

This table addresses our **English degree PSLOs**:

Program Student Learning Outcomes Assessment for Instructional Programs at Fullerton College			
Intended Outcomes	Means of Assessment & Criteria for Success	Summary of Data Collected	Use of Results
1. Upon successful completion of the English program, students will be able to analyze a text based on its literary, historical, social, and/or cultural significance.	We collected at least one 200-level literature course essay from each student who graduated with an AA in English in Spring 2012. Every student had at least one essay to review. Some students had more than one essay, because they completed more than one literature course. We agreed that passing an SLO on one essay would constitute proof that the student could complete the SLO, even if they did not pass the SLO on every submitted essay, in part because the assignments were not designed to assess these SLOs. The English Department Literature Committee completed the assessment: developing a rubric, reading student essays, and evaluating the PSLOs.	At least one essay from every person graduating with an AA in English in Spring 2012. All students being assessed met this PSLO.	Sought funding for faculty attendance at seminars, workshops or discussion groups about teaching methods Encouraged faculty to share activities that foster competency Asked the Writing Center to have more workshops on integration and documentation of sources and writing about literature Asked the Writing Center to collect prompts for tutors to prepare for working with literature students
2. Upon successful completion of the English program, students will be able	We collected at least one 200-level	At least one essay from every person	

<p>to explain the stylistic, formal, thematic, and/or rhetorical elements of a text in order to reveal its artistic and/or historical contributions to literature.</p>	<p>literature course essay from each student who graduated with an AA in English in Spring 2012. Every student had at least one essay to review. Some students had more than one essay, because they completed more than one literature course. We agreed that passing an SLO on one essay would constitute proof that the student could complete the SLO, even if they did not pass the SLO on every submitted essay, in part because the assignments were not designed to assess these SLOs. The English Department Literature Committee completed the assessment: developing a rubric, reading student essays, and evaluating the PSLOs.</p>	<p>graduating with an AA in English in Spring 2012.</p> <p>All students being assessed met this PSLO.</p>	
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This table addresses our **Composition PSLOs**:

Program Student Learning Outcomes Assessment for Instructional Programs at Fullerton College			
Intended Outcomes	Means of Assessment & Criteria for Success	Summary of Data Collected	Use of Results
<p>1. Upon successful completion of ENGL 100 F College Writing, students will be able to employ appropriate methods of development for sustained expository essays</p>	<p>We collected final essays from 25% of ENGL 100 students who successfully completed the course.</p> <p>We assessed using trait scoring. Successful assessments employed appropriate methods of development.</p>	<p>We assessed about 270 essays taken from over 60 sections of ENGL 100. Essays were out of class, research-based essays done at or very near the end of the semester. Instructors each used their own assignments, and the committee had access to the writing prompts when assessing.</p> <p>71% met the standard</p> <p>29% did not meet the standard</p>	<p>Revised ENGL 100 course outline of record (COR), with significant revisions to Section X: Assignments to emphasize integration of information and ideas from sources effectively in student writing.</p> <p>Improved cohesiveness in curriculum between ENGL 100 and 103 by revising ENGL 103's COR as a result of changes to English 100's COR.</p>
<p>2. Upon successful completion of ENGL 100 F College Writing, students will be able to use sufficient, relevant information from outside sources to develop their essays.</p>	<p>We collected final essays from 25% of ENGL 100 students who successfully completed the course.</p> <p>We assessed using trait scoring. Successful assessments used relevant information from outside sources to develop their essays.</p>	<p>We assessed about 270 essays taken from over 60 sections of ENGL 100. Essays were out of class, research-based essays done at or very near the end of the semester. Instructors each used their own assignments, and the committee had access to the writing prompts when assessing.</p> <p>62% met the standard</p>	<p>Conducted training on changes to ENGL 103 for 20 full-time and adjunct faculty in Spring 2014. A short version of the training was offered in August 2014 and was attended by an additional 15 faculty members. Updated faculty on the changes to ENGL 100 in department meetings and adjunct orientations and through the English department adjunct</p>

