assessment Rubric</p>
<p>Use various critical approaches to interpret poetry.</p> <p>Course Objective-Student Learning Outcome not included in any Assessment Rubric</p>
<p>Compare and/or contrast the characteristics of particular poems.</p> <p>Course Objective-Student Learning Outcome not included in any Assessment Rubric</p>

Write clear and coherent essays or written responses analyzing the use of poetic elements and/or themes.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Totals for Course Objectives-Student Learning Outcomes

	Incomplete/ Not completed		Above Expectations		N/A		Exceeds expectations		Meets expectations		Does not meet expectations		Total	
Spring 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2021	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Totals	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

ENGL121: Year-Long First Year College Composition and Reading, Part I

Analyze and evaluate a variety of non-fiction texts.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Apply reading strategies to read and comprehend college-level texts.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Apply reading strategies to their own essays and those of their peers.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Identify and paraphrase another author's thesis.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Evaluate the nature and quality of readings.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Assess whether an author has successfully supported a claim.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Complete the steps of the writing process, including pre-writing exercises and drafting and revising in response to peer and instructor feedback.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

<p>Develop varied and flexible strategies for generating, drafting, and revising essays.</p> <p>Course Objective-Student Learning Outcome not included in any Assessment Rubric</p>
<p>Incorporate appropriate structure and organization in their own writing.</p> <p>Course Objective-Student Learning Outcome not included in any Assessment Rubric</p>
<p>Select, integrate, and cite evidence from a variety of sources.</p> <p>Course Objective-Student Learning Outcome not included in any Assessment Rubric</p>
<p>Write well-structured essays of at least 750 words, with a focused thesis and developed and well-supported paragraphs with appropriate transitional elements, with a minimum of 3,000 final-draft words a semester.</p> <p>Course Objective-Student Learning Outcome not included in any Assessment Rubric</p>
<p>Apply current Modern Language Association (MLA) formatting for quotations, parenthetical citations, and works-cited pages.</p> <p>Course Objective-Student Learning Outcome not included in any Assessment Rubric</p>

<p>Identify patterns of error in their own writing. Course Objective-Student Learning Outcome not included in any Assessment Rubric</p>
<p>Apply conventions of academic writing to produce sentences that are relatively error-free. Course Objective-Student Learning Outcome not included in any Assessment Rubric</p>
<p>Identify patterns of error in their own writing. Course Objective-Student Learning Outcome not included in any Assessment Rubric</p>
<p>Reflect on their own learning processes to evaluate their active roles as students and learners. Course Objective-Student Learning Outcome not included in any Assessment Rubric</p>
<p>Apply study skills and habits for success inside and outside the classroom. Course Objective-Student Learning Outcome not included in any Assessment Rubric</p>

Utilize campus resources to foster success inside and outside the classroom.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Totals for Course Objectives-Student Learning Outcomes

	Incomplete/ Not completed		Above Expectations		N/A		Exceeds expectations		Meets expectations		Does not meet expectations		Total	
Spring 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2021	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Totals	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

ENGL154: Shakespeare and His World

Identify the general and specific characteristics of Shakespeare’s dramatic works, such as language, structure, and ideology.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Analyze the qualities of selected work, including but not limited to aesthetic qualities, language, character, theme, and social commentary.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Interpret selected works using various critical approaches.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Apply relevant historical, philosophical, social, political and /or aesthetic contexts to selected works.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Compare and/or contrast the characteristics of individual works in relation to each other.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Examine a range of cultural functions of Shakespeare's works from his time to our own.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Compose written textual analyses, which demonstrate an understanding of the above features and their significance to individual works, groups of works, or Shakespeare's body of works as a whole.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Totals for Course Objectives-Student Learning Outcomes

	Incomplete/ Not completed		Above Expectations		N/A		Exceeds expectations		Meets expectations		Does not meet expectations		Total	
Spring 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2021	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Totals	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

ENGL122X: Year-Long First Year College Composition and Reading, Part II

<p>Analyze and evaluate a variety of non-fiction texts appropriate to transfer-level English. Course Objective-Student Learning Outcome not included in any Assessment Rubric</p>
<p>Select and apply appropriate reading strategies to college-level texts. Course Objective-Student Learning Outcome not included in any Assessment Rubric</p>
<p>Select and apply appropriate reading techniques to their own essays and those of their peers. Course Objective-Student Learning Outcome not included in any Assessment Rubric</p>
<p>Identify and paraphrase an author's thesis in transfer-level texts. Course Objective-Student Learning Outcome not included in any Assessment Rubric</p>
<p>Evaluate the nature and quality of readings at the transfer level. Course Objective-Student Learning Outcome not included in any Assessment Rubric</p>

<p>Assess whether an author has successfully supported a claim in transfer -level texts Course Objective-Student Learning Outcome not included in any Assessment Rubric</p>
<p>Demonstrate critical thinking skills. Course Objective-Student Learning Outcome not included in any Assessment Rubric</p>
<p>Synthesize ideas from two or more readings. Course Objective-Student Learning Outcome not included in any Assessment Rubric</p>
<p>Analyze different styles, literary features, sentence. Course Objective-Student Learning Outcome not included in any Assessment Rubric</p>
<p>Complete the steps of the writing process, including pre-writing exercises and drafting and revising in response to peer and instructor feedback. Course Objective-Student Learning Outcome not included in any Assessment Rubric</p>

<p>Develop varied and flexible strategies for generating, drafting, and revising essays appropriate to the transfer level.</p> <p>Course Objective-Student Learning Outcome not included in any Assessment Rubric</p>
<p>Use a variety of rhetorical strategies to develop a writing topic.</p> <p>Course Objective-Student Learning Outcome not included in any Assessment Rubric</p>
<p>Integrate research appropriate to their purpose, using the library and other appropriate sources.</p> <p>Course Objective-Student Learning Outcome not included in any Assessment Rubric</p>
<p>Write well-structured, college-appropriate essays of at least 750 words, with a minimum of 4,000 final-draft words per term.</p> <p>Course Objective-Student Learning Outcome not included in any Assessment Rubric</p>
<p>Write timed essays in class exhibiting acceptable college-level control of mechanics, organization, development, and coherence.</p> <p>Course Objective-Student Learning Outcome not included in any Assessment Rubric</p>

Accurately use current Modern Language Association (MLA) formatting for quotations, parenthetical citations, and works-cited pages.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Identify patterns of error in their own writing.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Effectively analyze their learning processes, academic habits, and course work, to determine their own competencies and challenges.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Identify and apply the study skills and habits for success that most foster their own success both inside and outside the classroom.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Identify and select campus resources appropriate to supporting their own needs both inside and outside the classroom.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Totals for Course Objectives-Student Learning Outcomes

	Incomplete/ Not completed		Above Expectations		N/A		Exceeds expectations		Meets expectations		Does not meet expectations		Total	
Spring 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2021	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Totals	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

ENGL155: Topics in English														
<p>Describe and discuss topic concepts/themes of this course. Course Objective-Student Learning Outcome not included in any Assessment Rubric</p>														
<p>Differentiate alternative topic concepts/themes of this course and how they relate to the principles of English. Course Objective-Student Learning Outcome not included in any Assessment Rubric</p>														
<p>Judge and evaluate alternative topic concepts/themes of this course. Course Objective-Student Learning Outcome not included in any Assessment Rubric</p>														
<p>Generate an application of one or more topics e.g. product, writing, or performance. Course Objective-Student Learning Outcome not included in any Assessment Rubric</p>														
<p>If a topics course is to be taught with a portion of hours by arrangement, specific objectives must be listed for those hours on the course outline submitted for approval by the Instruction Office. Course Objective-Student Learning Outcome not included in any Assessment Rubric</p>														
Totals for Course Objectives-Student Learning Outcomes														
	Incomplete/ Not completed		Above Expectations		N/A		Exceeds expectations		Meets expectations		Does not meet expectations		Total	
Spring 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2021	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Totals	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

ENGL162: Language, Literature, and Culture
<p>Describe how language, literature, arts, and media interact with cultural identity and values. Course Objective-Student Learning Outcome not included in any Assessment Rubric</p>
<p>Analyze literary elements in selected texts as they relate to cultural identity and values. Course Objective-Student Learning Outcome not included in any Assessment Rubric</p>
<p>Analyze various aspects of acculturation processes as reflected in selected texts. Course Objective-Student Learning Outcome not included in any Assessment Rubric</p>
<p>Compare and contrast different cultures and draw conclusions about their similarities or differences. Course Objective-Student Learning Outcome not included in any Assessment Rubric</p>
<p>Apply historical, philosophical, social, political, or aesthetic contexts and concerns to selected literature. Course Objective-Student Learning Outcome not included in any Assessment Rubric</p>

Write clear and coherent essays or written responses analyzing the use of characteristic elements of literature in various works.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Write clear and coherent essays or written responses that establish and defend a theme.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Totals for Course Objectives-Student Learning Outcomes

	Incomplete/ Not completed		Above Expectations		N/A		Exceeds expectations		Meets expectations		Does not meet expectations		Total	
Spring 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2021	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Totals	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

