

ILO Assessment Form

Division: Humanities and Social Sciences

Departments: ASL; EMLS/ESL; English; Ethnic Studies; Modern Languages; Philosophy; Reading; History; Political Science; Anthropology; Sociology; Women Studies; Economics; Geography; Psychology

ILO:

Courses:

Semester:

Faculty Member:

Institutional SLO	Departments/Course Selected	Methods of Assessment	Outcomes	GE Categories (credit)/Program (SCE)	Plan for Implementation	Reassessment	Outcome	Plan for Implementation

Faculty Division Curriculum Committee Co-chair Signature _____ Date _____

Division Dean Signature _____ Date _____

ILO Assessment Form

Division: Humanities

Departments: American Sign Language, EMLS, English, Modern Languages, Reading, and Philosophy

ILO: Information Management

Courses: English 103

Semester: Fall **Year:** 2016

Faculty Members: Monica Collins (ASL), Dalva Dwyer (EMLS), Matthew A. Beyersdorf (English), Leticia Lopez (Modern Languages), Molly Colunga (Reading), and Zachary Fish (Philosophy)

Institutional SLO	Departments/ Course Selected	Methods of Assessment	Outcomes	GE Categories (credit)/ Program (SCE)	Plan for Implementation	Reassessment	Outcome	Plan for Implementation
Information Management	1. American Sign Languages 2. EMLS 3. English – English 103 4. Ethnic Studies - CHST 101 5. Modern Languages 6. Philosophy – Philosophy 106 7. Reading	1. 2. 3. In every English 103 class, the instructors were asked to evaluate the English 103 SLOs on the final take-home and documented written assignment. Those assignments were either an essay or a research paper.	1. 2. 3. 92% of the students completed the assignment. Not including Honors English 103, 88% of the students successfully met the first SLO while 12% did not. Including Honors English 103, 90% successfully met the first SLO	Plan A: II.C. Humanities II. D. Cultural Breadth: D1. Ethnic Studies/Women 's Studies, and D2. International Perspective II. E. Language and Rationality: 1. English Composition, and 2. Communication and Analytical Thinking II. F. Lifelong Understanding and	1. 2. 3. By the time that students get to English 103, they should be able to synthesize information in order to produce documented essays and research papers by using resources ethically and with MLA format, reflecting collegiate level writing standards and using proper MLA format.	1. 2. 3. On the final exam, most students had to write another documented essay. 4. Students for the final exam had to combine personal story with documented research. This also consisted of a five-page report.	1. 2. 3. Most students who passed the final exam were able to properly document their research. 4. Overall 100% of the remaining students completed the assignment	1.. 2. 3. As stated previously, since an average of 34% of the students could not demonstrate proficiency in the area of research and MLA documentation (SLO2), there are three things that the English Department will do. First, it will start teaching research and MLA documentation at an earlier English level (English N60). Second, specific workshops regarding research and

		<p>4. In all CHST 101 courses, the students must complete a research paper that focuses on contemporary issues in the Chicana/o/@x/e community. The assignment is five-pages long with required documented sources and a 5-7 minute presentation.</p> <p>5.</p> <p>6. In two Philosophy 110 sections, instructors evaluated the course SLOs through a written argumentative essay assignment.</p> <p>7.</p>	<p>while 10% did not.</p> <p>Not including Honors English 103, 64% of the students successfully met the second SLO while 36% did not. Including Honors English 103, 68% successfully met the second SLO while 32% did not.</p> <p>Students had difficulty rebutting the opposition's argument, specifically in regard to supporting their rebuttal with appropriate sources that addressed the opposition's argument.</p> <p>4. Overall 85% of the students complete the paper while only 70% complete the presentation. We do not reach 100% I believe because many students fail at being able to complete such a</p>	<p>Self-Development: 1.</p> <p>Plan B:</p> <p>C. Arts and Humanities: C1. Arts: Art, Cinema, Dance, Music, Theatre, and C2. Humanities: Literature, Philosophy, Languages Other Than English.</p> <p>D. Social Sciences: D1. Anthropology and Archeology, D2. Ethnic Studies, and D4. Gender Studies.</p> <p>Plan C:</p> <p>Area 1. English Communication</p> <p>Area 3. Arts and Humanities.</p> <p>Area 4. Social and Behavioral Sciences</p> <p>Area 6A. Language Other Than English (U.C. Only).</p>	<p>Since an average of 34% of the students can not demonstrate proficiency in this area (SLO2), there are three things that the English Department will do.</p> <p>First, it will start teaching research and MLA documentation at an earlier English level (English N60). Second, specific workshops regarding research and MLA documentation will be created for the Learning Center. Finally, the English Department will reach out the Library in order to properly utilize the research workshops that are already in place.</p> <p>4. I would expect that from writing previous papers dealing with history and personal stories in my class they should be prepared to complete an assignment of this nature. I will then begin to train them in research, documentation, work citing, and proper expression within the discipline. I will also</p>	<p>5.</p> <p>6. TBD</p> <p>7.</p>	<p>successfully.</p> <p>5.</p> <p>6. TBD</p> <p>7.</p>	<p>MLA documentation will be created for the Learning Center. Finally, the English Department will reach out the Library in order to properly utilize the research workshops that are already in place.</p> <p>These changes are also being incorporated into the English Course Sequence Redesign.</p> <p>4. I will continue to create lead up assignments that will prepare the student for the larger assignments. I will also train them in research and presentation methods.</p> <p>5.</p> <p>6. TBD</p> <p>7.</p>
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			<p>large assignment, as it is not the normal type given within my discipline. Low outcome in the presentation again falls to the fact that for many students this is their first time doing such an assignment. The missing 15% tend to drop at this point of the class.</p> <p>5.</p> <p>6. The majority of students (70%) did not demonstrate knowledge of how to use sources in a manner that bolsters their position. The most common use of sources was to use quotations as a substitute for their own exposition.</p> <p>7.</p>		<p>cover what is the different methods of presentations that can be utilized in most classes.</p> <p>5.</p> <p>6. Philosophy instructors will create a lesson and classroom exercise on identifying effective and ineffective uses of outside source materials in argumentative essays.</p> <p>7.</p>			
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Notes and References: Signature Faculty Division Curriculum Committee Co-Chair:

Matthew A. Beyersdorf

Date: May 31, 2017

Signature Division Dean