		38% did not meet the standard	mentoring committee.
3. Upon successful completion of ENGL 100 F College Writing students will be able to integrate information and ideas from sources effectively in their own writing.	<p>We collected final essays from 25% of ENGL 100 students who successfully completed the course.</p> <p>We assessed using trait scoring. Successful assessments integrated information and ideas from sources effectively in their own writing.</p>	<p>We assessed about 270 essays taken from over 60 sections of ENGL 100. Essays were out of class, research-based essays done at or very near the end of the semester. Instructors each used their own assignments, and the committee had access to the writing prompts when assessing.</p> <p>51% met the standard</p> <p>49% did not meet the standard</p>	
4. Upon successful completion of ENGL 100 F College Writing, students will be able to conform to the conventions of the MLA documentation system.	<p>We collected final essays from 25% of ENGL 100 students who successfully completed the course.</p> <p>We assessed using trait scoring. Successful assessments conformed to the conventions of the MLA documentation system.</p>	<p>We assessed about 270 essays taken from over 60 sections of ENGL 100. Essays were out of class, research-based essays done at or very near the end of the semester. Instructors each used their own assignments, and the committee had access to the writing prompts when assessing.</p> <p>59% met the standard</p> <p>41% did not meet the standard</p>	

Foreign Languages

Program Student Learning Outcomes Assessment for Instructional Programs at Fullerton College			
Intended Outcomes	Means of Assessment & Criteria for Success	Summary of Data Collected	Use of Results
1. Upon successful completion of LANG 204, students will be able to refine target language oral and written production in response to discourse related to self, family, social situations, school, work and societal issues. (ISLOs which can be assessed: 1.B, 1.C, 1.D)	Speech or presentation assessed against a department standard AND/OR essay/writing assignments assessed against a department standard. Achieving 70% constitutes PASSING.	CHIN: 100% of students assessed met the outcome FREN: 100% of students assessed met the outcome GERM: 100% of students assessed met the outcome JAPN: 93.3% of students assessed met the outcome SPAN: 95% of students assessed met the outcome:	Oral competency, summary writing and aural communication are attained well before mastery of verb sequences and vocabulary retention. The Foreign Language will continue administering assessments for all four language skills (reading, writing, listening and speaking) at the end of each language level in the sequence, and developing language competency to foster student success and success upon transfer.
2. Upon successful completion of LANG 204, students will be able to refine target language oral and written response to written materials in the target language. (ISLOs which can be assessed: 1.A, 1.B, 1.D)	Speech or presentation assessed against a department standard AND/OR essay/writing assignments assessed against a department standard. Achieving 70% constitutes PASSING.	CHIN: 100% of students assessed met the outcome FREN: 85.7% of students assessed met the outcome GERM: 100% of students assessed met the outcome JAPN: 93.3% of students assessed met the outcome SPAN: 74% of students assessed met the outcome	Oral competency, summary writing and aural communication are attained well before mastery of verb sequences and vocabulary retention. The Foreign Language will continue administering assessments for all four language skills (reading, writing, listening and speaking) at the end of each language level in the sequence, and developing language competency to foster

			student success and success upon transfer.
3. Upon successful completion of LANG 204, students will be able to interpret similarities and differences between cultural practices and perspectives of the target language and those of other cultures. (ISLOs which can be assessed: 1.A, 1.C)	Speech or presentation assessed against a department standard AND/OR essay/writing assignments assessed against a department standard. Achieving 70% constitutes PASSING.	<p>CHIN: 100% of students assessed met the outcome</p> <p>FREN: 100% of students assessed met the outcome</p> <p>GERM: 100% of students assessed met the outcome</p> <p>JAPN: 53.3% of students assessed met the outcome</p> <p>SPAN: 95% of students assessed met the outcome</p>	<p>Oral competency, summary writing and aural communication are attained well before mastery of verb sequences and vocabulary retention. The Foreign Language will continue administering assessments for all four language skills (reading, writing, listening and speaking) at the end of each language level in the sequence, and developing language competency to foster student success and success upon transfer.</p>

<i>Program Student Learning Outcomes Assessment for Instructional Programs at Fullerton College</i>			
Intended Outcomes	Means of Assessment & Criteria for Success	Summary of Data Collected	Use of Results
1. Communication: Students will be able to apply the principles of language and rational thought to communicate effectively.	<p>Vocabulary Assessment</p> <p>Essay Annotation</p> <p>Comprehension Questions</p> <p>Project Completion/Presentation</p>	<p>The Reading Department analyzed and averaged the results of the SLOs as follows:</p> <p>READ 36: 73%</p> <p>READ 56: 92%</p> <p>READ 96: 92%</p> <p>READ 142: 90%</p>	<p>2012 results for READ 36 ranged from 63-83% success. Fall 2014 results will be collected and analyzed for student success. 2014 results for READ 56: 92% avg. students met the SLO outcome. There was a range of -1%- +4% increase in student success. Fall 2012 READ 96 assessments scores ranged from 88-96% success. New scores will be collected and analyzed spring 2015. Fall 2012 READ 142</p>