ENGL163: Asian American Literature

Apply literary analysis to works of Asian American literature.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Identify historical, sociological, political and psychological issues of concern that shape the various genres of Asian American literature.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Utilize terminology common to literary analysis.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Interpret texts with attention to recurring themes, archetypes, and allegories.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Compare and contrast the literary traditions, movements, styles, and elements in the Asian American canon; compare and contrast the diverse voices of this canon.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Apply historical, philosophical, social, political, or aesthetic contexts and concerns to selected Asian American literature.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Identify and describe the major periods in the evolution of Asian American culture in the U.S.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Write clear and coherent essays or written responses analyzing the use of characteristic elements of literature in various works.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Write clear and coherent essays or written responses that establish and defend a theme.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Totals for Course Objectives-Student Learning Outcomes

	Incomplete/ Not completed		Above Expectations		N/A		Exceeds expectations		Meets expectations		Does not meet expectations		Total	
Spring 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2021	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Totals	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

ENGL164: Native American Literatures

Describe the elements of various genres central to Native American literatures, both oral and written.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Analyze the literary elements of oral and written works.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Interpret works using various critical approaches.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Interpret Native American literatures within their historical, philosophical, cultural, social, political, and/or aesthetic contexts.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Compare and/or contrast the characteristics of oral versus written traditions.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Analyze particular representations of Native Americans and Native American culture in mainstream arts, media, and culture and Native responses to these representations.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Write clear and coherent essays or written responses analyzing the use of characteristic elements of literature in selected works and/or themes.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Totals for Course Objectives-Student Learning Outcomes

	Incomplete/ Not completed		Above Expectations		N/A		Exceeds expectations		Meets expectations		Does not meet expectations		Total	
Spring 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2021	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Totals	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

ENGL166: African American Literature

Apply literary analysis to works of African American literature.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Identify historical, sociological, political and psychological issues of concern that shape the various genres of African American literature.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Utilize terminology common to literary analysis.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Interpret texts with attention to recurring themes, archetypes, and allegories.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Compare and contrast the literary traditions, movements, styles, and elements in the African American canon; compare and contrast the diverse voices of this canon.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Apply historical, philosophical, social, political, or aesthetic contexts and concerns to selected African American literature.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Identify and describe the major periods in the evolution of African American culture in the U.S.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Write clear and coherent essays or written responses analyzing the use of characteristic elements of literature in various works.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Write clear and coherent essays or written responses that establish and defend a theme.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Totals for Course Objectives-Student Learning Outcomes

	Incomplete/ Not completed		Above Expectations		N/A		Exceeds expectations		Meets expectations		Does not meet expectations		Total	
Spring 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2021	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Totals	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

ENGL167: Latin American Literature

Apply literary analysis to works of Latin American literature.

	Incomplete/ Not completed		Above Expectations		N/A		Exceeds expectations		Meets expectations		Does not meet expectations		Total	
Spring 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2021	0	0.00%	0	0.00%	1	4.55%	0	0.00%	20	90.91%	1	4.55%	22	100.00%
Totals	0	0.00%	0	0.00%	1	4.55%	0	0.00%	20	90.91%	1	4.55%	22	100.00%

Identify historical, sociological, political and psychological issues of concern that shape the various genres of Latin American literature.

	Incomplete/ Not completed		Above Expectations		N/A		Exceeds expectations		Meets expectations		Does not meet expectations		Total	
Spring 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2021	0	0.00%	0	0.00%	1	4.55%	0	0.00%	20	90.91%	1	4.55%	22	100.00%
Totals	0	0.00%	0	0.00%	1	4.55%	0	0.00%	20	90.91%	1	4.55%	22	100.00%

Utilize terminology common to literary analysis

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Interpret texts with attention to recurring themes, archetypes, and allegories.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Compare and contrast the literary traditions, movements, styles, and elements in the Latin American canon; compare and contrast the diverse voices of this canon.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Apply historical, philosophical, social, political, or aesthetic contexts and concerns to selected Latin American literature.

	Incomplete/ Not completed		Above Expectations		N/A		Exceeds expectations		Meets expectations		Does not meet expectations		Total	
Spring 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2021	0	0.00%	0	0.00%	1	4.55%	0	0.00%	20	90.91%	1	4.55%	22	100.00%
Totals	0	0.00%	0	0.00%	1	4.55%	0	0.00%	20	90.91%	1	4.55%	22	100.00%

Identify and describe the major periods in the evolution of Latin American cultures.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Write clear and coherent essays or written responses analyzing the use of characteristic elements of literature in various works.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Write clear and coherent essays or written responses that establish and defend a theme.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Totals for Course Objectives-Student Learning Outcomes

	Incomplete/ Not completed		Above Expectations		N/A		Exceeds expectations		Meets expectations		Does not meet expectations		Total	
Spring 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2021	0	0.00%	0	0.00%	3	4.55%	0	0.00%	60	90.91%	3	4.55%	66	100.00%
Totals	0	0.00%	0	0.00%	3	4.55%	0	0.00%	60	90.91%	3	4.55%	66	100.00%

ENGL168: The Literatures of America

Analyze the literary qualities of selected works of literature and apply the methods of literary analysis to those works.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Express an understanding of the historical context of literature, including how perceptions of living in America have affected the content and style of the represented works and including a study of how this literature reflects the values and issues of their times.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Evaluate works of literature with attention to the depiction of different racial and ethnic groups in America and the contributions of their writers.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Compare and contrast the differences and similarities between the works of the ethnic groups which comprise American society.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Assess how critics, reviewers, educators, and/or other groups assess and evaluate literature and develop and apply criteria of their own on their own terms.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Totals for Course Objectives-Student Learning Outcomes

	Incomplete/ Not completed		Above Expectations		N/A		Exceeds expectations		Meets expectations		Does not meet expectations		Total	
Spring 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2021	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Totals	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

ENGL172: The Bible as Literature

<p>Analyze assigned texts for literary features, particularly theme, characterization, and biblical genre or form.</p> <p>Course Objective-Student Learning Outcome not included in any Assessment Rubric</p>
<p>Explain the historical, cultural, and literary contexts in which the various books of the Bible were composed.</p> <p>Course Objective-Student Learning Outcome not included in any Assessment Rubric</p>
<p>Explain some of the problems inherent with translations and source identification.</p> <p>Course Objective-Student Learning Outcome not included in any Assessment Rubric</p>
<p>Compare literary genre, themes, and devices in the Bible with similar genre, themes, and devices in other world literatures.</p> <p>Course Objective-Student Learning Outcome not included in any Assessment Rubric</p>
<p>Write clear and coherent essays or written responses analyzing the use of characteristic elements of literature in the Bible and related works.</p> <p>Course Objective-Student Learning Outcome not included in any Assessment Rubric</p>

Write clear and coherent essays or written responses that establish and defend a theme.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Totals for Course Objectives-Student Learning Outcomes

	Incomplete/ Not completed		Above Expectations		N/A		Exceeds expectations		Meets expectations		Does not meet expectations		Total	
Spring 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2021	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Totals	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

ENGL091NC: English Skills for Success - Noncredit

Use reading strategies to read and comprehend college-level texts, analyzing them for the central idea and basic organizational structure.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Analyze college-level readings and integrate the ideas meaningfully into formal writing assignments.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Incorporate appropriate structure and organization in their own writing.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Structure well-organized essays that have a focused thesis and developed and well-supported paragraphs with appropriate transitional elements, and which are relatively free of sentence-level errors.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Incorporate college success techniques into their learning behaviors (e.g. utilizing campus resources, managing stress, developing note-taking and summarizing skills, reflecting on personal student-learning processes).

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Totals for Course Objectives-Student Learning Outcomes

	Incomplete/ Not completed		Above Expectations		N/A		Exceeds expectations		Meets expectations		Does not meet expectations		Total	
Spring 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2021	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Totals	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

ENGL190: Multicultural Literature by American Women

Describe the social, political, and cultural factors that have limited or encouraged American women's expression in literature.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Examine how race, culture, ethnicity, and class have affected American women's lives and their literary expression.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Identify literary terms and devices.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Interpret use of language, ideology, substance and form in literature by women.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Compare and contrast the works of American women writers representing various cultural, ethnic, or racial groups.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Identify the differences and similarities in literary genres—poetry, short stories, novels, graphic novels, memoirs, and drama.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Describe the literary and cultural influences on the genres studied.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Totals for Course Objectives-Student Learning Outcomes

	Incomplete/ Not completed		Above Expectations		N/A		Exceeds expectations		Meets expectations		Does not meet expectations		Total	
Spring 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2021	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Totals	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

ENGL222: Creative Writing

Select appropriate language, effective imagery (including metaphors), and develop aspects of fiction (character, plot, setting, etc.) or poetry (meter, rhyme, etc.).

