




# Welcome Michael Heumann

				
<b>Planning</b>	<b>Budgeting</b>	<b>Assessment</b>	<b>Credentialing</b>	<b>Accreditation</b>

## Planning:

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## Budget:

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## Assessment:

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Programs		<a href="#">Add Program</a>
<b>Atlas Grant</b>	<div style="display: flex; justify-content: space-between;"><div><div style="width: 100%; height: 10px; background-color: #ccc;"></div></div><div>0 %</div></div>	
<b>English Department</b>	<div style="display: flex; justify-content: space-between;"><div><div style="width: 114%; height: 10px; background: linear-gradient(to right, red, orange, yellow, green);"></div></div><div>114 %</div></div>	
<b>Learning Outcomes</b>		
<b>ENGL 008 - SLO #1 (English )</b>	<div style="display: flex; justify-content: space-between;"><div><div style="width: 118.6%; height: 10px; background: linear-gradient(to right, red, orange, yellow, green);"></div></div><div>118.6 %</div></div>	
1. Generate essays with a clear thesis statement or controlling idea. (ILO1, ILO2, ILO4)		
<b>ENGL 008 - SLO #2 (English )</b>	<div style="display: flex; justify-content: space-between;"><div><div style="width: 0%; height: 10px; background-color: #ccc;"></div></div><div>0 %</div></div>	
2. Write essays showing support for a thesis statement or controlling idea. (ILO1, ILO2, ILO4)		
<b>ENGL 008 - SLO #3 (English )</b>	<div style="display: flex; justify-content: space-between;"><div><div style="width: 0%; height: 10px; background-color: #ccc;"></div></div><div>0 %</div></div>	
3. Construct complete sentences with few errors in sentence structure such as fragments, comma splices, run-on sentences. (ILO1, ILO2, ILO3, ILO4)		
<b>ENGL 008 - SLO #4 (English )</b>	<div style="display: flex; justify-content: space-between;"><div><div style="width: 0%; height: 10px; background-color: #ccc;"></div></div><div>0 %</div></div>	
4. Compose a multi-paragraph essay that uses standard verb form and tense in response to a reading. (ILO1, ILO2, ILO4, ILO5)		
<b>ENGL 009 - SLO #1 (English )</b>	<div style="display: flex; justify-content: space-between;"><div><div style="width: 123.8%; height: 10px; background: linear-gradient(to right, red, orange, yellow, green);"></div></div><div>123.8 %</div></div>	
1. Compose a multi-paragraph essay that responds to an essay prompt with a clear controlling idea or thesis statement. (ILO1, ILO2, ILO4)		
<b>ENGL 009 - SLO #2 (English )</b>	<div style="display: flex; justify-content: space-between;"><div><div style="width: 0%; height: 10px; background-color: #ccc;"></div></div><div>0 %</div></div>	
2. Compose a multi-paragraph essay with a clear organizational structure and adequate support. (ILO1, ILO2, ILO3, ILO4)		
<b>ENGL 009 - SLO #3 (English )</b>	<div style="display: flex; justify-content: space-between;"><div><div style="width: 0%; height: 10px; background-color: #ccc;"></div></div><div>0 %</div></div>	
3. Compose a multi-paragraph essay that uses correctly formed sentences with virtually no sentence-level or grammar errors. (ILO1, ILO2, ILO4)		
<b>ENGL 009 - SLO #4 (English )</b>	<div style="display: flex; justify-content: space-between;"><div><div style="width: 0%; height: 10px; background-color: #ccc;"></div></div><div>0 %</div></div>	
4. Develop a research paper that effectively synthesizes ideas and information from multiple sources and utilizes correct MLA formatting of citations. (ILO1, ILO2, ILO3, ILO4, ILO5)		
<b>ENGL 010 - SLO #1 (English )</b>	<div style="display: flex; justify-content: space-between;"><div><div style="width: 0%; height: 10px; background-color: #ccc;"></div></div><div>0 %</div></div>	

