

**( ENGL-C020) Course Level SLO & Qualitative Notes**

**The student will be able to demonstrate the correct usage of basic English grammar including the parts of speech, sentence structure, punctuation, and syntax.**

83447-(ENGL-C020-L01)-Basic Grammar  
by Kenneth Leighton,TC STAFF

It is very difficult to comment on these results as many of final exams haven't been received/processed by DL yet. This is typical of a correspondence course.

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**( ENGL-C021) Course Level SLO & Qualitative Notes**

**Apply college-level spelling skills in academic and workplace writing tasks.**

83448-(ENGL-C021-L01)-College Spelling 1  
by Kenneth Leighton,TC STAFF

It is very difficult to comment on these results as many of final exams haven't been received/processed by DL yet. This is typical of a correspondence course.

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**( ENGL-C024) Course Level SLO & Qualitative Notes**

**Define and use 140 new or unfamiliar college-level vocabulary words.**

82577-(ENGL-C024-001)-College Vocabulary 1  
by Lorraine Tsutsumida-Krampe

Continue to closely monitor student progress throughout the semester.

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83449-(ENGL-C024-L01)-College Vocabulary 1  
by Kenneth Leighton,TC STAFF

It is very difficult to comment on these results as many of final exams haven't been received/processed by DL yet. This is typical of a correspondence course.

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**( ENGL-C025) Course Level SLO & Qualitative Notes**

**Define and use over 250 new or unfamiliar college-level vocabulary words.**

## Student Outcomes Qualitative Notes during CCC Fall 2012 for English

83207-(ENGL-C025-001)-College Vocabulary 2  
by Lorraine Tsutsumida-Krampe

Continue to closely monitor student progress throughout the semester.

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**Use a dictionary efficiently.**

83207-(ENGL-C025-001)-College Vocabulary 2  
by Lorraine Tsutsumida-Krampe

Continue to closely monitor student progress throughout the semester.

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**Use a thesaurus to locate synonyms and antonyms.**

83207-(ENGL-C025-001)-College Vocabulary 2  
by Lorraine Tsutsumida-Krampe

Continue to closely monitor student progress throughout the semester.

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**Use a variety of prefixes, suffixes, and roots in order to build and expand vocabulary.**

83207-(ENGL-C025-001)-College Vocabulary 2  
by Lorraine Tsutsumida-Krampe

Continue to closely monitor student progress throughout the semester.

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**( ENGL-C040) Course Level SLO & Qualitative Notes**

**Identify the main idea of the paragraph.**

82877-(ENGL-C040-001)-Reading Skills 1  
by Lorraine Tsutsumida-Krampe

Continue to closely monitor student progress throughout the semester.

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83526-(ENGL-C040-002)-Reading Skills 1  
by Deborah Desmond

## Student Outcomes Qualitative Notes during CCC Fall 2012 for English

This class had approximately 80% students who passed. Next semester, I plan to initiate an 'early contact' program, whereby I will notify students in the first week of class via email to set up an appointment to meet individually with each student at the SSC on the days I am there. Hopefully, that will help students to feel more comfortable to email me when they are having difficulty and will bring more of 'human' factor in a class that is self paced and they could feasibly go through the whole semester and never meet the instructor!! I hope to change that by taking a proactive contact approach to meet with each student early in semester and to continue to monitor the amount of time they are putting into their coursework.

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83529-(ENGL-C040-003)-Reading Skills 1  
by Lorraine Tsutsumida-Krampe

Continue to closely monitor student progress throughout the semester.

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### **Select the main idea from facts and details.**

83529-(ENGL-C040-003)-Reading Skills 1  
by Lorraine Tsutsumida-Krampe

Continue to closely monitor student progress throughout the semester.

---

82877-(ENGL-C040-001)-Reading Skills 1  
by Lorraine Tsutsumida-Krampe

Continue to closely monitor student progress throughout the semester.

---

83526-(ENGL-C040-002)-Reading Skills 1  
by Deborah Desmond

This class had approximately 80% students who passed. Next semester, I plan to initiate an 'early contact' program, whereby I will notify students in the first week of class via email to set up an appointment to meet individually with each student at the SSC on the days I am there. Hopefully, that will help students to feel more comfortable to email me when they are having difficulty and will bring more of 'human' factor in a class that is self paced and they could feasibly go through the whole semester and never meet the instructor!! I hope to change that by taking a proactive contact approach to meet with each student early in semester and to continue to monitor the amount of time they are putting into their coursework.

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### **Use context clues to define unfamiliar words.**

83526-(ENGL-C040-002)-Reading Skills 1  
by Deborah Desmond

This class had approximately 80% students who passed. Next semester, I plan to initiate an 'early contact' program, whereby I will notify students in the first week of class via email to set up an appointment to meet individually with each student at the SSC on the days I am there. Hopefully, that will help students to feel more comfortable to email me when they are having difficulty and will bring more of 'human' factor in a class that is self paced and they could feasibly go through the whole semester and never meet the instructor!! I hope to change that by taking a proactive contact approach to meet with each student early in semester and to continue to monitor the amount of time they are putting into their coursework.

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## Student Outcomes Qualitative Notes during CCC Fall 2012 for English

83529-(ENGL-C040-003)-Reading Skills 1  
by Lorraine Tsutsumida-Krampe

Continue to closely monitor student progress throughout the semester.

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82877-(ENGL-C040-001)-Reading Skills 1  
by Lorraine Tsutsumida-Krampe

Continue to closely monitor student progress throughout the semester.

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### **( ENGL-C041) Course Level SLO & Qualitative Notes**

#### **Recognize and use correct writing convention: punctuation, spelling, capitalization.**

82879-(ENGL-C041-001)-Writing Skills 1  
by Lynn Walker

The vast majority of the students in this course were able to meet the SLO. No changes to content or instruction seem necessary at present.

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83530-(ENGL-C041-002)-Writing Skills 1  
by Anita Preciado

87.10% fully met the student learning outcome, 9.68% partially met the SLO, and 3.23% failed the SLO. Students select dates and time to complete lessons and tests in the Student Success Center other than the date and time that I am on duty in the Student Success Center. In the future, I will send email messages and contact students by phone when they fall behind or fail tests.

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83531-(ENGL-C041-003)-Writing Skills 1  
by Marilyn Fry

I am pleased with the students' performance. Only one student stopped coming to class. In the future, I will send out e-mail reminders to all students to complete their work.

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#### **Recognize and write complete sentences.**

83531-(ENGL-C041-003)-Writing Skills 1  
by Marilyn Fry

I am pleased with the students' performance this semester. To be sure that 100% of the students complete the work, I will send out e-mail reminders about four weeks before the end of the semester.

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83530-(ENGL-C041-002)-Writing Skills 1  
by Anita Preciado

## Student Outcomes Qualitative Notes during CCC Fall 2012 for English

Students select dates and time to complete lessons and tests in the Student Success Center. In the future, I will send emails and call students who fall behind and fail tests and set up appointments to meet with these students in the Student Success Center.

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82879-(ENGL-C041-001)-Writing Skills 1  
by Lynn Walker

The vast majority of the students in this course were able to meet the SLO. No changes to content or instruction seem necessary at present.

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### **( ENGL-C050) Course Level SLO & Qualitative Notes**

#### **Determine the order of events in a paragraph.**

83210-(ENGL-C050-001)-Reading Skills 2  
by Lorraine Tsutsumida-Krampe

Continue to closely monitor student progress throughout the semester.

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83532-(ENGL-C050-002)-Reading Skills 2  
by Deborah Desmond

This class had approximately 97% students who passed. Next semester, I plan to initiate an 'early contact' program, whereby I will notify students in the first week of class via email to set up an appointment to meet individually with each student at the SSC on the days I am there. Hopefully , that will help students to feel more comfortable to email me when they are having difficulty and will bring more of 'human' factor in a class that is self paced and they could feasibly go through the whole semester and never meet the instructor!! I hope to change that by taking a proactive contact approach to meet with each student early in semester and to continue to monitor the amount of time they are putting into their coursework.

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83533-(ENGL-C050-003)-Reading Skills 2  
by Katherine Ozbirn

No scores equals no assessment.

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#### **Draw conclusions by use of inductive and deductive reasoning.**

83533-(ENGL-C050-003)-Reading Skills 2  
by Katherine Ozbirn

No scores equals no assessment.

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83532-(ENGL-C050-002)-Reading Skills 2

# Student Outcomes Qualitative Notes during CCC Fall 2012 for English

by Deborah Desmond

This class had approximately 97% students who passed. Next semester, I plan to initiate an 'early contact' program, whereby I will notify students in the first week of class via email to set up an appointment to meet individually with each student at the SSC on the days I am there. Hopefully, that will help students to feel more comfortable to email me when they are having difficulty and will bring more of 'human' factor in a class that is self paced and they could feasibly go through the whole semester and never meet the instructor!! I hope to change that by taking a proactive contact approach to meet with each student early in semester and to continue to monitor the amount of time they are putting into their coursework.