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Differentiate between showing and telling in fiction and poetry.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Evaluate their own and others' writing.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Respond to and generate peer feedback.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Write well-structured compositions that demonstrate intentionality.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Expand their reading repertoire.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Discuss and analyze the work of professional writers.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Demonstrate the habit of regular and purposeful writing.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Develop public speaking skills.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Totals for Course Objectives-Student Learning Outcomes

	Incomplete/ Not completed		Above Expectations		N/A		Exceeds expectations		Meets expectations		Does not meet expectations		Total	
Spring 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2021	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Totals	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

ENGL225: Creative Nonfiction Writing

<p>Compose, shape and organize creative non-fiction works, appropriately employing strategies of successful narrative expression.</p> <p>Course Objective-Student Learning Outcome not included in any Assessment Rubric</p>
<p>Create balance in narrative expression with effective use of scene and summary, the explicit and the implicit, writing that shows and tells, as well as demonstrating knowledge of the boundaries between fiction and nonfiction.</p> <p>Course Objective-Student Learning Outcome not included in any Assessment Rubric</p>
<p>Interpret the complex themes in nonfiction readings of African-American, Asian American, Mexican-American, Native-American and/or Euro-American authors.</p> <p>Course Objective-Student Learning Outcome not included in any Assessment Rubric</p>
<p>Read, interpret, and analyze a selection of essays by African-American, Native American, European-American, Asian-American, and/or Hispanic writers to serve as models for the craft of writing compelling nonfiction essays.</p> <p>Course Objective-Student Learning Outcome not included in any Assessment Rubric</p>
<p>Formulate a narrative identity and voice that embraces a dual perspective, dual via ethnicity, culture, or across time.</p> <p>Course Objective-Student Learning Outcome not included in any Assessment Rubric</p>

Identify strengths in their own and others' writings, offering helpful commentary and constructive criticism when required.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Demonstrate public speaking expertise by reading their essays aloud in class or in public readings.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Apply relevant constructive criticism made by peers and teacher to the revision of creative pieces, thus demonstrating receptivity to readers' responses.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Totals for Course Objectives-Student Learning Outcomes

	Incomplete/ Not completed		Above Expectations		N/A		Exceeds expectations		Meets expectations		Does not meet expectations		Total	
Spring 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2021	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Totals	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

ENGL252: Survey of Early English Literature

Discuss the works and themes of a representative selection of Early English authors.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Analyze various aspects of literature in selected works.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Compare and contrast characteristics of selected authors and styles.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Interpret evolutions in the style, manner, language, content, and form of Early English Literature.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Apply historical, philosophical, social, political, aesthetic, or critical contexts to selected works.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Compare and contrast aesthetic factors in Early English literature with those in other art forms.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Compose written textual analyses that discuss the features of Early English literature and their significance to individual works or Early English Literature in general.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Totals for Course Objectives-Student Learning Outcomes

	Incomplete/ Not completed		Above Expectations		N/A		Exceeds expectations		Meets expectations		Does not meet expectations		Total	
Spring 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2021	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Totals	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

ENGL253: Survey of Late English Literature

Discuss the works and themes of a representative selection of English authors of the Romantic, Victorian, Modern and Post-Colonial periods.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Analyze various aspects of literature in selected works.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Compare and contrast characteristics of selected authors and styles.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Interpret evolutions in the style, manner, language, content, theme, and form of late English literature.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Apply historical, philosophical, social, political, aesthetic, or critical contexts to selected works.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Compare and contrast aesthetic factors in late English literature with those in other art forms.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Compose written textual analyses that discuss the features of late English literature and their significance to individual works or late English Literature in general.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Totals for Course Objectives-Student Learning Outcomes

	Incomplete/ Not completed		Above Expectations		N/A		Exceeds expectations		Meets expectations		Does not meet expectations		Total	
Spring 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2021	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Totals	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

ENGL262: Survey of Early American Literature

Discuss the works and themes of a representative selection of early American authors.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Analyze various aspects of literature in selected works.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Compare and contrast characteristics of selected authors and styles.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Interpret evolutions in the style, manner, language, content, theme, and form of early American literature.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Apply historical, philosophical, social, political, aesthetic, or critical contexts to selected works.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Compare and contrast aesthetic factors in early American literature with those in other art forms.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Compose written textual analyses that discuss the features of early American literature and their significance to individual works or early American literature in general.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Totals for Course Objectives-Student Learning Outcomes

	Incomplete/ Not completed		Above Expectations		N/A		Exceeds expectations		Meets expectations		Does not meet expectations		Total	
Spring 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2021	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Totals	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

ENGL263: Survey of Late American Literature

Discuss the works and themes of a representative selection of late American authors.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Analyze various aspects of literature in selected works.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Compare and contrast characteristics of selected authors and styles.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Interpret evolutions in style, manner, language, content, theme, and form of late American literature.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Apply historical, philosophical, social, political, aesthetic, or critical contexts to selected works.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Compare and contrast aesthetic factors in late American literature with those in other art forms.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Compose written textual analyses that discuss the features of late American literature and their significance to individual works or late American literature in general.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Totals for Course Objectives-Student Learning Outcomes

	Incomplete/ Not completed		Above Expectations		N/A		Exceeds expectations		Meets expectations		Does not meet expectations		Total	
Spring 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2021	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Totals	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

ENGL272: Survey of Early World Literature

Discuss the works and themes of a representative selection of early world authors.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Analyze various aspects of literature in selected works.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Compare and contrast characteristics of selected authors and styles.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Interpret evolutions in style, manner, language, content, theme, and form of early world literature.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Apply historical, philosophical, social, political, aesthetic, or critical contexts to selected works

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Compare and contrast aesthetic factors in early world literature with those in other art forms.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Compose written textual analyses that discuss the features of early world literature and their significance to individual works or early world literature in general.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Totals for Course Objectives-Student Learning Outcomes

	Incomplete/ Not completed		Above Expectations		N/A		Exceeds expectations		Meets expectations		Does not meet expectations		Total	
Spring 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2021	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Totals	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

ENGL273: Survey of Late World Literature

Discuss the works and themes of a representative selection of late world authors.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Analyze various aspects of literature in selected works.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Compare and contrast characteristics of selected authors and styles.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Interpret evolutions in style, manner, language, content, theme, and form of late world literature.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Apply historical, philosophical, social, political, aesthetic, or critical contexts to selected works

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Compare and contrast aesthetic factors in early world literature with those in other art forms.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Compose written textual analyses that discuss the features of late world literature and their significance to individual works or late world literature in general.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Totals for Course Objectives-Student Learning Outcomes

	Incomplete/ Not completed		Above Expectations		N/A		Exceeds expectations		Meets expectations		Does not meet expectations		Total	
Spring 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2021	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Totals	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

ENGL298: Independent Study

Meet outcomes as specified in the approved Application for Independent Study.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Gain knowledge and skill through the successful completion of an independent study course.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Demonstrate and/or apply independent academic learning skills.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Totals for Course Objectives-Student Learning Outcomes

	Incomplete/ Not completed		Above Expectations		N/A		Exceeds expectations		Meets expectations		Does not meet expectations		Total	
Spring 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2021	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Totals	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

ENGL122L: First Year College Composition and Reading With Additional Support

<p>Apply study skills and habits for success inside and outside the classroom. Course Objective-Student Learning Outcome not included in any Assessment Rubric</p>
<p>Utilize campus resources to foster success inside and outside the classroom. Course Objective-Student Learning Outcome not included in any Assessment Rubric</p>
<p>Reflect on their own learning processes to evaluate their active roles as students and learners. Course Objective-Student Learning Outcome not included in any Assessment Rubric</p>
<p>Select and use appropriate pre-reading techniques and reading strategies with college-level texts. Course Objective-Student Learning Outcome not included in any Assessment Rubric</p>
<p>Analyze and evaluate a variety of non-fiction texts. Course Objective-Student Learning Outcome not included in any Assessment Rubric</p>

Identify and paraphrase another author's thesis.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Assess whether an author has successfully supported a claim.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Demonstrate critical thinking skills.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Synthesize ideas from two or more readings.

	Incomplete/ Not completed		Above Expectations		N/A		Exceeds expectations		Meets expectations		Does not meet expectations		Total	
Spring 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2021	0	0.00%	0	0.00%	57	26.89%	0	0.00%	134	63.21%	21	9.91%	212	100.00%
Totals	0	0.00%	0	0.00%	57	26.89%	0	0.00%	134	63.21%	21	9.91%	212	100.00%

Evaluate the nature and quality of readings.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Analyze different styles, literary features, sentence length/types, and tones in professional writings.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Use a variety of rhetorical strategies to develop a writing topic.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Develop and practice varied and flexible strategies for generating, drafting, and revising essays.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Integrate research appropriate to their purpose, using the library and other appropriate sources.

	Incomplete/ Not completed		Above Expectations		N/A		Exceeds expectations		Meets expectations		Does not meet expectations		Total	
Spring 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2021	0	0.00%	0	0.00%	55	26.19%	0	0.00%	131	62.38%	24	11.43%	210	100.00%
Totals	0	0.00%	0	0.00%	55	26.19%	0	0.00%	131	62.38%	24	11.43%	210	100.00%

Write well-structured, college-appropriate essays of at least 750 words with a minimum of 6,000 final draft words per term.