1. Compose a multi-paragraph essay that responds to a prompt and is structured around a controlling idea or thesis. (ILO1, ILO2, ILO5)		81.8 %
<b>ENGL 010 - SLO #2 (English )</b>		
2. Compose a multi-paragraph essay with few errors in sentence structure such as fragments, comma splices, and run-on sentences. (ILO1, ILO2)		
<b>ENGL 010 - SLO #3 (English )</b>		0 %
3. Demonstrate an understanding of basic research strategies, including appropriate use and correct documentation of research materials. (ILO1, ILO2, ILO3, ILO4)		
<b>ENGL 010 - SLO #4 (English )</b>		0 %
4. Demonstrate critical thinking skills by analyzing and responding to a selected reading. (ILO1, ILO2, ILO4, ILO5)		
<b>ENGL 059 - SLO #1 (English )</b>		0 %
1. Demonstrate up to four techniques for repairing a comma splice error. (ILO1)		
<b>ENGL 059 - SLO #2 (English )</b>		126.2 %
2. Demonstrate ability to use present-tense verbs correctly. (ILO1)		
<b>ENGL 059 - SLO #3 (English )</b>		0 %
3. Demonstrate ability to use past participle verb forms correctly. (ILO1)		
<b>ENGL 102 - SLO #1 (English )</b>		0 %
1. Recognize the development of character in fiction. (ILO1, ILO2)		
<b>ENGL 102 - SLO #2 (English )</b>		107.1 %
2. Identify and become familiar with some academically relevant texts within the literary canon representing a variety of cultures and backgrounds. (ILO5)		
<b>ENGL 102 - SLO #3 (English )</b>		0 %
3. Identify symbolism within works of fiction, poetry, and drama. (ILO1, ILO2)		
<b>ENGL 110 - SLO #1 (English )</b>		114.3 %
1. Demonstrate mastery of research strategies, including appropriate use and correct documentation of research materials (ILO1, ILO4, ILO5)		
<b>ENGL 110 - SLO #2 (English )</b>		0 %
2. analyze an argumentative text for claim, support, and fallacies (ILO1, ILO2)		
<b>ENGL 110 - SLO #3 (English )</b>		0 %
3. Develop an essay of multiple pages that effectively presents and strongly supports a thesis statement. (ILO1, ILO2)		
<b>ENGL 110 - SLO #4 (English )</b>		0 %
4. Demonstrate command of rules regarding plagiarism and academic ethics. (ILO3)		
<b>ENGL 201 - SLO #1 (English )</b>		0 %
1. Interpret appropriately and analyze a written argument for claim, evidence, reasoning, fallacies, and overall effectiveness. (ILO1, ILO2)		
<b>ENGL 201 - SLO #2 (English )</b>		126.5 %
2. Develop an effective written argument containing a factual claim, providing valid and appropriate evidence, utilizing appropriate reasoning strategies, and avoiding fallacies. (ILO1, ILO2, ILO3)		
<b>ENGL 201 - SLO #3 (English )</b>		0 %
3. Demonstrate command of rules regarding plagiarism and academic ethics. (ILO3)		
<b>ENGL 220 - SLO #1 (English )</b>		0 %
1. Synthesize and evaluate American literature (including genre, themes, and historical contexts) from the American Renaissance to the present. (ILO1, ILO2, ILO5)		
<b>ENGL 220 - SLO #2 (English )</b>		0 %
2. Demonstrate command of rules regarding plagiarism and academic ethics. (ILO3)		
<b>ENGL 220 - SLO #3 (English )</b>		0 %
3. Access and interpret literary texts using scholarly sources (drawn from the library catalog, electronic databases, and the		