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83210-(ENGL-C050-001)-Reading Skills 2  
by Lorraine Tsutsumida-Krampe

Continue to closely monitor student progress throughout the semester.

---

## **Follow written directions.**

83210-(ENGL-C050-001)-Reading Skills 2  
by Lorraine Tsutsumida-Krampe

Continue to closely monitor student progress throughout the semester.

---

83532-(ENGL-C050-002)-Reading Skills 2  
by Deborah Desmond

This class had approximately 97% students who passed. Next semester, I plan to initiate an 'early contact' program, whereby I will notify students in the first week of class via email to set up an appointment to meet individually with each student at the SSC on the days I am there. Hopefully, that will help students to feel more comfortable to email me when they are having difficulty and will bring more of 'human' factor in a class that is self paced and they could feasibly go through the whole semester and never meet the instructor!! I hope to change that by taking a proactive contact approach to meet with each student early in semester and to continue to monitor the amount of time they are putting into their coursework.

---

83533-(ENGL-C050-003)-Reading Skills 2  
by Katherine Ozbirn

No scores equals no assessment.

---

## **Identify the main idea of the paragraph.**

83532-(ENGL-C050-002)-Reading Skills 2  
by Deborah Desmond

This class had approximately 97% students who passed. Next semester, I plan to initiate an 'early contact' program, whereby I will notify students in the first week of class via email to set up an appointment to meet individually with each student at the SSC on the days I am there. Hopefully, that will help students to feel more comfortable to email me when they are having difficulty and will bring more of 'human' factor in a class that is self paced and they could feasibly go through the whole semester and never meet the instructor!! I hope to change that by taking a proactive contact approach to meet with each student early in semester and to continue to monitor the amount of time they are putting into their coursework.

## Student Outcomes Qualitative Notes during CCC Fall 2012 for English

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83210-(ENGL-C050-001)-Reading Skills 2  
by Lorraine Tsutsumida-Krampe

Continue to closely monitor student progress throughout the semester.

---

83533-(ENGL-C050-003)-Reading Skills 2  
by Katherine Ozbirn

No scores equals no assessment.

---

### **Select the main idea from facts and details.**

83533-(ENGL-C050-003)-Reading Skills 2  
by Katherine Ozbirn

No scores equals no assessment.

---

83532-(ENGL-C050-002)-Reading Skills 2  
by Deborah Desmond

This class had approximately 97% students who passed. Next semester, I plan to initiate an 'early contact' program, whereby I will notify students in the first week of class via email to set up an appointment to meet individually with each student at the SSC on the days I am there. Hopefully, that will help students to feel more comfortable to email me when they are having difficulty and will bring more of 'human' factor in a class that is self paced and they could feasibly go through the whole semester and never meet the instructor!! I hope to change that by taking a proactive contact approach to meet with each student early in semester and to continue to monitor the amount of time they are putting into their coursework.

---

83210-(ENGL-C050-001)-Reading Skills 2  
by Lorraine Tsutsumida-Krampe

Continue to closely monitor student progress throughout the semester.

---

### **Use context clues to define unfamiliar words.**

83532-(ENGL-C050-002)-Reading Skills 2  
by Deborah Desmond

This class had approximately 97% students who passed. Next semester, I plan to initiate an 'early contact' program, whereby I will notify students in the first week of class via email to set up an appointment to meet individually with each student at the SSC on the days I am there. Hopefully, that will help students to feel more comfortable to email me when they are having difficulty and will bring more of 'human' factor in a class that is self paced and they could feasibly go through the whole semester and never meet the instructor!! I hope to change that by taking a proactive contact approach to meet with each student early in semester and to continue to monitor the amount of time they are putting into their coursework.

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83210-(ENGL-C050-001)-Reading Skills 2  
by Lorraine Tsutsumida-Krampe

Continue to closely monitor student progress throughout the semester.

---

83533-(ENGL-C050-003)-Reading Skills 2  
by Katherine Ozbirn

No scores equals no assessment.

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**( ENGL-C051) Course Level SLO & Qualitative Notes**

**Differentiate between sentences containing run-ons, fragments, and comma splices.**

83211-(ENGL-C051-001)-Writing Skills 2  
by Lynn Walker

Since well over 80% of the students in this course successfully met the SLO, no changes to content or instruction seem necessary at present.

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83534-(ENGL-C051-002)-Writing Skills 2  
by Marilyn Fry

Three students stopped coming to the Student Success Center about the middle of the semester and did only half the work. To remedy this in the future, I will plan to e-mail all the students in the ninth or tenth week of the semester to encourage them to complete the work.

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83535-(ENGL-C051-003)-Writing Skills 2  
by Anita Preciado

90.91% fully met the SLO and 9.09% partially met the SLO. In the future, I will send emails and contact students who are not passing lessons and tests. I will also make arrangements to meet with these students individually.

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**Recognize and use correct writing convention: punctuation, spelling, capitalization.**

83535-(ENGL-C051-003)-Writing Skills 2  
by Anita Preciado

90.91% the SLO and 90.09% partially met ths SLO. In the future,I will send emails and contact students who are not passing lessons and tests. I will also make arrangements to meet with these students indivually.

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83534-(ENGL-C051-002)-Writing Skills 2  
by Marilyn Fry

Three students stopped coming to the Student Success Center at about the midterm time. To remedy this in the future, I will e-mail all the students in the ninth or tenth week of the semester to remind them to complete the work.

---

83211-(ENGL-C051-001)-Writing Skills 2  
by Lynn Walker

Since well over 80% of the students in this course successfully met the SLO, no changes to content or instruction seem necessary at present.

---

**Recognize and write complete sentences.**

83211-(ENGL-C051-001)-Writing Skills 2  
by Lynn Walker

Since well over 80% of the students in this course successfully met the SLO, no changes to content or instruction seem necessary at present.

---

83534-(ENGL-C051-002)-Writing Skills 2  
by Marilyn Fry

Three students stopped coming to the Student Success Center around the middle of the semester. To remedy this, in the future, I will e-mail all students at the ninth or tenth week to encourage them to complete the course.

---

83535-(ENGL-C051-003)-Writing Skills 2  
by Anita Preciado

90.91% fully met the SLO and 90.09% partially met the SLO. In the future, I will send emails and contact students who are not lessons and tests. I will also make arrangements to meet with these students individually.

---

**Select the correct verb that agrees with the subject.**

83211-(ENGL-C051-001)-Writing Skills 2  
by Lynn Walker

Since well over 80% of the students in this course successfully met the SLO, no changes to content or instruction seem necessary at present.

---

83534-(ENGL-C051-002)-Writing Skills 2  
by Marilyn Fry

## Student Outcomes Qualitative Notes during CCC Fall 2012 for English

Three students stopped coming at the middle of the semester. In the future, I will e-mail students in the ninth or tenth week to encourage them to complete the course.

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83535-(ENGL-C051-003)-Writing Skills 2  
by Anita Preciado

90.91% fully met the SLO and 90.09% partially met the SLO. In the future, I will send emails and contact students who are not passing lessons and tests. I will also make arrangements to meet with these students individually.

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**Use correct pronoun case in writing.**

83535-(ENGL-C051-003)-Writing Skills 2  
by Anita Preciado

90.91% fully met the SLO and 90.09% partially met the SLO. In the future, I will send emails and contact students who are not passing lessons and tests. I will also make arrangements to meet with these students individually.

---

83534-(ENGL-C051-002)-Writing Skills 2  
by Marilyn Fry

Three students stopped coming to the Student Success Center around the middle of the semester. In the future, I will e-mail students during the ninth or tenth week to encourage them to complete the course.

---

83211-(ENGL-C051-001)-Writing Skills 2  
by Lynn Walker

Since well over 80% of the students in this course successfully met the SLO, no changes to content or instruction seem necessary at present.

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### **( ENGL-C060) Course Level SLO & Qualitative Notes**

**Determine the order of events in a paragraph.**

83212-(ENGL-C060-001)-Reading Skills 3  
by Lynn Walker

The majority of the students in this class were able to meet the SLO. Of the two who could not, one finished only half the required lessons. Therefore, no changes to the course content or instruction seem necessary for the present.

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83528-(ENGL-C060-002)-Reading Skills 3

## Student Outcomes Qualitative Notes during CCC Fall 2012 for English

by Katherine Ozbirn

No scores equals no assessment. (This is very confusing because I know I had students enrolled in most all of the on-line tutorial courses I supervised. I do not see why all of these courses are registering 0% in all categories!!!)