	Incomplete/ Not completed		Above Expectations		N/A		Exceeds expectations		Meets expectations		Does not meet expectations		Total	
Spring 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2021	0	0.00%	0	0.00%	55	26.32%	0	0.00%	130	62.20%	24	11.48%	209	100.00%
Totals	0	0.00%	0	0.00%	55	26.32%	0	0.00%	130	62.20%	24	11.48%	209	100.00%

Write timed essays in class exhibiting acceptable college-level control of mechanics, organization, development, and coherence.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Use both peer and instructor feedback in the development and revision of their work.

	Incomplete/ Not completed		Above Expectations		N/A		Exceeds expectations		Meets expectations		Does not meet expectations		Total	
Spring 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2021	0	0.00%	0	0.00%	55	26.19%	0	0.00%	128	60.95%	27	12.86%	210	100.00%
Totals	0	0.00%	0	0.00%	55	26.19%	0	0.00%	128	60.95%	27	12.86%	210	100.00%

Identify patterns of error in their own writing.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Utilize current Modern Language Association (MLA) formatting for quotations, parenthetical citations, and works-cited pages.

	Incomplete/ Not completed		Above Expectations		N/A		Exceeds expectations		Meets expectations		Does not meet expectations		Total	
Spring 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2021	0	0.00%	0	0.00%	55	26.19%	0	0.00%	121	57.62%	34	16.19%	210	100.00%
Totals	0	0.00%	0	0.00%	55	26.19%	0	0.00%	121	57.62%	34	16.19%	210	100.00%

Totals for Course Objectives-Student Learning Outcomes

	Incomplete/ Not completed		Above Expectations		N/A		Exceeds expectations		Meets expectations		Does not meet expectations		Total	
Spring 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2021	0	0.00%	0	0.00%	277	26.36%	0	0.00%	644	61.27%	130	12.37%	1051	100.00%
Totals	0	0.00%	0	0.00%	277	26.36%	0	0.00%	644	61.27%	130	12.37%	1051	100.00%

ENGL122M: First Year College Composition and Reading With Support
<p>Select and use appropriate pre-reading techniques and reading strategies with college-level texts. Course Objective-Student Learning Outcome not included in any Assessment Rubric</p>
<p>Analyze and evaluate a variety of non-fiction texts. Course Objective-Student Learning Outcome not included in any Assessment Rubric</p>
<p>Identify and paraphrase another author's thesis. Course Objective-Student Learning Outcome not included in any Assessment Rubric</p>
<p>Assess whether an author has successfully supported a claim. Course Objective-Student Learning Outcome not included in any Assessment Rubric</p>
<p>Demonstrate critical thinking skills. Course Objective-Student Learning Outcome not included in any Assessment Rubric</p>

Synthesize ideas from two or more readings.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Evaluate the nature and quality of readings.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Analyze different styles, literary features, sentence length/types, and tones in professional writings.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Use a variety of rhetorical strategies to develop a writing topic.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Develop and practice varied and flexible strategies for generating, drafting, and revising essays.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Integrate research appropriate to their purpose, using the library and other appropriate sources.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Write well-structured, college-appropriate essays of at least 750 words with a minimum of 6,000 final draft words per term.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Write timed essays in class exhibiting acceptable college-level control of mechanics, organization, development, and coherence.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Identify patterns of error in their own writing.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Utilize current Modern Language Association (MLA) formatting for quotations, parenthetical citations, and works-cited pages.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Totals for Course Objectives-Student Learning Outcomes

	Incomplete/ Not completed		Above Expectations		N/A		Exceeds expectations		Meets expectations		Does not meet expectations		Total	
Spring 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2021	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Totals	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

ENGL090: English in a Minute: Bridge to College English
<p>Reflect on their own learning processes to evaluate their active roles as students and learners. Course Objective-Student Learning Outcome not included in any Assessment Rubric</p>
<p>Apply study skills and habits for success inside and outside the classroom. Course Objective-Student Learning Outcome not included in any Assessment Rubric</p>
<p>Utilize campus resources to foster success inside and outside the classroom. Course Objective-Student Learning Outcome not included in any Assessment Rubric</p>
<p>Select and use appropriate reading strategies. Course Objective-Student Learning Outcome not included in any Assessment Rubric</p>
<p>Summarize and respond to texts to demonstrate understanding. Course Objective-Student Learning Outcome not included in any Assessment Rubric</p>

<p>Analyze important concepts to demonstrate critical-thinking skills. Course Objective-Student Learning Outcome not included in any Assessment Rubric</p>
<p>Practice steps of the writing process. Course Objective-Student Learning Outcome not included in any Assessment Rubric</p>
<p>Describe the structure of a basic academic essay Course Objective-Student Learning Outcome not included in any Assessment Rubric</p>
<p>Use strategies for developing ideas. Course Objective-Student Learning Outcome not included in any Assessment Rubric</p>
<p>Use peer and instructor feedback in the development and revision of their work. Course Objective-Student Learning Outcome not included in any Assessment Rubric</p>

Select appropriate examples and evidence—including quotations—to support an idea.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Identify patterns of error in their own writing.

Course Objective-Student Learning Outcome not included in any Assessment Rubric

Totals for Course Objectives-Student Learning Outcomes

	Incomplete/ Not completed		Above Expectations		N/A		Exceeds expectations		Meets expectations		Does not meet expectations		Total	
Spring 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2021	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Totals	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

Report Totals:

	Incomplete/ Not completed		Above Expectations		N/A		Exceeds expectations		Meets expectations		Does not meet expectations		Total	
Spring 2022	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2021	0	0.00%	0	0.00%	755	13.75%	0	0.00%	4194	76.37%	543	9.89%	5492	100.00%
Totals	0	0.00%	0	0.00%	755	13.75%	0	0.00%	4194	76.37%	543	9.89%	5492	100.00%

SLO Presentation

Diablo Valley College

Date: 02-22-2022

English Division
DVC English
Course Objective-Student Learning Outcome
ENGL090 - English in a Minute: Bridge to College English <ul style="list-style-type: none">• Reflect on their own learning processes to evaluate their active roles as students and learners.• Apply study skills and habits for success inside and outside the classroom.• Utilize campus resources to foster success inside and outside the classroom.• Select and use appropriate reading strategies.• Summarize and respond to texts to demonstrate understanding.• Analyze important concepts to demonstrate critical-thinking skills.• Practice steps of the writing process.• Describe the structure of a basic academic essay• Use strategies for developing ideas.• Use peer and instructor feedback in the development and revision of their work.• Select appropriate examples and evidence—including quotations—to support an idea.• Identify patterns of error in their own writing.
ENGL091NC - English Skills for Success - Noncredit <ul style="list-style-type: none">• Use reading strategies to read and comprehend college-level texts, analyzing them for the central idea and basic organizational structure.• Analyze college-level readings and integrate the ideas meaningfully into formal writing assignments.• Incorporate appropriate structure and organization in their own writing.• Structure well-organized essays that have a focused thesis and developed and well-supported paragraphs with appropriate transitional elements, and which are relatively free of sentence-level errors.• Incorporate college success techniques into their learning behaviors (e.g. utilizing campus resources, managing stress, developing note-taking and summarizing skills, reflecting on personal student-learning processes).
ENGL095 - Studies in Reading and Writing <ul style="list-style-type: none">• Describe and discuss topic concepts/themes of this course.• Differentiate alternative topic concepts/themes of this course and how they relate to the principles of reading and writing.• Judge and evaluate alternative topic concepts/themes of this course.• Generate an application of one or more topics e.g. product, writing, or performance.
ENGL096 - Introduction to College Reading and Study Skills <ul style="list-style-type: none">• Describe the attributes of successful college students and the relationship to their own behaviors.• Use a variety of pre-reading techniques.• Read a range of college-level texts as a stimulus and model for discussion and written response.• Annotate college-level texts to reinforce comprehension.• Use written reading strategies, including annotation, summary, and quoting, to accurately identify an author's main and supporting points.• Respond to ideas presented in college-level texts.• Apply strategies such as context clues and word parts to improve vocabulary.

- Incorporate new vocabulary into writing.
- Demonstrate basic study skills. (Laboratory)
- Describe campus resources to aid in academic success. (Laboratory)

ENGL097 - Introduction to College Reading and Writing

- Select and apply appropriate pre-reading strategies.
- Read, comprehend, and respond to a range of college-level texts.
- Annotate college-level texts for comprehension.
- Analyze orally and in writing basic relationships between ideas, including main vs. supporting points and general vs. specific information.
- Demonstrate orally and in writing accurate comprehension and recall of college-level texts through summary and/or paraphrasing.
- Improve vocabulary through such strategies as using context clues and word parts.
- Accurately and adequately respond to a writing prompt.
- Complete pre-writing exercises, drafting, and revising in response to peer and instructor feedback.
- Recognize the structure of a basic academic essay.
- Write a basic academic essay (introduction, body, conclusion) with a thesis that controls the rest of the essay.
- Choose examples, evidence, and quotations and integrate them into an essay to support a main idea.
- Incorporate new vocabulary into their own writing.
- Use basic sentence structures to create sentences with varied beginnings and lengths.
- Use basic study skills and draw on campus resources to aid in academic success.

