Program Level Outcome (PLO) Assessment Report Summary

Program Level Outcomes for English (AA):

Upon successful completion of the English program, a student should be able to:

- Apply appropriate interpretive strategies to read, discuss, and analyze a variety of works of literature within any given genre and expository texts.
- Analyze and evaluate major themes and techniques found in literature and expository texts by applying appropriate writing strategies and skills.
- Demonstrate an appreciation for the aesthetic value of literature and expository texts from a diversity of cultural, historical, and ethnic perspectives.

What we looked at:

We looked at PLO 1. We gathered data from ENG 10, 41, and 46B.

Additionally, we looked at the results from the core courses we offer that lead up to the transfer degree. These courses are ENG 1A, 2, and 1B. These are all required of the major.

What we found:

ENG 1B: 96% of students achieved the standards set for SLOs 1 and 2 for the course. 86% met the standard set for SLO 3.

ENG 2: 88% of students achieved the standards set for SLO 1. 84% met the standard set for SLO 2.

ENG 1A: 81% for SLO 1 81% for SLO3.

ENG 41: 65% achieved the standard for SLOs 1 and 2.

ENG 10: 100% met the standards set for course SLOs

ENG 46B: 94% met the standard for course SLOs

The overall pattern here is that students are succeeding at our defined outcomes—outcomes which overwhelmingly reflect success on comprehensive, researched, college-level writing. As a department we are aware of the dual nature of our mission: we serve not only English majors who participate in our program, but also a much larger population of students fulfilling general education requirements and using our courses to succeed in other programs of study. The Program Learning Outcome on which we focused this year reflects our dual goals—"expository texts" describes most college reading material, and English 1A, 2, and 10 focus on working with mostly expository material; English 1B, 41, and 46B cover "literature within any given genre."

An additional discovery here is about process and collaboration. Identifying SLOs, measuring them, and considering the implications of our data—all this occurs at the department level and involves serious discussion connecting the college’s mission, our sense of our students, our own academic backgrounds, and the unique demands of our discipline. To define baselines for achievement is to necessarily engage in department-level "norming"; to define what we are measuring requires us to consider our collective purpose—how we and the curriculum serve our students. If we find, as we seem to, that we have met our self-defined standards, we are still improving as a department in these ancillary but essential ways.

What our next steps are:

We plan to look at PLO 2.

We also will continue to pursue the return of a student success center because though we are content with the success rates in the major courses, we understand that a substantial amount of our offerings are at the developmental level. We want to ensure we are meeting the needs of these students as well.