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83536-(ENGL-C060-003)-Reading Skills 3  
by Deborah Desmond

This class had approximately 71% students who passed. Next semester, I plan to initiate an 'early contact' program, whereby I will notify students in the first week of class via email to set up an appointment to meet individually with each student at the SSC on the days I am there. Hopefully, that will help students to feel more comfortable to email me when they are having difficulty and will bring more of 'human' factor in a class that is self paced and they could feasibly go through the whole semester and never meet the instructor!! I hope to change that by taking a proactive contact approach to meet with each student early in semester and to continue to monitor the amount of time they are putting into their coursework.

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### **Draw conclusions by use of inductive and deductive reasoning.**

83536-(ENGL-C060-003)-Reading Skills 3  
by Deborah Desmond

This class had approximately 71% students who passed. Next semester, I plan to initiate an 'early contact' program, whereby I will notify students in the first week of class via email to set up an appointment to meet individually with each student at the SSC on the days I am there. Hopefully, that will help students to feel more comfortable to email me when they are having difficulty and will bring more of 'human' factor in a class that is self paced and they could feasibly go through the whole semester and never meet the instructor!! I hope to change that by taking a proactive contact approach to meet with each student early in semester and to continue to monitor the amount of time they are putting into their coursework.

---

83528-(ENGL-C060-002)-Reading Skills 3  
by Katherine Ozbirn

No scores equals no assessment; again, this lack of percentages cannot be because I know students were enrolled in my on-line tutorial courses that I supervised. Some passed and some did not--where are the grades???

---

83212-(ENGL-C060-001)-Reading Skills 3  
by Lynn Walker

The majority of the students in this class were able to meet the SLO. Of the two who could not, one finished only half the required lessons. Therefore, no changes to the course content or instruction seem necessary for the present.

---

### **Follow written directions.**

83212-(ENGL-C060-001)-Reading Skills 3  
by Lynn Walker

The majority of the students in this class were able to meet the SLO. Of the two who could not, one finished only half the required lessons. Therefore, no changes to the course content or instruction seem necessary for the present.

## Student Outcomes Qualitative Notes during CCC Fall 2012 for English

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83528-(ENGL-C060-002)-Reading Skills 3  
by Katherine Ozbirn

No scores. Please see my notes for items 1 and 2 of this course. My comments apply to all of the on-line tutorial courses that I supervised.

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83536-(ENGL-C060-003)-Reading Skills 3  
by Deborah Desmond

This class had approximately 71% students who passed. Next semester, I plan to initiate an 'early contact' program, whereby I will notify students in the first week of class via email to set up an appointment to meet individually with each student at the SSC on the days I am there. Hopefully, that will help students to feel more comfortable to email me when they are having difficulty and will bring more of 'human' factor in a class that is self paced and they could feasibly go through the whole semester and never meet the instructor!! I hope to change that by taking a proactive contact approach to meet with each student early in semester and to continue to monitor the amount of time they are putting into their coursework.

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### **Identify the main idea of the paragraph.**

83536-(ENGL-C060-003)-Reading Skills 3  
by Deborah Desmond

This class had approximately 71% students who passed. Next semester, I plan to initiate an 'early contact' program, whereby I will notify students in the first week of class via email to set up an appointment to meet individually with each student at the SSC on the days I am there. Hopefully, that will help students to feel more comfortable to email me when they are having difficulty and will bring more of 'human' factor in a class that is self paced and they could feasibly go through the whole semester and never meet the instructor!! I hope to change that by taking a proactive contact approach to meet with each student early in semester and to continue to monitor the amount of time they are putting into their coursework.

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83212-(ENGL-C060-001)-Reading Skills 3  
by Lynn Walker

The majority of the students in this class were able to meet the SLO. Of the two who could not, one finished only half the required lessons. Therefore, no changes to the course content or instruction seem necessary for the present.

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83528-(ENGL-C060-002)-Reading Skills 3  
by Katherine Ozbirn

No scores to assess.

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### **Obtain information from maps, charts, tables, and bar graphs.**

83212-(ENGL-C060-001)-Reading Skills 3  
by Lynn Walker

## Student Outcomes Qualitative Notes during CCC Fall 2012 for English

The majority of the students in this class were able to meet the SLO. Of the two who could not, one finished only half the required lessons. Therefore, no changes to the course content or instruction seem necessary for the present.

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83528-(ENGL-C060-002)-Reading Skills 3  
by Katherine Ozbirn

No scores to assess.

---

83536-(ENGL-C060-003)-Reading Skills 3  
by Deborah Desmond

This class had approximately 71% students who passed. Next semester, I plan to initiate an 'early contact' program, whereby I will notify students in the first week of class via email to set up an appointment to meet individually with each student at the SSC on the days I am there. Hopefully, that will help students to feel more comfortable to email me when they are having difficulty and will bring more of 'human' factor in a class that is self paced and they could feasibly go through the whole semester and never meet the instructor!! I hope to change that by taking a proactive contact approach to meet with each student early in semester and to continue to monitor the amount of time they are putting into their coursework.

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### **Read for literal meaning.**

83536-(ENGL-C060-003)-Reading Skills 3  
by Deborah Desmond

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---

83528-(ENGL-C060-002)-Reading Skills 3  
by Katherine Ozbirn

No scores to assess.

---

83212-(ENGL-C060-001)-Reading Skills 3  
by Lynn Walker

The majority of the students in this class were able to meet the SLO. Of the two who could not, one finished only half the required lessons. Therefore, no changes to the course content or instruction seem necessary for the present.

---

### **Select the main idea from facts and details.**

83212-(ENGL-C060-001)-Reading Skills 3

## Student Outcomes Qualitative Notes during CCC Fall 2012 for English

by Lynn Walker

The majority of the students in this class were able to meet the SLO. Of the two who could not, one finished only half the required lessons. Therefore, no changes to the course content or instruction seem necessary for the present.

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83528-(ENGL-C060-002)-Reading Skills 3  
by Katherine Ozbirn

No scores to assess.

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83536-(ENGL-C060-003)-Reading Skills 3  
by Deborah Desmond

This class had approximately 71% students who passed. Next semester, I plan to initiate an 'early contact' program, whereby I will notify students in the first week of class via email to set up an appointment to meet individually with each student at the SSC on the days I am there. Hopefully, that will help students to feel more comfortable to email me when they are having difficulty and will bring more of 'human' factor in a class that is self paced and they could feasibly go through the whole semester and never meet the instructor!! I hope to change that by taking a proactive contact approach to meet with each student early in semester and to continue to monitor the amount of time they are putting into their coursework.

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**The student will be able to make judgments based on the paragraph.**

83536-(ENGL-C060-003)-Reading Skills 3  
by Deborah Desmond

This class had approximately 71% students who passed. Next semester, I plan to initiate an 'early contact' program, whereby I will notify students in the first week of class via email to set up an appointment to meet individually with each student at the SSC on the days I am there. Hopefully, that will help students to feel more comfortable to email me when they are having difficulty and will bring more of 'human' factor in a class that is self paced and they could feasibly go through the whole semester and never meet the instructor!! I hope to change that by taking a proactive contact approach to meet with each student early in semester and to continue to monitor the amount of time they are putting into their coursework.

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83528-(ENGL-C060-002)-Reading Skills 3  
by Katherine Ozbirn

No scores to assess.

---

83212-(ENGL-C060-001)-Reading Skills 3  
by Lynn Walker

The majority of the students in this class were able to meet the SLO. Of the two who could not, one finished only half the required lessons. Therefore, no changes to the course content or instruction seem necessary for the present.

---

**Use context clues to define unfamiliar words.**

## Student Outcomes Qualitative Notes during CCC Fall 2012 for English

83212-(ENGL-C060-001)-Reading Skills 3  
by Lynn Walker

The majority of the students in this class were able to meet the SLO. Of the two who could not, one finished only half the required lessons. Therefore, no changes to the course content or instruction seem necessary for the present.

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83536-(ENGL-C060-003)-Reading Skills 3  
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83528-(ENGL-C060-002)-Reading Skills 3  
by Katherine Ozbirn

No scores to assess.

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### **Use inference in finding the main idea.**

83528-(ENGL-C060-002)-Reading Skills 3  
by Katherine Ozbirn

No scores to assess.

---

83536-(ENGL-C060-003)-Reading Skills 3  
by Deborah Desmond

This class had approximately 71% students who passed. Next semester, I plan to initiate an 'early contact' program, whereby I will notify students in the first week of class via email to set up an appointment to meet individually with each student at the SSC on the days I am there. Hopefully, that will help students to feel more comfortable to email me when they are having difficulty and will bring more of 'human' factor in a class that is self paced and they could feasibly go through the whole semester and never meet the instructor!! I hope to change that by taking a proactive contact approach to meet with each student early in semester and to continue to monitor the amount of time they are putting into their coursework.