ENGL098 - Introduction to College Writing

- Describe the attributes of successful college students and the relationship to their own behaviors.
- Read a range of college-level texts as stimulus for discussion and essay writing.
- Accurately and adequately respond to a writing prompt.
- Complete the steps of the writing process including pre-writing exercises, drafting, and revising in response to peer and instructor feedback.
- Produce the structure of a basic academic essay with the introduction, body, conclusion and controlling idea.
- Write a functional thesis with logically related ideas.
- Write coherent paragraphs with support for each idea.
- Choose examples, evidence, and quotations and integrate them into an essay to support a main idea.
- Use basic sentence structures to create sentences with varied beginnings and lengths.
- Use appropriate writing strategies to generate and revise their work. (Laboratory)

ENGL099 - English Grammar and Usage

- Recognize and apply standard English usage to their own writing.
- Apply common rules for standard English spelling.
- Recognize commonly misused words.
- Compose sentences using appropriate mechanics.
- Compose complete sentences and identify missing elements in incomplete ones.
- In writing, select verbs appropriate to the expression of a particular idea.
- Compose sentences with appropriate boundaries.
- Correctly use coordination and subordination to express logical connections between ideas.
- Combine sentences to express increasingly complex ideas.
- Make informed choices concerning syntax.
- Identify and correct grammar errors common to native speakers, in their own and others' writing.

ENGL116 - College Reading Development

- Comprehend college-level texts.
- Apply strategies for reading comprehension.
- Identify central arguments and supporting points.
- Describe how organization and structure have an impact on meaning.
- Use college-level vocabulary and recognize how an author uses word choice to convey meaning.
- Accurately summarize ideas presented in college-level texts.
- Critically respond to ideas presented in college-level texts.
- Locate relevant information on a reading topic using library and online resources and assess the legitimacy of these sources.
- Apply study skills and learning strategies.

ENGL117 - Integrated College Reading and Writing Development

- Comprehend and recall college-level readings.
- Apply appropriate pre-reading techniques to college-level texts.
- Apply pre-reading techniques to their own essays and those of their peers.
- Use reading strategies to read and comprehend college-level texts.
- Analyze a text for the central idea and basic organizational structure.
- Recognize and identify assumptions, purpose, and implications in a text, whether in their own, a peer's, or a professional writer's work.
- Identify figurative language and tone.
- Improve their vocabulary through reading.
- Complete the steps of the writing process, including pre-writing exercises and drafting and revising in response to peer and instructor feedback.
- Write well-structured essays that have a focused thesis and developed and well-supported paragraphs with appropriate transitional elements.
- Incorporate appropriate structure and organization in their own writing.
- Analyze college-level readings and integrate them meaningfully into formal essays.
- Use a variety of rhetorical strategies in their own writing.
- Develop a unique voice in writing.
- Incorporate new vocabulary into their writing.
- Control sentence boundaries and write varied sentences that are relatively free of error.
- Develop strategies for college success.

ENGL118 - College Writing Development

- Critically read college-level texts/professional writing and/or student writing.
- Complete different stages of the writing process, including generating ideas, drafting, and revising in response to peer and instructor feedback.
- Write a variety of essay types and lengths—with focused thesis statements and coherent paragraphs—that are well-structured and relatively free of error.
- Write unified, coherent paragraphs, using effective transitional elements.
- Develop paragraphs through a variety of methods.
- Select and integrate appropriate evidence and examples, including quotations, to support a point.
- Write clearly and with a sense of voice.
- Exercise control of sentence boundaries while using sentences of varying structures and lengths.

ENGL120 - First-Year College Composition and Reading Support

- Reflect on their own learning processes to evaluate their active roles as students and learners.
- Apply study skills and habits for success inside and outside the classroom.

- Utilize campus resources to foster success inside and outside the classroom.
- Select and use appropriate reading strategies with college-level texts.
- Summarize and respond to college-level texts to demonstrate understanding.
- Analyze texts and important concepts to demonstrate critical-thinking skills.
- Practice steps of the writing process.
- Develop strategies for writing well-structured essays that have a focused thesis and contain developed and well-supported paragraphs with transitional elements.
- Use both peer and instructor feedback in the development and revision of their work.
- Select, integrate, and cite evidence from a variety of sources.
- Conduct research, including library research, for use in writing projects.
- Apply conventions of academic writing to produce sentences that are relatively error-free.
- Identify patterns of error in their own writing.

ENGL120A - First-Year College English Support for Multilingual Students

- Reflect on their own learning process to evaluate their active role as students and learners.
- Use campus resources to foster success inside and outside the classroom.
- Follow the norms of American academic culture.
- Identify and practice the genre of academic essays in the context of the American college.
- Practice reading strategies appropriate for multilingual students.
- Analyze texts and important concepts to demonstrate critical-thinking skills.
- Practice each step of the writing process.
- Use both peer and instructor feedback in the development and revision of their work.
- Develop strategies for writing well-structured essays that have a focused thesis and contain developed and well-supported paragraphs with appropriate transitional elements.
- Select, integrate, and cite evidence in support of various writing projects.
- Identify and evaluate appropriate sources for research and writing purposes.
- Use appropriate grammar and sentence structures using conjunctions to express ideas and relationships between them.
- Select the appropriate category of expression for a given rhetorical situation.
- Write well-formed sentences with correct word order, sentence pattern, and sentence structure.
- Use connecting and transition words accurately and meaningfully.
- Identify and correct sentence-level errors in their own and other students' works.

ENGL121 - Year-Long First Year College Composition and Reading, Part I

- Analyze and evaluate a variety of non-fiction texts.
- Apply reading strategies to read and comprehend college-level texts.
- Apply reading strategies to their own essays and those of their peers.
- Identify and paraphrase another author's thesis.
- Evaluate the nature and quality of readings.
- Assess whether an author has successfully supported a claim.
- Complete the steps of the writing process, including pre-writing exercises and drafting and revising in response to peer and instructor feedback.
- Develop varied and flexible strategies for generating, drafting, and revising essays.
- Incorporate appropriate structure and organization in their own writing.
- Select, integrate, and cite evidence from a variety of sources.
- Write well-structured essays of at least 750 words, with a focused thesis and developed and well-supported paragraphs with appropriate transitional elements, with a minimum of 3,000 final-draft words a semester.
- Apply current Modern Language Association (MLA) formatting for quotations, parenthetical citations, and works-cited pages.

- Identify patterns of error in their own writing.
- Apply conventions of academic writing to produce sentences that are relatively error-free.
- Identify patterns of error in their own writing.
- Reflect on their own learning processes to evaluate their active roles as students and learners.
- Apply study skills and habits for success inside and outside the classroom.
- Utilize campus resources to foster success inside and outside the classroom.

ENGL122 - First-Year College Composition and Reading

- Analyze and evaluate a variety of non-fiction texts.
- Identify and paraphrase another author's thesis.
- Assess whether an author has successfully supported a claim.
- Demonstrate critical thinking skills.
- Synthesize ideas from two or more readings.
- Evaluate the nature and quality of readings.
- Analyze different styles, literary features, sentence length/types, and tones in professional writings.
- Develop varied and flexible strategies for generating, drafting, and revising essays.
- Use a variety of rhetorical strategies to develop a writing topic.
- Integrate research appropriate to their purpose, using the library and other appropriate sources.
- Write well-structured, college-appropriate essays of at least 750 words, with a minimum of 6,000 final-draft words per term.
- Write timed essays in class exhibiting acceptable college-level control of mechanics, organization, development, and coherence.
- Use current Modern Language Association (MLA) formatting for quotations, parenthetical citations, and works-cited pages.

ENGL122A - First-Year College English for Multilingual Students

- In writing and discussion, demonstrate their ability to read carefully a variety of non-fiction essays, including such skills as identifying and restating the thesis in their own words; evaluating the nature and quality of a reading; and assessing whether the author has successfully supported the thesis.
- Demonstrate their ability to think critically and demonstrate this through such skills as uncovering fallacious reasoning; recognizing the difference between fact and opinion; identifying supported and unsupported assertion; and synthesizing the ideas from two or more essays.
- Recognize how style and literary features (symbols, images, metaphors, etc.) influence meaning; recognize varieties of tone; recognize the importance of allusions.
- Write well-structured, college-appropriate essays of a minimum of 750 words, with a minimum of 6,000 final draft words written in the semester.
- Demonstrate ability to use a variety of rhetorical strategies to develop a topic appropriately.
- Integrate research appropriate to their purpose, using library and other appropriate sources.
- Write timed essays in class exhibiting acceptable college-level control of mechanics, organization, development and coherence.
- Establish increased authority over whole structures by expressing a full and balanced presentation of ideas.
- Identify patterns of error by studying grammar in the context of their own writing.
- Create error analysis logs as a means of editing both current and future papers.
- Applying learned grammar rules to their essays on both the global and local levels of their writing.
- Utilize current Modern Language Association (MLA) formatting for quotations, parenthetical citations, and works-cited pages.