			assessment scores were 90% and new scores will be analyzed fall 2015.
2. Critical Thinking and Information Competency: Students will be able to think critically by analyzing data in addressing and evaluating problems and issues in making decisions.	Vocabulary Assessment Essay Annotation Comprehension Questions Project Completion/Presentation	The Reading Department analyzed and averaged the results of the SLOs as follows: READ 36: 73% READ 56: 92% READ 96: 92% READ 142: 90%	2012 results for READ 36 ranged from 63-83% success. Fall 2014 results will be collected and analyzed for student success. 2014 results for READ 56: 92% avg. students met the SLO outcome. There was a range of -1%- +4% increase in student success Fall 2012 READ 96 assessments scores ranged from 88-96% success. New scores will be collected and analyzed spring 2015. Fall 2012 READ 142 assessment scores were 90% and new scores will be analyzed fall 2015.
3.Global Awareness: Students will be able to demonstrate an understanding of the world.	Vocabulary Assessment Essay Annotation Comprehension Questions Project Completion/Presentation	The Reading Department analyzed and averaged the results of the SLOs as follows: READ 36: 73% READ 56: 92% READ 96: 92% READ 142: 90%	2012 results for READ 36 ranged from 63-83% success. Fall 2014 results will be collected and analyzed for student success. 2014 results for READ 56: 92% avg. students met the SLO outcome. There was a range of -1%- +4% increase in student success Fall 2012 READ 96 assessments scores ranged from 88-96% success. New scores will be collected and analyzed spring 2015. Fall 2012 READ 142 assessment scores were 90% and new scores will be analyzed Fall 2015.

Speech

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Intended Outcomes	Means of Assessment & Criteria for Success	Summary of Data Collected	Use of Results
<p>1. Students who complete the Speech Department Program will be able to:</p> <p>“Analyze, construct, and deliver speeches on contemporary socio-political issues.”</p>	<p>Faculty Assessment of Final Presentation for the Speech 100 Class and for the Speech 135 Class.</p>	<p>176 students were assessed over the two courses. 84.4% met the standard in the Speech 100 Class, 94.4% met the standard in the Speech 135 Class</p>	<p>The 135 Class had a slightly higher success rate; we attribute that to the specific subject knowledge required for the debates used in the class. We appear to be effectively moving students through the process of constructing, analyzing and delivering public speeches. Another factor may be that the collaborative process of constructing debates increases the ability of the students to self-correct problems in preparation.</p>
<p>2. Students who complete the Speech Department Program will be able to:</p> <p>“Criticize and evaluate a variety of public discourse.”</p>	<p>Student Evaluations contrasted with faculty evaluations of Final Presentations in Speech 100 Class.</p>	<p>95 students were assessed in Speech 100 classes. 64.4% met the standards established by the faculty</p>	<p>The tool used involved peer criticism of student speeches. We believe that reticence to criticize peers might have resulted in less effective evaluations. A more structured set of standards and a grade incentive might be effective ways to improve student performance on this goal.</p>

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<p>1.</p> <p>ESL 186: SLO: Students will be able to compose a logically developed expository essay of 750 – 1000 words in length.</p>	<p>Success = 70% of students met the outcome.</p> <p>Method of assessment: A rubric applied to the final essay exam.</p>	<p>72 students assessed.</p> <p>46 students met the outcome. I.e. 60% of students met the outcome.</p>	<p>Composing a logically developed expository essay of 750 – 1000 words in a timed environment proved to be unrealistic. In future, the SLO will be assessed using a multi-draft essay.</p>
<p>2.</p> <p>ESL 186: SLO: Students will be able to respond analytically in writing to a variety of texts through summarization and reflection.</p>	<p>Success = 70% of students met the outcome.</p> <p>Method of assessment: A rubric applied to the final essay exam.</p>	<p>35 students assessed.</p> <p>26 students met the outcome. I.e.</p> <p>74.2% of students met the outcome.</p>	<p>Directed Learning Activity 1 in the Weekly Arranged Lab (How to incorporate quotations) helped the students understand responding to quotations. More time and training in this analytical activity will be incorporated in the classroom.</p>