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83212-(ENGL-C060-001)-Reading Skills 3  
by Lynn Walker

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**( ENGL-C061) Course Level SLO & Qualitative Notes**

**Complete business forms accurately.**

83257-(ENGL-C061-001)-Writing Skills 3  
by Deborah Desmond

This class had approximately 81% students who passed. Next semester, I plan to initiate an 'early contact' program, whereby I will notify students in the first week of class via email to set up an appointment to meet individually with each student at the SSC on the days I am there. Hopefully , that will help students to feel more comfortable to email me when they are having difficulty and will bring more of 'human' factor in a class that is self paced and they could feasibly go through the whole semester and never meet the instructor!! I hope to change that by taking a proactive contact approach to meet with each student early in semester and to continue to monitor the amount of time they are putting into their coursework.

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83527-(ENGL-C061-002)-Writing Skills 3  
by Lynn Walker

There were 3 students in this course, and 2 were able to successfully meet the SLO. The other student did not spend enough time completing the required lessons; for this reason, the student could not meet the SLO. No changes to instruction seem necessary at present.

---

**Differentiate between sentences containing run-ons, fragments, and comma splices.**

83527-(ENGL-C061-002)-Writing Skills 3  
by Lynn Walker

There were 3 students in this course, and 2 were able to successfully meet the SLO. The other student did not spend enough time completing the required lessons; for this reason, the student could not meet the SLO. No changes to instruction seem necessary at present.

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---

**Recognize and express clear messages.**

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by Deborah Desmond

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contact approach to meet with each student early in semester and to continue to monitor the amount of time they are putting into their coursework.

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83527-(ENGL-C061-002)-Writing Skills 3  
by Lynn Walker

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### **Recognize and use correct writing convention: punctuation, spelling capitalization.**

83257-(ENGL-C061-001)-Writing Skills 3  
by Deborah Desmond

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by Lynn Walker

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---

### **Recognize and write complete sentences.**

83527-(ENGL-C061-002)-Writing Skills 3  
by Lynn Walker

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---

**The student will be able to combine sentence elements into compound and complex sentences and punctuate them correctly.**

83527-(ENGL-C061-002)-Writing Skills 3  
by Lynn Walker

There were 3 students in this course, and 2 were able to successfully meet the SLO. The other student did not spend enough time completing the required lessons; for this reason, the student could not meet the SLO. No changes to instruction seem necessary at present.

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---

**( ENGL-C070) Course Level SLO & Qualitative Notes**

**Determine the order of events in a paragraph.**

83258-(ENGL-C070-001)-Reading Skills 4  
by Deborah Desmond

This class had approximately 80% students who passed. Next semester, I plan to initiate an 'early contact' program, whereby I will notify students in the first week of class via email to set up an appointment to meet individually with each student at the SSC on the days I am there. Hopefully, that will help students to feel more comfortable to email me when they are having difficulty and will bring more of 'human' factor in a class that is self paced and they could feasibly go through the whole semester and never meet the instructor!! I hope to change that by taking a proactive contact approach to meet with each student early in semester and to continue to monitor the amount of time they are putting into their coursework.

---

83537-(ENGL-C070-002)-Reading Skills 4  
by Lynn Walker

There was only one student registered in this course and the student dropped during the semester. Therefore, the SLO could not be measured.

---

**Draw conclusions by use of inductive and deductive reasoning.**

83537-(ENGL-C070-002)-Reading Skills 4  
by Lynn Walker

There was only one student registered in this course and the student dropped during the semester. Therefore, the SLO could not be measured.

---

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83258-(ENGL-C070-001)-Reading Skills 4  
by Deborah Desmond

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---

### **Follow written directions.**

83258-(ENGL-C070-001)-Reading Skills 4  
by Deborah Desmond

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---

83537-(ENGL-C070-002)-Reading Skills 4  
by Lynn Walker

There was only one student registered in this course and the student dropped during the semester. Therefore, the SLO could not be measured.

---

### **Identify the main idea of the paragraph.**

83537-(ENGL-C070-002)-Reading Skills 4  
by Lynn Walker

There was only one student registered in this course and the student dropped during the semester. Therefore, the SLO could not be measured.

---

83258-(ENGL-C070-001)-Reading Skills 4  
by Deborah Desmond

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### **Obtain information from maps, charts, tables, and bar graphs.**

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83258-(ENGL-C070-001)-Reading Skills 4  
by Deborah Desmond

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---

83537-(ENGL-C070-002)-Reading Skills 4  
by Lynn Walker

There was only one student registered in this course and the student dropped during the semester. Therefore, the SLO could not be measured.

---

### **Read for literal meaning.**

83537-(ENGL-C070-002)-Reading Skills 4  
by Lynn Walker

There was only one student registered in this course and the student dropped during the semester. Therefore, the SLO could not be measured.

---

83258-(ENGL-C070-001)-Reading Skills 4  
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### **Select the main idea from facts and details.**

83537-(ENGL-C070-002)-Reading Skills 4  
by Lynn Walker

There was only one student registered in this course and the student dropped during the semester. Therefore, the SLO could not be measured.

---

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**The student will be able to make judgments based on the paragraph.**

83258-(ENGL-C070-001)-Reading Skills 4  
by Deborah Desmond

This class had approximately 81% students who passed. Next semester, I plan to initiate an 'early contact' program, whereby I will notify students in the first week of class via email to set up an appointment to meet individually with each student at the SSC on the days I am there. Hopefully, that will help students to feel more comfortable to email me when they are having difficulty and will bring more of 'human' factor in a class that is self paced and they could feasibly go through the whole semester and never meet the instructor!! I hope to change that by taking a proactive contact approach to meet with each student early in semester and to continue to monitor the amount of time they are putting into their coursework.

---

83537-(ENGL-C070-002)-Reading Skills 4  
by Lynn Walker

There was only one student registered in this course and the student dropped during the semester. Therefore, the SLO could not be measured.

---

**Use context clues to define unfamiliar words.**

83258-(ENGL-C070-001)-Reading Skills 4  
by Deborah Desmond

This class had approximately 81% students who passed. Next semester, I plan to initiate an 'early contact' program, whereby I will notify students in the first week of class via email to set up an appointment to meet individually with each student at the SSC on the days I am there. Hopefully, that will help students to feel more comfortable to email me when they are having difficulty and will bring more of 'human' factor in a class that is self paced and they could feasibly go through the whole semester and never meet the instructor!! I hope to change that by taking a proactive contact approach to meet with each student early in semester and to continue to monitor the amount of time they are putting into their coursework.

---

83537-(ENGL-C070-002)-Reading Skills 4  
by Lynn Walker

There was only one student registered in this course and the student dropped during the semester. Therefore, the SLO could not be measured.

---

**Use inference in finding the main idea.**

83258-(ENGL-C070-001)-Reading Skills 4  
by Deborah Desmond

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---

83537-(ENGL-C070-002)-Reading Skills 4  
by Lynn Walker

There was only one student registered in this course and the student dropped during the semester. Therefore, the SLO could not be measured.

---

**Utilize critical reading and thinking skills.**

83537-(ENGL-C070-002)-Reading Skills 4  
by Lynn Walker

There was only one student registered in this course and the student dropped during the semester. Therefore, the SLO could not be measured.

---

83258-(ENGL-C070-001)-Reading Skills 4  
by Deborah Desmond

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**( ENGL-C071) Course Level SLO & Qualitative Notes**

**Complete business forms accurately.**

83246-(ENGL-C071-001)-Writing Skills 4  
by Deborah Desmond

This class had approximately 83% students who passed. Next semester, I plan to initiate an 'early contact' program, whereby I will notify students in the first week of class via email to set up an appointment to meet individually with each student at the SSC on the days I am there. Hopefully, that will help students to feel more comfortable to email me when they are having difficulty and will bring more of 'human' factor in a class that is self paced and they could feasibly go through the whole semester and never meet the instructor!! I hope to change that by taking a proactive contact approach to meet with each student early in semester and to continue to monitor the amount of time they are putting into their coursework.

---

**Differentiate between sentences containing run-ons, fragments, and comma splices.**

83246-(ENGL-C071-001)-Writing Skills 4  
by Deborah Desmond

This class had approximately 83% students who passed. Next semester, I plan to initiate an 'early contact' program, whereby I will notify students in the first week of class via email to set up an

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appointment to meet individually with each student at the SSC on the days I am there. Hopefully , that will help students to feel more comfortable to email me when they are having difficulty and will bring more of 'human' factor in a class that is self paced and they could feasibly go through the whole semester and never meet the instructor!! I hope to change that by taking a proactive contact approach to meet with each student early in semester and to continue to monitor the amount of time they are putting into their coursework.