ENGL122AL - First-Year College English Intensive For Multilingual Students

- Reflect on their own learning process to evaluate their active roles as students and learners.
- Use campus resources to foster success inside and outside the classroom.
- Follow the norms of American academic culture.
- Apply reading strategies appropriate for multilingual students.
- Write, discuss, and evaluate a variety of college-level texts to demonstrate comprehension and critical-thinking skills.

- Explain the ways style and literary features influence meaning.
- Apply the steps of the writing process.
- Use a variety of rhetorical strategies to develop a topic appropriately.
- Develop strategies for writing well-structured essays that have a focused thesis and contain developed and well-supported paragraphs with appropriate transitional elements.
- Apply both peer and instructor feedback in the development and revision of their work.
- Recognize the form of the American academic essay and compose essays in that form.
- Write well-structured, college-appropriate essays of a minimum of 750 words, with a minimum of 6,000 final draft words written in the semester.
- Write timed essays in class exhibiting acceptable college-level control of mechanics, organization, development, and coherence.
- Integrate research appropriate to their purpose, using library and other appropriate sources.
- Select, integrate, and cite evidence to support their ideas.
- Write well-formed sentences with correct word order and sentence structure.
- Identify and correct patterns of error in their own and others' writing.
- Use current MLA formatting for quotations, parenthetical citations, and works-cited pages.

ENGL122AM - First-Year College English With Support For Multilingual Students

- Follow the norms of American academic culture.
- Apply reading strategies appropriate for multilingual students.
- Write, discuss, and evaluate a variety of college-level texts to demonstrate comprehension and critical-thinking skills.
- Explain the ways style and literary features influence meaning.
- Apply the steps of the writing process.
- Use a variety of rhetorical strategies to develop a topic appropriately.
- Develop strategies for writing well-structured essays that have a focused thesis and contain developed and well-supported paragraphs with appropriate transitional elements.
- Use both peer and instructor feedback in the development and revision of their work.
- Recognize the form of the American academic essay and compose essays in that form.
- Write well-structured, college-appropriate essays of a minimum of 750 words, with a minimum of 6,000 final draft words written in the semester.
- Write timed essays in class exhibiting acceptable college-level control of mechanics, organization, development and coherence.
- Integrate research appropriate to their purpose, using library and other appropriate sources.
- Select, integrate, and cite evidence to support their ideas.
- Write well-formed sentences with correct word order, sentence pattern, and sentence structure.
- Identify and correct patterns of error in their own and others' writing.
- Use current MLA formatting for quotations, parenthetical citations, and works-cited pages.

ENGL122L - First Year College Composition and Reading With Additional Support

- Apply study skills and habits for success inside and outside the classroom.
- Utilize campus resources to foster success inside and outside the classroom.
- Reflect on their own learning processes to evaluate their active roles as students and learners.
- Select and use appropriate pre-reading techniques and reading strategies with college-level texts.
- Analyze and evaluate a variety of non-fiction texts.
- Identify and paraphrase another author's thesis.
- Assess whether an author has successfully supported a claim.
- Demonstrate critical thinking skills.
- Synthesize ideas from two or more readings.
- Evaluate the nature and quality of readings.

- Analyze different styles, literary features, sentence length/types, and tones in professional writings.
- Use a variety of rhetorical strategies to develop a writing topic.
- Develop and practice varied and flexible strategies for generating, drafting, and revising essays.
- Integrate research appropriate to their purpose, using the library and other appropriate sources.
- Write well-structured, college-appropriate essays of at least 750 words with a minimum of 6,000 final draft words per term.
- Write timed essays in class exhibiting acceptable college-level control of mechanics, organization, development, and coherence.
- Use both peer and instructor feedback in the development and revision of their work.
- Identify patterns of error in their own writing.
- Utilize current Modern Language Association (MLA) formatting for quotations, parenthetical citations, and works-cited pages.

ENGL122M - First Year College Composition and Reading With Support

- Select and use appropriate pre-reading techniques and reading strategies with college-level texts.
- Analyze and evaluate a variety of non-fiction texts.
- Identify and paraphrase another author's thesis.
- Assess whether an author has successfully supported a claim.
- Demonstrate critical thinking skills.
- Synthesize ideas from two or more readings.
- Evaluate the nature and quality of readings.
- Analyze different styles, literary features, sentence length/types, and tones in professional writings.
- Use a variety of rhetorical strategies to develop a writing topic.
- Develop and practice varied and flexible strategies for generating, drafting, and revising essays.
- Integrate research appropriate to their purpose, using the library and other appropriate sources.
- Write well-structured, college-appropriate essays of at least 750 words with a minimum of 6,000 final draft words per term.
- Write timed essays in class exhibiting acceptable college-level control of mechanics, organization, development, and coherence.
- Identify patterns of error in their own writing.
- Utilize current Modern Language Association (MLA) formatting for quotations, parenthetical citations, and works-cited pages.

ENGL122X - Year-Long First Year College Composition and Reading, Part II

- Analyze and evaluate a variety of non-fiction texts appropriate to transfer-level English.
- Select and apply appropriate reading strategies to college-level texts.
- Select and apply appropriate reading techniques to their own essays and those of their peers.
- Identify and paraphrase an author's thesis in transfer-level texts.
- Evaluate the nature and quality of readings at the transfer level.
- Assess whether an author has successfully supported a claim in transfer -level texts
- Demonstrate critical thinking skills.
- Synthesize ideas from two or more readings.
- Analyze different styles, literary features, sentence.
- Complete the steps of the writing process, including pre-writing exercises and drafting and revising in response to peer and instructor feedback.
- Develop varied and flexible strategies for generating, drafting, and revising essays appropriate to the transfer level.
- Use a variety of rhetorical strategies to develop a writing topic.
- Integrate research appropriate to their purpose, using the library and other appropriate sources.
- Write well-structured, college-appropriate essays of at least 750 words, with a minimum of 4,000 final-draft words per term.
- Write timed essays in class exhibiting acceptable college-level control of mechanics, organization, development, and coherence.
- Accurately use current Modern Language Association (MLA) formatting for quotations, parenthetical citations, and works-cited pages.

- Identify patterns of error in their own writing.
- Effectively analyze their learning processes, academic habits, and course work, to determine their own competencies and challenges.
- Identify and apply the study skills and habits for success that most foster their own success both inside and outside the classroom.
- Identify and select campus resources appropriate to supporting their own needs both inside and outside the classroom.

ENGL123 - Critical Thinking: Composition and Literature

- Read and critically evaluate diverse literature.
- Analyze literary works using a variety of critical approaches.
- Analyze the way literary works produce meaning through form and content.
- Distinguish between and use both denotative and connotative aspects of language.
- Develop credible inferences about a literary work on the basis of literary elements.
- Identify patterns of logical reasoning and apply them to develop interpretations of literature.
- Distinguish between claims based on opinion and speculation and claims based on facts and sound reasoning.
- Identify common formal and informal fallacies of language and thought in literary works, in literary criticism, and/or in student essays.
- Evaluate the structure of arguments in literary interpretations including student writing.
- Find, evaluate, and synthesize secondary sources as part of the writing process.
- Write essays that effectively employ a variety of writing strategies, with 6,000-8,000 final-draft words per term.

ENGL124 - The Nature of Language: An Introduction to Linguistics

- Distinguish between formal, socio-, and psycho-linguistics.
- Analyze language data (e.g., conversations, written documents, research).
- Formulate arguments about and apply linguistic knowledge to their own specialties such as teaching, speech/language therapy, child development, information processing and artificial intelligence, psychology, sociology and anthropology, political science, or philosophy.
- Identify major linguistic scholars and outline their contributions to the field.

ENGL126 - Critical Thinking: The Shaping of Meaning in Language

- Read and critically evaluate college-level material from a variety of sources.
- Distinguish between and use both denotative and connotative aspects of language.
- Draw credible inferences from evidence in a variety of forms.
- Identify and apply rhetorical elements and techniques.
- Identify patterns of logical reasoning and apply them to the analysis of texts and the development of arguments.
- Distinguish between claims based on opinion and speculation and claims based on facts and reasoning.
- Identify common formal and informal fallacies of language and thought in texts, general discourse, and/or in student essays.
- Evaluate the structure of arguments in texts including student writing.
- Find, evaluate, and synthesize secondary sources as part of the writing process.
- Write essays that effectively employ a variety of writing strategies, with 6,000-8,000 final-draft words per term.

ENGL140 - Tutor Training

- Establish and maintain a good rapport with tutees.
- Use the tutoring sequence effectively.
- Use open-ended and probing questions appropriately.
- Demonstrate understanding of basic learning theory and the ability to apply those principles to tutoring.
- Demonstrate understanding of communication processes, such as body language and active listening.
- Demonstrate knowledge of specific subject matter at the level appropriate to the various tutees.
- Demonstrate an understanding of the strategies necessary to improve reading, writing and study skills and the ability to assist tutees in acquiring these techniques and strategies.

ENGL150 - Introduction to Literature

- Describe the general and specific characteristics of major literary genres from a variety of cultural perspectives.
- Analyze the elements of selected literature including but not limited to plot, characterization, narration/voice, setting, tone, and theme.
- Interpret selected literature using various critical approaches.
- Apply relevant historical, philosophical, social, political, and/or aesthetic contexts to selected texts.
- Compare and/or contrast the characteristics of particular texts to each other.
- Write clear and coherent essays or written responses analyzing the use of characteristic elements of literature in various works.
- Write clear and coherent essays or written responses that establish and defend a theme.

ENGL151 - The Short Story

- Describe the general and specific characteristics of the short story from a variety of perspectives.
- Analyze the literary elements of selected short stories.
- Interpret selected short stories using various critical approaches.
- Apply relevant historical, philosophical, social, political and /or aesthetic contexts to selected texts.
- Compare and/or contrast the characteristics of particular texts to one another.
- Compose written textual analyses of short stories that focus on the significance of elements in individual works, groups of works, or the genre as a whole.

ENGL152 - Film as Literature

- Demonstrate through writing and discussion an increased critical awareness of how the short film communicates, and how responses to film relate to specific elements of film structure.
- Analyze three short-film styles, including narrative, documentary, and experimental.
- Compare and contrast literature and film, outlining how each medium deals with various elements such as theme and structure.
- Explain the various ways the short film differs from the feature film.
- Compose written textual analyses which demonstrate the aforementioned outcomes and their significance to individual works, groups of works, or the genre as a whole.

ENGL153 - Contemporary Poetry

- Describe the characteristics of poetry, as a genre, from a variety of cultural perspectives.
- Analyze the use of poetic devices.
- Interpret poems within their historical, philosophical, cultural, social, political, and/or aesthetic contexts.
- Use various critical approaches to interpret poetry.
- Compare and/or contrast the characteristics of particular poems.
- Write clear and coherent essays or written responses analyzing the use of poetic elements and/or themes.

ENGL154 - Shakespeare and His World

- Identify the general and specific characteristics of Shakespeare's dramatic works, such as language, structure, and ideology.
- Analyze the qualities of selected work, including but not limited to aesthetic qualities, language, character, theme, and social commentary.
- Interpret selected works using various critical approaches.
- Apply relevant historical, philosophical, social, political and /or aesthetic contexts to selected works.
- Compare and/or contrast the characteristics of individual works in relation to each other.
- Examine a range of cultural functions of Shakespeare's works from his time to our own.
- Compose written textual analyses, which demonstrate an understanding of the above features and their significance to individual works, groups of works, or Shakespeare's body of works as a whole.

ENGL155 - Topics in English

- Describe and discuss topic concepts/themes of this course.
- Differentiate alternative topic concepts/themes of this course and how they relate to the principles of English.
- Judge and evaluate alternative topic concepts/themes of this course.
- Generate an application of one or more topics e.g. product, writing, or performance.

- If a topics course is to be taught with a portion of hours by arrangement, specific objectives must be listed for those hours on the course outline submitted for approval by the Instruction Office.

ENGL162 - Language, Literature, and Culture

- Describe how language, literature, arts, and media interact with cultural identity and values.
- Analyze literary elements in selected texts as they relate to cultural identity and values.
- Analyze various aspects of acculturation processes as reflected in selected texts.
- Compare and contrast different cultures and draw conclusions about their similarities or differences.
- Apply historical, philosophical, social, political, or aesthetic contexts and concerns to selected literature.
- Write clear and coherent essays or written responses analyzing the use of characteristic elements of literature in various works.
- Write clear and coherent essays or written responses that establish and defend a theme.

ENGL163 - Asian American Literature

- Apply literary analysis to works of Asian American literature.
- Identify historical, sociological, political and psychological issues of concern that shape the various genres of Asian American literature.
- Utilize terminology common to literary analysis.
- Interpret texts with attention to recurring themes, archetypes, and allegories.
- Compare and contrast the literary traditions, movements, styles, and elements in the Asian American canon; compare and contrast the diverse voices of this canon.
- Apply historical, philosophical, social, political, or aesthetic contexts and concerns to selected Asian American literature.
- Identify and describe the major periods in the evolution of Asian American culture in the U.S.
- Write clear and coherent essays or written responses analyzing the use of characteristic elements of literature in various works.
- Write clear and coherent essays or written responses that establish and defend a theme.

ENGL164 - Native American Literatures

- Describe the elements of various genres central to Native American literatures, both oral and written.
- Analyze the literary elements of oral and written works.
- Interpret works using various critical approaches.
- Interpret Native American literatures within their historical, philosophical, cultural, social, political, and/or aesthetic contexts.
- Compare and/or contrast the characteristics of oral versus written traditions.
- Analyze particular representations of Native Americans and Native American culture in mainstream arts, media, and culture and Native responses to these representations.
- Write clear and coherent essays or written responses analyzing the use of characteristic elements of literature in selected works and/or themes.

ENGL166 - African American Literature

- Apply literary analysis to works of African American literature.
- Identify historical, sociological, political and psychological issues of concern that shape the various genres of African American literature.
- Utilize terminology common to literary analysis.
- Interpret texts with attention to recurring themes, archetypes, and allegories.
- Compare and contrast the literary traditions, movements, styles, and elements in the African American canon; compare and contrast the diverse voices of this canon.
- Apply historical, philosophical, social, political, or aesthetic contexts and concerns to selected African American literature.
- Identify and describe the major periods in the evolution of African American culture in the U.S.
- Write clear and coherent essays or written responses analyzing the use of characteristic elements of literature in various works.
- Write clear and coherent essays or written responses that establish and defend a theme.

ENGL167 - Latin American Literature

- Apply literary analysis to works of Latin American literature.

- Identify historical, sociological, political and psychological issues of concern that shape the various genres of Latin American literature.
- Utilize terminology common to literary analysis
- Interpret texts with attention to recurring themes, archetypes, and allegories.
- Compare and contrast the literary traditions, movements, styles, and elements in the Latin American canon; compare and contrast the diverse voices of this canon.
- Apply historical, philosophical, social, political, or aesthetic contexts and concerns to selected Latin American literature.
- Identify and describe the major periods in the evolution of Latin American cultures.
- Write clear and coherent essays or written responses analyzing the use of characteristic elements of literature in various works.
- Write clear and coherent essays or written responses that establish and defend a theme.

ENGL168 - The Literatures of America

- Analyze the literary qualities of selected works of literature and apply the methods of literary analysis to those works.
- Express an understanding of the historical context of literature, including how perceptions of living in America have affected the content and style of the represented works and including a study of how this literature reflects the values and issues of their times.
- Evaluate works of literature with attention to the depiction of different racial and ethnic groups in America and the contributions of their writers.
- Compare and contrast the differences and similarities between the works of the ethnic groups which comprise American society.
- Assess how critics, reviewers, educators, and/or other groups assess and evaluate literature and develop and apply criteria of their own on their own terms.

ENGL170 - World Mythology

- Identify general characteristics often reflected in world myth.
- Explain and analyze specific myths of representative cultures from around the world.
- Utilize terminology common to literary analysis.
- Analyze the literary elements of selected myths.
- Interpret selected works using various critical approaches and contexts.
- Compare and/or contrast the characteristics of individual myths in relation to each other.
- Examine traditional and evolving myths in contemporary life.
- Write clear and coherent essays or written responses analyzing the critical elements of mythology as described above.

ENGL172 - The Bible as Literature

- Analyze assigned texts for literary features, particularly theme, characterization, and biblical genre or form.
- Explain the historical, cultural, and literary contexts in which the various books of the Bible were composed.
- Explain some of the problems inherent with translations and source identification.
- Compare literary genre, themes, and devices in the Bible with similar genre, themes, and devices in other world literatures.
- Write clear and coherent essays or written responses analyzing the use of characteristic elements of literature in the Bible and related works.
- Write clear and coherent essays or written responses that establish and defend a theme.

ENGL173 - Queer Literature Across Cultures

- Demonstrate familiarity with a representative group of LGBTQ authors and works.
- Demonstrate familiarity with themes common to the genre.
- Utilize terminology common to literary analysis.
- Analyze the literary elements of selected queer literature.
- Interpret selected works using various critical approaches and contexts.
- Compare and/or contrast the characteristics of individual works of queer literature.
- Compose written textual analyses of historical, philosophical, social, political, socioeconomic, or aesthetic contexts and their significance to individual works or queer literature in general.
- Identify the general characteristics often reflected in a representative group of major LGBTQ authors and works representing common themes of the genre.

- Write clear and coherent essays or written responses analyzing the critical elements of drama and performance as described above.

ENGL175 - Science Fiction and Fantasy Literature

- Read a representative group of works of speculative fiction and demonstrate a familiarity with themes and features common to the genre.
- Utilize terminology common to literary analysis.
- Analyze the literary elements of selected works.
- Interpret selected works using various critical approaches and contexts.
- Compare and/or contrast the characteristics of individual works of speculative fiction.
- Compose written textual analyses that show an understanding of historical, philosophical, social, political, or aesthetic contexts and their significance to individual works or speculative fiction in general.