---

### **Organize and communicate important information.**

83246-(ENGL-C071-001)-Writing Skills 4  
by Deborah Desmond

This class had approximately 83% students who passed. Next semester, I plan to initiate an 'early contact' program, whereby I will notify students in the first week of class via email to set up an appointment to meet individually with each student at the SSC on the days I am there. Hopefully , that will help students to feel more comfortable to email me when they are having difficulty and will bring more of 'human' factor in a class that is self paced and they could feasibly go through the whole semester and never meet the instructor!! I hope to change that by taking a proactive contact approach to meet with each student early in semester and to continue to monitor the amount of time they are putting into their coursework.

---

### **Recognize and express clear messages.**

83246-(ENGL-C071-001)-Writing Skills 4  
by Deborah Desmond

This class had approximately 83% students who passed. Next semester, I plan to initiate an 'early contact' program, whereby I will notify students in the first week of class via email to set up an appointment to meet individually with each student at the SSC on the days I am there. Hopefully , that will help students to feel more comfortable to email me when they are having difficulty and will bring more of 'human' factor in a class that is self paced and they could feasibly go through the whole semester and never meet the instructor!! I hope to change that by taking a proactive contact approach to meet with each student early in semester and to continue to monitor the amount of time they are putting into their coursework.

---

### **Recognize and use correct writing convention: punctuation, spelling, capitalization.**

83246-(ENGL-C071-001)-Writing Skills 4  
by Deborah Desmond

This class had approximately 83% students who passed. Next semester, I plan to initiate an 'early contact' program, whereby I will notify students in the first week of class via email to set up an appointment to meet individually with each student at the SSC on the days I am there. Hopefully , that will help students to feel more comfortable to email me when they are having difficulty and will bring more of 'human' factor in a class that is self paced and they could feasibly go through the whole semester and never meet the instructor!! I hope to change that by taking a proactive contact approach to meet with each student early in semester and to continue to monitor the amount of time they are putting into their coursework.

---

### **Recognize and write complete sentences.**

83246-(ENGL-C071-001)-Writing Skills 4  
by Deborah Desmond

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## Student Outcomes Qualitative Notes during CCC Fall 2012 for English

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---

**The student will be able to combine sentence elements into compound and complex sentences and punctuate them correctly.**

83246-(ENGL-C071-001)-Writing Skills 4  
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### **( ENGL-C080) Course Level SLO & Qualitative Notes**

**Interpret the assessment results and design a plan to develop essential reading and/or writing skill levels necessary for success in general education courses or to meet employment minimum requirements.**

82881-(ENGL-C080-001)-Engl Assessmnt/Stu Success  
by Lynn Walker

Both students were able to successfully meet the required SLO for this course. No changes to instruction seem necessary for the present.

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83541-(ENGL-C080-002)-Engl Assessmnt/Stu Success  
by Katherine Ozbirn

Since no students were enrolled in this course by the end of the term, no assessment could be rendered.

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83542-(ENGL-C080-003)-Engl Assessmnt/Stu Success  
by Marilyn Fry

Only two students enrolled in this class. One student spent only 3 hours at the Student Success Center. The other student enrolled so late that we did not even know that he was enrolled. He did not do any work at all. It is sad.

---

83812-(ENGL-C080-005)-Engl Assessmnt/Stu Success  
by Katherine Ozbirn

Since no students were enrolled in the course by the end of the term, no assessment could be rendered.

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## Student Outcomes Qualitative Notes during CCC Fall 2012 for English

83863-(ENGL-C080-006)-Engl Assessmnt/Stu Success  
by Katherine Ozbirn

Since no students were enrolled in this course by the end of the term, no assessment could be rendered.

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83864-(ENGL-C080-007)-Engl Assessmnt/Stu Success  
by Katherine Ozbirn

The screen is not letting me see how the students performed in this section. No statistics are showing.

---

### ( ENGL-C092) Course Level SLO & Qualitative Notes

**Identify main ideas and express oral opinions related to a reading passage.**

83256-(ENGL-C092-001)-Basic Reading 2  
by Noelle Milton

On quiz 4.2 70 percent of students fully met the SLO, however, 19 percent of students did not. The quiz consisted of a cloze reading passage with fill in the blank options. Students may have been confused with the similar vocabulary words available in the word bank.

---

**Use context clues and other strategies to determine the meaning of unfamiliar words.**

83256-(ENGL-C092-001)-Basic Reading 2  
by Noelle Milton

On quiz 4.2 70 percent of students fully met the SLO, however, 19 percent of students did not. The quiz consisted of a cloze reading passage with fill in the blank options. Students may have been confused with the similar vocabulary words available in the word bank. Overall, the SLO was met.

---

### ( ENGL-C094) Course Level SLO & Qualitative Notes

**Identify main ideas and express oral opinions related to a reading passage.**

83668-(ENGL-C094-001)-Basic Reading 3  
by Noelle Milton

Students struggled to meet SLO in the area of using context clues and other strategies to determine the meaning of unfamiliar words on their first quiz. This most likely was because the students were not familiar with the assessment. Following review of the quiz, identifying main idea instruction and test taking tips, students improved in the area of identifying main ideas in reading passages presented.

---

**Use context clues and other strategies to determine the meaning of unfamiliar words.**

83668-(ENGL-C094-001)-Basic Reading 3  
by Noelle Milton

Students struggled to meet SLO in the area of using context clues and other strategies to determine the meaning of unfamiliar words on their first quiz. This most likely was because the students were not familiar with the assessment process and applying context clues strategies. After instruction in utilizing context clues, students scores improved significantly.

---

**( ENGL-C097) Course Level SLO & Qualitative Notes**

**Combine sentence elements into compound and complex sentences and punctuate them correctly.**

81062-(ENGL-C097-001)-Basic Grammar/Writing  
by Katherine Ozbirn

Extensive exercises and individual writing as well as classroom discussion and group activities were applied to achieve combination of compound and complex sentence construction. Students recognize and can apply knowledge well in exercises. The tiered exercise technique used resulted in students being able to apply these constructions in their own writing. Hopefully, interfacing with the 098 teachers to introduce them to my approach to achieve this combination skill will ensue to achieve a continuity of approach recognizable to the students.

---

83868-(ENGL-C097-002)-Basic Grammar/Writing  
by Scott Davis

Students met this objective. They studied the four sentence types extensively, and via various sentence-writing exercises combined and subordinated sentences using proper punctuation.

---

**Identify subjects, predicates, objects, and complements.**

83868-(ENGL-C097-002)-Basic Grammar/Writing  
by Scott Davis

Students met this objective. They quickly recognized the differences between the agent (subject) and action / objects(predicate). Complements required greater explanation, perhaps because of the term itself.

---

81062-(ENGL-C097-001)-Basic Grammar/Writing  
by Katherine Ozbirn

The syntax elements of sentences are easily recognized by students using my procedure. In exercises, the identification is better than in applying such to their own writing, but when pointed out in editing, students easily see the elements working and can correct their writing. Next semester, I plan to attach worksheet recognition checklists that will provide students with feedback in their draft and proofreading activities when they write paragraphs or edit given paragraphs. Transferring knowledge to their working paragraphs is the primary goal.

---

**Recognize prepositional phrases and their role in subject-verb agreement.**

81062-(ENGL-C097-001)-Basic Grammar/Writing  
by Katherine Ozbirn

Locating prepositional phrases and what they modify in sentences was met with success. These exercises transferred easily to their writing and in peer review.

---

83868-(ENGL-C097-002)-Basic Grammar/Writing  
by Scott Davis

Nearly half the students failed to meet this objective. Phrases and clauses proved complicated for several students, as evidenced by their poor SLO stats outcomes. Subordination takes practice and patience. Identifying the phrase types might need to be deemphasized at this level in favor of usage.

---

**Select the correct verb that agrees with the subject.**

83868-(ENGL-C097-002)-Basic Grammar/Writing  
by Scott Davis

Students met this objective, but I intend to give them more subject/verb agreement exercises.

---

81062-(ENGL-C097-001)-Basic Grammar/Writing  
by Katherine Ozbirn

In exercises, students are able to select correct verbs; transferring this recognition to their own work is challenging. Students seemed to be able to do this through the peer editing process and instructor input in the writing exercises of their own composition to a degree of success.

---

**Support a paragraph with a specific example.**

81062-(ENGL-C097-001)-Basic Grammar/Writing  
by Katherine Ozbirn

Examples are not hard to explain to students; the details required within the examples for the reader's understanding is the biggest hurdle. However, students did seem to grasp this finer point of providing examples using my techniques.

---

83868-(ENGL-C097-002)-Basic Grammar/Writing  
by Scott Davis

Students met this objective, easily finding examples to support their topic sentences.