ENGL176 - The Graphic Novel as Literature

- Read a representative group of works of the graphic literature and demonstrate a familiarity with themes and features common to the genre.
- Utilize terminology common to literary analysis.
- Analyze the literary elements of selected works.
- Analyze the textual and visual components of graphic works.
- Interpret selected works using various critical approaches and contexts.
- Compare and/or contrast the characteristics of individual works.
- Compose written textual analyses that show an understanding of the historical and contemporary features and their significance to individual works or graphic literature in general.

ENGL177 - Children's Literature

- Explain the historical context of children's literature, including how adult perceptions of childhood have affected the content and style of children's books and how children's books reflect the values and issues of the time in which the literary works were produced.
- Analyze selected works of children's literature, using elements such as plot, character, point of view, setting, symbolism, foreshadowing, and theme.
- Identify the multiple audiences of a work of children's literature and the role of the adult in the child's experience of literature.
- Identify the developmental stages of childhood and the impact of those stages on a child's literary experience.
- Analyze individual works of children's literature with attention to the depiction of different groups in the United States (U.S.) and explain the contributions of U.S. writers of different racial and ethnic groups to children's literature.
- Describe how different groups, such as librarians, book reviewers, and/or members of racial or underrepresented ethnic minorities, assess and evaluate children's literature and analyze their criteria for evaluating that literature.
- Apply various modes of critical analysis to traditional and contemporary children's works.

ENGL178 - Young Adult Literature

- Read a representative group of works of young adult literature and demonstrate a familiarity with themes and features common to the genre.
- Distinguish the defining themes and features of the young adult (YA) genre.
- Use the terminology common to literary analysis.
- Analyze the literary elements of selected works.
- Interpret selected works using various critical approaches and contexts.
- Compose written textual analyses that show an understanding of adolescent psychological, emotional, and cognitive development and their significance to individual works or young adult literature in general.
- Compare and/or contrast the characteristics of individual works of young adult fiction.
- Recognize how different audiences evaluate YA literature.

ENGL180 - Drama and Performance as Literature

- Identify the general characteristics often reflected in dramatic literature.
- Describe the diverse range of aesthetic and cultural approaches to dramatic works.
- Utilize terminology common to literary analysis
- Analyze the literary elements of selected dramatic literature.

- Interpret selected works using various critical approaches and contexts.
- Examine the role of live performance in creating meaning in drama.
- Discuss historical, philosophical, social, political, or aesthetic contexts and concerns to selected literature.
- Write clear and coherent essays or written responses analyzing the historical, philosophical, social, political, or aesthetic contexts and concerns of drama and performance.

ENGL190 - Multicultural Literature by American Women

- Describe the social, political, and cultural factors that have limited or encouraged American women's expression in literature.
- Examine how race, culture, ethnicity, and class have affected American women's lives and their literary expression.
- Identify literary terms and devices.
- Interpret use of language, ideology, substance and form in literature by women.
- Compare and contrast the works of American women writers representing various cultural, ethnic, or racial groups.
- Identify the differences and similarities in literary genres—poetry, short stories, novels, graphic novels, memoirs, and drama.
- Describe the literary and cultural influences on the genres studied.

ENGL222 - Creative Writing

- Select appropriate language, effective imagery (including metaphors), and develop aspects of fiction (character, plot, setting, etc.) or poetry (meter, rhyme, etc.).
- Differentiate between showing and telling in fiction and poetry.
- Evaluate their own and others' writing.
- Respond to and generate peer feedback.
- Write well-structured compositions that demonstrate intentionality.
- Expand their reading repertoire.
- Discuss and analyze the work of professional writers.
- Demonstrate the habit of regular and purposeful writing.
- Develop public speaking skills.

ENGL223 - Short Story Writing

- Identify critical elements of the short story.
- Analyze and evaluate how these elements work in assigned stories, the stories of fellow students, and their own stories.
- Identify and employ a variety of fictional/narrative techniques including those modeled in professional writing.
- Analyze the work of peers, identifying strengths and offering suggestions for future revision.
- Recognize the strengths and weaknesses of their own writing.

ENGL224 - Poetry Writing

- Demonstrate and practice the creative process.
- Distinguish and discuss the elements of poetry.
- Demonstrate an aesthetic awareness and appreciation of poetry.
- Engage in intensive practice and production of work that leads to or culminates in poems.
- Evaluate and critique the student's own work as well as the work of peers.

ENGL225 - Creative Nonfiction Writing

- Compose, shape and organize creative non-fiction works, appropriately employing strategies of successful narrative expression.
- Create balance in narrative expression with effective use of scene and summary, the explicit and the implicit, writing that shows and tells, as well as demonstrating knowledge of the boundaries between fiction and nonfiction.
- Interpret the complex themes in nonfiction readings of African-American, Asian American, Mexican-American, Native-American and/or Euro-American authors.
- Read, interpret, and analyze a selection of essays by African-American, Native American, European-American, Asian-American, and/or Hispanic writers to serve as models for the craft of writing compelling nonfiction essays.
- Formulate a narrative identity and voice that embraces a dual perspective, dual via ethnicity, culture, or across time.

- Identify strengths in their own and others' writings, offering helpful commentary and constructive criticism when required.
- Demonstrate public speaking expertise by reading their essays aloud in class or in public readings.
- Apply relevant constructive criticism made by peers and teacher to the revision of creative pieces, thus demonstrating receptivity to readers' responses.

ENGL252 - Survey of Early English Literature

- Discuss the works and themes of a representative selection of Early English authors.
- Analyze various aspects of literature in selected works.
- Compare and contrast characteristics of selected authors and styles.
- Interpret evolutions in the style, manner, language, content, and form of Early English Literature.
- Apply historical, philosophical, social, political, aesthetic, or critical contexts to selected works.
- Compare and contrast aesthetic factors in Early English literature with those in other art forms.
- Compose written textual analyses that discuss the features of Early English literature and their significance to individual works or Early English Literature in general.

ENGL253 - Survey of Late English Literature

- Discuss the works and themes of a representative selection of English authors of the Romantic, Victorian, Modern and Post-Colonial periods.
- Analyze various aspects of literature in selected works.
- Compare and contrast characteristics of selected authors and styles.
- Interpret evolutions in the style, manner, language, content, theme, and form of late English literature.
- Apply historical, philosophical, social, political, aesthetic, or critical contexts to selected works.
- Compare and contrast aesthetic factors in late English literature with those in other art forms.
- Compose written textual analyses that discuss the features of late English literature and their significance to individual works or late English Literature in general.

ENGL262 - Survey of Early American Literature

- Discuss the works and themes of a representative selection of early American authors.
- Analyze various aspects of literature in selected works.
- Compare and contrast characteristics of selected authors and styles.
- Interpret evolutions in the style, manner, language, content, theme, and form of early American literature.
- Apply historical, philosophical, social, political, aesthetic, or critical contexts to selected works.
- Compare and contrast aesthetic factors in early American literature with those in other art forms.
- Compose written textual analyses that discuss the features of early American literature and their significance to individual works or early American literature in general.

ENGL263 - Survey of Late American Literature

- Discuss the works and themes of a representative selection of late American authors.
- Analyze various aspects of literature in selected works.
- Compare and contrast characteristics of selected authors and styles.
- Interpret evolutions in style, manner, language, content, theme, and form of late American literature.
- Apply historical, philosophical, social, political, aesthetic, or critical contexts to selected works.
- Compare and contrast aesthetic factors in late American literature with those in other art forms.
- Compose written textual analyses that discuss the features of late American literature and their significance to individual works or late American literature in general.

ENGL272 - Survey of Early World Literature

- Discuss the works and themes of a representative selection of early world authors.
- Analyze various aspects of literature in selected works.
- Compare and contrast characteristics of selected authors and styles.
- Interpret evolutions in style, manner, language, content, theme, and form of early world literature.

- Apply historical, philosophical, social, political, aesthetic, or critical contexts to selected works
- Compare and contrast aesthetic factors in early world literature with those in other art forms.
- Compose written textual analyses that discuss the features of early world literature and their significance to individual works or early world literature in general.

ENGL273 - Survey of Late World Literature

- Discuss the works and themes of a representative selection of late world authors.
- Analyze various aspects of literature in selected works.
- Compare and contrast characteristics of selected authors and styles.
- Interpret evolutions in style, manner, language, content, theme, and form of late world literature.
- Apply historical, philosophical, social, political, aesthetic, or critical contexts to selected works
- Compare and contrast aesthetic factors in early world literature with those in other art forms.
- Compose written textual analyses that discuss the features of late world literature and their significance to individual works or late world literature in general.

ENGL298 - Independent Study

- Meet outcomes as specified in the approved Application for Independent Study.
- Gain knowledge and skill through the successful completion of an independent study course.
- Demonstrate and/or apply independent academic learning skills.