---

**Use adjectives and adverbs correctly in written exercises and in paragraphs.**

83868-(ENGL-C097-002)-Basic Grammar/Writing  
by Scott Davis

Students met this objective, though they still confuse some adjs/adv (e.g. fast vs. quickly).

---

81062-(ENGL-C097-001)-Basic Grammar/Writing  
by Katherine Ozbirn

Students were well prepared in their ESL courses at Coastline and had little challenge with this SLO. Overall, I was impressed with their knowledge gained from the ESL classes in grammar. Their applying the knowledge to their original compositions (i.e., being self-observant of their work outside of exercise activities) is the challenge, which they seemed to be able to do with peer work, self-reflection, and instructor review.

---

**Use the correct tense of the verb in sentences.**

81062-(ENGL-C097-001)-Basic Grammar/Writing  
by Katherine Ozbirn

Verb tenses are easily mastered using my technique for time and action recognition. Not all students were completely successful; however, they were much more reflective of time and action with repeated exercises and self-reflection combined with peer review and instructor input.

---

83868-(ENGL-C097-002)-Basic Grammar/Writing  
by Scott Davis

Students met this objective. They have no problem distinguishing past/present/future, though the correct use of present perfect bewilders them. We will do more writing exercises built off that tense.

---

**Write complete and correct topic sentences.**

81062-(ENGL-C097-001)-Basic Grammar/Writing  
by Katherine Ozbirn

The deductive order (general-to-specific) of thinking was reviewed and applied to paragraph development using extensive paragraph exercises, student compositions, and peer and instructor input.

---

83868-(ENGL-C097-002)-Basic Grammar/Writing  
by Scott Davis

Students me this objective, having written many topic sentences / main ideas / theses.

**( ENGL-C098) Course Level SLO & Qualitative Notes**

**The student will be able to analyze various reading materials.**

81673-(ENGL-C098-001)-Developmental Writing  
by Penny Davis

83% of the students attending at the end of the semester met or partially met this SLO (15 of 18 students).

---

**The student will be able to distinguish between various writing strategies and effectively use them in developing a paragraph.**

81673-(ENGL-C098-001)-Developmental Writing  
by Penny Davis

83% of the students attending at the end of the semester met or partially met this SLO (15 of 18 students).

---

**The student will be able to plan a paragraph using The Writing Process.**

81673-(ENGL-C098-001)-Developmental Writing  
by Penny Davis

83% of the students attending at the end of the semester met or partially met this SLO (15 of 18 students). One student did not use the complete Writing Process on his Final; therefore, he will need to repeat this semester.

---

**The student will be able to select a topic to write about.**

81673-(ENGL-C098-001)-Developmental Writing  
by Penny Davis

83% of the students attending at the end of the semester met or partially met this SLO (15 of 18 students).

---

**The student will be able to use a dictionary effectively.**

81673-(ENGL-C098-001)-Developmental Writing  
by Penny Davis

## Student Outcomes Qualitative Notes during CCC Fall 2012 for English

83% of the students attending at the end of the semester met or partially met this SLO (15 of 18 students).

---

**The student will be able to write a topic sentence and adequately support it within a paragraph.**

81673-(ENGL-C098-001)-Developmental Writing  
by Penny Davis

83% of the students attending at the end of the semester met or partially met this SLO (15 of 18 students).

---

### ( ENGL-C099) Course Level SLO & Qualitative Notes

**The student will be able to demonstrate sentence variety in his/her writing.**

81732-(ENGL-C099-002)-Fund Of Composition  
by Kenneth Leighton

I think this quiz is too long (100 questions), and I think students may be overwhelmed by it. I will rewrite the quiz. It needs some freshening up anyway.

---

82917-(ENGL-C099-003)-Fund Of Composition  
by Kenneth Leighton

The lower results for this outcome are due mostly to students who stopped attending but did not drop the course. Anyway, I'm going to change the assessment for the spring.

---

82963-(ENGL-C099-004)-Fund Of Composition  
by Kenneth Leighton

I think this quiz is too long (100 questions), and I think students may be overwhelmed by it. I will rewrite the quiz. It needs some freshening up anyway.

---

83670-(ENGL-C099-005)-Fund Of Composition  
by Lorraine Tsutsumida-Krampe

Emphasize the use of sentence combining exercises with the 5 Option patterns.

---

**The student will be able to write a well-developed, coherent multi-paragraph essay that includes an introductory paragraph, supporting paragraphs, and a concluding paragraph. The essay will demonstrate the student's ability to support a clear thesis statement with details and examples.**

83670-(ENGL-C099-005)-Fund Of Composition

## Student Outcomes Qualitative Notes during CCC Fall 2012 for English

by Lorraine Tsutsumida-Krampe

Emphasize a structured outline form for the basic five-paragraph essay.

---

82963-(ENGL-C099-004)-Fund Of Composition  
by Kenneth Leighton

Just over 60% of the students met this outcome, which is not good. The English Dept. revised this outcome--a new outcome is now in the approval process. Once the new outcome is added, I think success rates will improve.

---

82917-(ENGL-C099-003)-Fund Of Composition  
by Kenneth Leighton

The lower results for this outcome are due mostly to students who stopped attending but did not drop the course. The scores for the students who persisted were quite good.

---

81732-(ENGL-C099-002)-Fund Of Composition  
by Kenneth Leighton

More than 70% of the students met this outcome, which is okay but not great. The English Dept. revised this outcome--a new outcome is now in the approval process. Once the new outcome is added, I think success rates will improve.

---

**The student will be able to write a well-developed, coherent paragraph of at least 250 words in Standard English, and the paragraph will include a clear topic sentence, one or more specific supporting examples, and a concluding sentence.**

82917-(ENGL-C099-003)-Fund Of Composition  
by Kenneth Leighton

More than 90% of the class met the outcome, which is great! I'm very pleased.

---

82963-(ENGL-C099-004)-Fund Of Composition  
by Kenneth Leighton

Once the reading test is implemented, I imagine that fewer underprepared students will end up in this course. To make sure that students don't miss this exam, I'll send an e-mail reminder. Plagiarism was also an issue this semester. I write about academic honesty on the syllabus, but I'll include more language about it in each lesson as well for the spring. As the in-class results for this course are better than the online sections, I think I need to add more writing assignments to the online sections. I plan to do this over the summer of 2013.

---

83670-(ENGL-C099-005)-Fund Of Composition  
by Lorraine Tsutsumida-Krampe

Emphasize a structured outline form for each rhetorical pattern taught.

---

## Student Outcomes Qualitative Notes during CCC Fall 2012 for English

81732-(ENGL-C099-002)-Fund Of Composition  
by Kenneth Leighton

Once the reading test is implemented, I imagine that fewer underprepared students will end up in this course. To make sure that students don't miss this exam, I'll send an e-mail reminder. Plagiarism was also an issue this semester. I write about academic honesty on the syllabus, but I'll include more language about it in each lesson as well for the spring. As the in-class results for this course are better than the online sections, I think I need to add more writing assignments to the online sections. I plan to do this over the summer of 2013.

---

### **( ENGL-C100) Course Level SLO & Qualitative Notes**

**The student will be able to search for and find reliable, unbiased sources and to use these sources in research papers with correct MLA documentation.**

81348-(ENGL-C100-001)-Freshman Composition  
by Lugene Rosen

Again, the 9 students who did not submit the required assignments affected this score. To bolster the scores in the future, I would include a source evaluation template.

---

81437-(ENGL-C100-003)-Freshman Composition  
by Catherine Palmer

I need to continue to work with the students and continue to revise the course area covering research. Research is difficult for students.

---

83352-(ENGL-C100-005)-Freshman Composition  
by Lugene Rosen

Students did well in this area; however, the results are skewed due to 10 students who attended class but did not submit assignments.

---

82742-(ENGL-C100-007)-Freshman Composition  
by Kristen Nichols

One way to improve student understanding next semester will be for me to include instructional videos in the lecture notes. The University of Maryland has produced some very good MLA format videos for this type of research essay.

---

82918-(ENGL-C100-008)-Freshman Composition  
by Kristen Nichols

One way to improve student understanding next semester will be for me to include instructional videos in the lecture notes. The University of Maryland has produced some very good MLA format videos for this type of research essay.

---

82974-(ENGL-C100-010)-Freshman Composition  
by Catherine Palmer

## Student Outcomes Qualitative Notes during CCC Fall 2012 for English

I need to continue to work with the students and continue to revise the course area covering research. Research is difficult for students.

---

83896-(ENGL-C100-016)-Freshman Composition  
by Scott Davis

Students only partially met this objective. This is a result of missing work, however; they wrote two papers, one shorter, one longer, each requiring research and documentation.

---

82975-(ENGL-C100-011)-Freshman Composition  
by Kristen Nichols

One way to improve student understanding next semester will be for me to include instructional videos in the lecture notes. The University of Maryland has produced some very good MLA format videos for this type of research essay.

---

83915-(ENGL-C100-018)-Freshman Composition  
by Scott Davis

Students met this objective after writing two research papers, one in MLA, one in APA style, with EBSCO as the database.

---

83917-(ENGL-C100-019)-Freshman Composition  
by Scott Davis

-none-

---

**The student will be able to write well-organized, well-developed expository essays in a variety of rhetorical modes, using Standard English, with a clear thesis statement, supporting topic sentences, and supporting details.**

83896-(ENGL-C100-016)-Freshman Composition  
by Scott Davis

Students met this objective, having written several essays in various modes.

---

82975-(ENGL-C100-011)-Freshman Composition  
by Kristen Nichols

The outcome of this SLO is a bit skewed due to the fact that students drop the course or stop participating. The zeros from those students make the statistics for this SLO seem lower than they should be. Of the students who participated to the end of the course, almost 100% actually did meet this SLO. The low scores here can be remedied with student retention efforts and encouragement. Even then, a number of students simply choose to drop or stop participating. Several at-risk students asked for extra help this semester and were able to continue. One instructional improvement that I plan to make is to include videos about 5-paragraph essay structure. The University of Maryland has produced some very helpful material that I think will definitely enhance student understanding.

---

## Student Outcomes Qualitative Notes during CCC Fall 2012 for English

83915-(ENGL-C100-018)-Freshman Composition  
by Scott Davis

Students met this objective, having written several essays in various rhetorical modes.

---

82974-(ENGL-C100-010)-Freshman Composition  
by Catherine Palmer

I will continue to work toward this goal.

---

82918-(ENGL-C100-008)-Freshman Composition  
by Kristen Nichols

The outcome of this SLO is a bit skewed due to the fact that students drop the course or stop participating. The zeros from those students make the statistics for this SLO seem lower than they should be. Of the students who participated to the end of the course, almost 100% actually did meet this SLO. The low scores here can be remedied with student retention efforts and encouragement. Even then, a number of students simply choose to drop or stop participating. Several at-risk students asked for extra help this semester and were able to continue. One instructional improvement that I plan to make is to include videos about 5-paragraph essay structure. The University of Maryland has produced some very helpful material that I think will definitely enhance student understanding.

---

81437-(ENGL-C100-003)-Freshman Composition  
by Catherine Palmer

I will continue to work toward this goal.

---

83352-(ENGL-C100-005)-Freshman Composition  
by Lugene Rosen

This area reflects the divide between ESL students and the native speakers, in addition to 7-9 students who did not submit assignments. In the future, I would press more strongly for those who struggled on the holistic essay to take English 099. I would also introduce the essay template earlier in the semester.

---

82742-(ENGL-C100-007)-Freshman Composition  
by Kristen Nichols

The outcome of this SLO is a bit skewed due to the fact that students drop the course or stop participating. The zeros from those students make the statistics for this SLO seem lower than they should be. Of the students who participated to the end of the course, almost 100% actually did meet this SLO. The low scores here can be remedied with student retention efforts and encouragement. Even then, a number of students simply choose to drop or stop participating. Several at-risk students asked for extra help this semester and were able to continue. One instructional improvement that I plan to make is to include videos about 5-paragraph essay structure. The University of Maryland has produced some very helpful material that I think will definitely enhance student understanding.

---

81348-(ENGL-C100-001)-Freshman Composition  
by Lugene Rosen

There were 9 students who attended class but did not submit assignments, which skewed the scoring for this outcome. Of those who did submit, the introduction of a pre-writing template helped greatly with essay structure. I would continue to use this template.

---

83917-(ENGL-C100-019)-Freshman Composition  
by Scott Davis

-none-

---

**( ENGL-C100) Institutional SLO & Qualitative Notes**

**Demonstrate ability to apply critical thinking and analysis.**

81437-(ENGL-C100-003)-Freshman Composition  
by Catherine Palmer

To remind students to revise and think about what they are writing.

---

81348-(ENGL-C100-001)-Freshman Composition  
by Lugene Rosen

Of those students who participated in the discussion forums, critical thinking improved, both within the forums and on written work. In the future, I would take the time to question those who do not participate about their reasons and overcome objections.

---

83352-(ENGL-C100-005)-Freshman Composition  
by Lugene Rosen

This are is affected by students who did not participate in the discussion forums as well as those who did not submit assignments. In the future, I would address these issues by scheduling individual conferences.

---

82974-(ENGL-C100-010)-Freshman Composition  
by Catherine Palmer

Refer to the logical fallacies often and think about the written sentence.

---

83896-(ENGL-C100-016)-Freshman Composition  
by Scott Davis

Students only partially met this objective, their stats weighed down by a few analytical essays not turned in.

---

83917-(ENGL-C100-019)-Freshman Composition  
by Scott Davis

## Student Outcomes Qualitative Notes during CCC Fall 2012 for English

-none-

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83915-(ENGL-C100-018)-Freshman Composition  
by Scott Davis

Students mostly met this objective, though some missing work and some lower scores on argumentative essays kept them from fully meeting it.

---

### **Demonstrate information competency.**

83915-(ENGL-C100-018)-Freshman Composition  
by Scott Davis

Students easily met this objective, using information, sources, and research skills regularly.

---

83917-(ENGL-C100-019)-Freshman Composition  
by Scott Davis

-none-

---

83896-(ENGL-C100-016)-Freshman Composition  
by Scott Davis

Students met this objective, showing facility with online searches and databases.

---

82974-(ENGL-C100-010)-Freshman Composition  
by Catherine Palmer

Read the course material, the text, and the research material.

---

83352-(ENGL-C100-005)-Freshman Composition  
by Lugene Rosen

Of the students who submitted the required assignments, most did well in this area. I cannot think of any changes I would make at this time.

---

81348-(ENGL-C100-001)-Freshman Composition  
by Lugene Rosen

This are was affected by 9 students who did not submit the required assignments. I would implement a better sytem of follow-up with at-risk students.

## Student Outcomes Qualitative Notes during CCC Fall 2012 for English

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81437-(ENGL-C100-003)-Freshman Composition  
by Catherine Palmer

Read the course material, the text, and the research material.

---

### **Use effective communication and interpersonal skills.**

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81437-(ENGL-C100-003)-Freshman Composition  
by Catherine Palmer

Read over assignments to check for errors in sentence structure and grammar. Discuss items on the discussion board.

---

81348-(ENGL-C100-001)-Freshman Composition  
by Lugene Rosen

Students performed well in this area. I would reinforce the importance of participation in the discussion forums to those whose performance was lacking.

---

83352-(ENGL-C100-005)-Freshman Composition  
by Lugene Rosen

The scores here reflect the participation in the discussion forums. Those who participated excelled; those who did not (9 students) affected the overall scoring. I would send a weekly reminder to students who fail to participate.

---

82974-(ENGL-C100-010)-Freshman Composition  
by Catherine Palmer

Read over assignments to check for errors in sentence structure and grammar. Discuss items on the discussion board.

---

83896-(ENGL-C100-016)-Freshman Composition  
by Scott Davis

Students partially met this objective, due in part to incomplete work.

---

83917-(ENGL-C100-019)-Freshman Composition  
by Scott Davis

-none-

---

83915-(ENGL-C100-018)-Freshman Composition  
by Scott Davis

## Student Outcomes Qualitative Notes during CCC Fall 2012 for English

Students met this objective based on successful group work.

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### ( ENGL-C100) Program Level SLO & Qualitative Notes

**Search for and find reliable, unbiased sources and to use these sources in research papers, using correct MLA documentation.**

83915-(ENGL-C100-018)-Freshman Composition  
by Scott Davis

Students met this objective thanks to two research papers, one in MLA, one in APA.

---

83917-(ENGL-C100-019)-Freshman Composition  
by Scott Davis

-none-

---

83896-(ENGL-C100-016)-Freshman Composition  
by Scott Davis

Though the data shows students partly met this objective, they actually use MLA and APA styles well. Missing assignments lowers these stats.

---

82974-(ENGL-C100-010)-Freshman Composition  
by Catherine Palmer

I need to continue to work with the students and continue to revise the course. Research is difficult for students.

---

83352-(ENGL-C100-005)-Freshman Composition  
by Lugene Rosen

There were 10 students who did not submit the required assignments yet attended class. I would investigate more fully the reasons for not turning in assignments.

---

81348-(ENGL-C100-001)-Freshman Composition  
by Lugene Rosen

There were 9 students who did not submit the assignments that this score is based on, which affected the outcome. Since the students attended class, I would set aside time to speak individually to students about grades.

---

81437-(ENGL-C100-003)-Freshman Composition

## Student Outcomes Qualitative Notes during CCC Fall 2012 for English

by Catherine Palmer

I need to continue to work with the students and continue to revise the course. Research is difficult for students.

---

**Write well-organized, well-developed expository essays in a variety of rhetorical modes, using Standard English, with a clear thesis statement and supporting topic sentences and supporting details.**

81437-(ENGL-C100-003)-Freshman Composition  
by Catherine Palmer

I will continue to make comments and corrections with the understanding that the student will act upon the comments.

---

81348-(ENGL-C100-001)-Freshman Composition  
by Lugene Rosen

There were 9 students who did not submit assignments, which skewed the results. For those who did submit, I think that I would introduce the essay template sooner in the semester as a check-list for structure.

---

83352-(ENGL-C100-005)-Freshman Composition  
by Lugene Rosen

This is another area where ESL students has difficulty, which affected the overall scoring. In the future, I would require that struggling students visit the SSC.

---

82974-(ENGL-C100-010)-Freshman Composition  
by Catherine Palmer

I will continue to make comments and corrections with the understanding that the student will act upon the comments.

---

83896-(ENGL-C100-016)-Freshman Composition  
by Scott Davis

Students met this objective, having written several essays in various modes.

---

83917-(ENGL-C100-019)-Freshman Composition  
by Scott Davis

-none-

---

83915-(ENGL-C100-018)-Freshman Composition  
by Scott Davis

## Student Outcomes Qualitative Notes during CCC Fall 2012 for English

Students met this objective, having written several essays in various rhetorical modes.

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### ( ENGL-C102) Course Level SLO & Qualitative Notes

#### **Evaluate secondary sources and use those sources correctly, using MLA documentation, in a research report.**

83462-(ENGL-C102-005)-Critical Reasoning  
by Lugene Rosen

The low score here is skewed by 4 students who did not submit the annotated bibliography as well as those who chose not to submit a rough draft of the final argument for feedback. In the future, I would require all students to post a rough draft for revision suggestions.

---

#### **Write well-organized and well-reasoned arguments that demonstrate critical analysis supported by sufficient evidence, using Standard English.**

83462-(ENGL-C102-005)-Critical Reasoning  
by Lugene Rosen

There were 6 students who did not submit argument 1 and 2, which greatly skewed the results. I would create a template for essay structure that students would need to submit along with their assignment to reinforce the process of essay construction.

---

### ( ENGL-C102) Institutional SLO & Qualitative Notes

#### **Demonstrate ability to apply critical thinking and analysis.**

83462-(ENGL-C102-005)-Critical Reasoning  
by Lugene Rosen

This is a difficult area to measure. Students seemed to use more analytical thinking in the less formal assignments than in the essay assignments. Again, I think that I would develop an essay template and require that thesis statements be submitted prior to writing.

---

#### **Demonstrate information competency.**

83462-(ENGL-C102-005)-Critical Reasoning  
by Lugene Rosen

This area was affected by 6 students who did not submit the required assignments. To reinforce the concepts, in the future, I would require source evaluation forms and steer students away from Google.

**Use effective communication and interpersonal skills.**

83462-(ENGL-C102-005)-Critical Reasoning  
by Lugene Rosen

Students scored well in this area. I would continue to require participation in the discussion forums. For those who did not participate, I would send a more forceful email explaining the importance of this activity.

---

**( ENGL-C102) Program Level SLO & Qualitative Notes**

**Search for and find reliable, unbiased sources and to use these sources in research papers, using correct MLA documentation.**

83462-(ENGL-C102-005)-Critical Reasoning  
by Lugene Rosen

Again, students who did not submit work skewed the scoring; however, there were still issues with those who did submit. I would require that students complete an evaluation form for each source in the future.

---

**Write well-organized, well-developed expository essays in a variety of rhetorical modes, using Standard English, with a clear thesis statement and supporting topic sentences and supporting details.**

83462-(ENGL-C102-005)-Critical Reasoning  
by Lugene Rosen

Since many students were deficient in their knowledge of thesis generation and essay structure, I would add a short assignment that requires them to submit their thesis prior to writing their essays.

---

**( ENGL-C135) Course Level SLO & Qualitative Notes**

**Given a specific business scenario, prepare a professional, concise, and grammatically correct proposal or report.**

83215-(ENGL-C135-001)-Business Writing  
by Sally Kurz

I had four students that did not complete any written graded assignments that resulted in a lower statistic for this SLO. In the future I will send more reminder emails to students advising them they cannot complete the course without doing the graded writing assignments. I had two students that did not complete any assignments and I did not drop them.

---

**Given a specific business scenario, prepare and make an effective presentation that uses content, media, and delivery methods appropriate to the needs of the intended audience.**

83215-(ENGL-C135-001)-Business Writing  
by Sally Kurz

I had four students that did not complete any written graded assignments that resulted in a lower statistic for this SLO. In the future I will send more reminder emails to students advising them they cannot complete the course without doing the graded writing assignments. I had two students that did not complete any assignments and I did not drop them.

---

**Given a specific business scenario, select the appropriate written medium and prepare a professional, concise, and grammatically correct letter, memorandum, or e-mail message.**

83215-(ENGL-C135-001)-Business Writing  
by Sally Kurz

I had four students that did not complete any written graded assignments that resulted in a lower statistic for this SLO. In the future I will send more reminder emails to students advising them they cannot complete the course without doing the graded writing assignments. I had two students that did not complete any assignments and I did not drop them.

---

**Plan and produce a persuasive, job-specific application, resume, and cover letter and demonstrate effective job interview skills.**

83215-(ENGL-C135-001)-Business Writing  
by Sally Kurz

I had four students that did not complete any written graded assignments that resulted in a lower statistic for this SLO. In the future I will send more reminder emails to students advising them they cannot complete the course without doing the graded writing assignments. I had two students that did not complete any assignments and I did not drop them.

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**( ENGL-C140) Course Level SLO & Qualitative Notes**

**Analyze and critique stories, novels, plays, and poetry with attention to structure, theme, plot, character development, symbolism, and the use of language.**

83772-(ENGL-C140-001)-Introduction to Literature  
by Catherine Palmer

Will work with students to more fully respond to their work.

---

**Compare and contrast literary elements in stories, poetry, drama, and novels.**

## Student Outcomes Qualitative Notes during CCC Fall 2012 for English

83772-(ENGL-C140-001)-Introduction to Literature  
by Catherine Palmer

Will work on the compare and contrast in stories. Students study and are quizzed on literary elements.

---

### **( ENGL-C140) Program Level SLO & Qualitative Notes**

**Analyze a given literary work and explain its relevance to the time period and genre in which it was written as well as the relationship between the events in an author's life, time, and culture to the development of his or her writing.**

83772-(ENGL-C140-001)-Introduction to Literature  
by Catherine Palmer

Students do made references to the author's life and culture. I will made a reference to be used in the short reponses.

---

**Evaluate a literary work in terms of style and descriptive technique, language, tone, mood, and literary conventions, such as symbolism, imagery, irony, and poetic devices such as meter and rhyme pattern.**

83772-(ENGL-C140-001)-Introduction to Literature  
by Catherine Palmer

I want to see that the students understand how to respond more fully to all of their literary work.

---

### **( ENGL-C143) Course Level SLO & Qualitative Notes**

**The student will be able to analyze selected texts in terms of plot, characterization, and theme.**

82990-(ENGL-C143-001)-Children's Literature  
by Kenneth Leighton

The results don't really reflect an accurate picture of success in the course due to the number of students who stopped submitting work but did not drop the course. I'll send and post more reminders about the drop dates.

---

**The student will be able to describe, in written responses, the historical development, current trends, and enduring characteristics of children's and young adult literature.**

## Student Outcomes Qualitative Notes during CCC Fall 2012 for English

82990-(ENGL-C143-001)-Children's Literature  
by Kenneth Leighton

The results don't really reflect an accurate picture of success in the course due to the number of students who stopped submitting work but did not drop the course. I'll send and post more reminders about the drop dates.

---

### **( ENGL-C143) Program Level SLO & Qualitative Notes**

**Analyze a given literary work and explain its relevance to the time period and genre in which it was written as well as the relationship between the events in an author's life, time, and culture to the development of his or her writing.**

82990-(ENGL-C143-001)-Children's Literature  
by Kenneth Leighton

The results don't really reflect an accurate picture of success in the course due to the number of students who stopped submitting work but did not drop the course. I'll send and post more reminders about the drop dates.

---

**Evaluate a literary work in terms of style and descriptive technique, language, tone, mood, and literary conventions, such as symbolism, imagery, irony, and poetic devices such as meter and rhyme pattern.**

82990-(ENGL-C143-001)-Children's Literature  
by Kenneth Leighton

The results don't really reflect an accurate picture of success in the course due to the number of students who stopped submitting work but did not drop the course. I'll send and post more reminders about the drop dates.

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