<b>ENGL 226 - SLO #1 (English )</b>		<b>0 %</b>
1. Show a broad understanding of common structures and themes found in mythological texts from around the world. (ILO1, ILO2, ILO5)		
<b>ENGL 226 - SLO #2 (English )</b>		<b>0 %</b>
2. Demonstrate command of rules regarding plagiarism and academic ethics. (ILO3)		
<b>ENGL 226 - SLO #3 (English )</b>		<b>0 %</b>
3. Access and interpret literary texts via various sources (drawn from Internet, library catalogue, and electronic databases); and evaluate publishers/authors. (ILO1, ILO2, ILO4)		
<b>ENGL 226 - SLO #4 (English )</b>		<b>0 %</b>
4. Analyze myths from different historic periods and different cultures. (ILO1, ILO2, ILO3)		
<b>ENGL 250 - SLO #1 (English )</b>		<b>0 %</b>
1. compose a short story with adequate development of plot, theme, and character development, with properly formatted dialogue, description, and literary devices. ISLO1, ISLO2		
<b>ENGL 250 - SLO #2 (English )</b>		<b>0 %</b>
2. compose a short poem with demonstrated understanding of line length, alliteration, assonance, rhyme, meter, imagery, symbolism, and metaphor. ISLO1, ISLO2		
<b>ENGL 250 - SLO #3 (English )</b>		<b>0 %</b>
3. proofread, edit, analyze, and critique fellow students' stories and poems based on their mastery of the appropriate elements as described above. ISLO1, ISLO2, ISLO3, ISLO5		
<b>ENGL 270 - SLO #1 (English )</b>		<b>0 %</b>
1. identify basic elements of English phonetics, phonology, morphology, syntax, semantics, pragmatics, and sociolinguistics as they relate to success and failure in communication between people.		
<b>ENGL 270 - SLO #2 (English )</b>		<b>0 %</b>
2. accurately describe the universal and variant elements of human language and language learning.		
<b>ENGL 270 - SLO #3 (English )</b>		<b>0 %</b>
3. identify the nature of errors in non-standard dialects as they relate to the core areas of language study listed in #1 above.		
<b>READ 018 - SLO #1 (English Department)</b>		<b>98 %</b>
1. Locate and analyze both stated and implied subjects and main ideas in paragraphs. (ILO1, ILO2)		
<b>READ 018 - SLO #2 (English Department)</b>		<b>0 %</b>
2. Locate major and minor details and identify the author's organization of ideas in expository paragraphs and simple essays. (ILO1, ILO2)		
<b>READ 018 - SLO #3 (English Department)</b>		<b>0 %</b>
3. Use context clues and word parts to analyze and learn unknown vocabulary. (ILO1, ILO2)		
<b>READ 018 - SLO #4 (English Department)</b>		<b>0 %</b>
4. Show growth in reading skills by attending and completing assignments (blocks) in the online reading lab program. (ILO1, ILO2, ILO3, ILO4)		
<b>READ 019 - SLO #1 (English Department)</b>		<b>135.7 %</b>
1. Use knowledge of main idea, major and minor details to compose outlines, paraphrases and summaries of college-level multi-paragraph essays, articles, editorials and textbook chapters. (ILO1, ILO2, ILO4)		
<b>READ 019 - SLO #2 (English Department)</b>		<b>0 %</b>
2. Use critical thinking skills (analysis, synthesis, and evaluation) to respond to college level texts. (ILO1, ILO2)		
<b>READ 019 - SLO #3 (English Department)</b>		<b>0 %</b>
3. Use a variety of strategies to analyze and learn college level vocabulary. (ILO1, ILO2)		
<b>READ 019 - SLO #4 (English Department)</b>		<b>0 %</b>
4. Show growth in reading skills by attending and completing assignments (blocks) in the online reading lab program. (ILO1, ILO2, ILO3, ILO4)		



<b>READ 111 - SLO #1 (English Department)</b>		<b>0 %</b>
1. Identify the three main persuasive appeals in selective texts. (ILO1, ILO2)		
<b>READ 111 - SLO #2 (English Department)</b>		<b>0 %</b>
2. Show growth in the ability to distinguish and identify word meanings appropriate to the college-transfer level. (ILO1, ILO2)		
<b>READ 111 - SLO #3 (English Department)</b>		<b>0 %</b>
3. Identify persuasive techniques in print or visual or aural media. (ILO2, ILO4)		
<b>READ 111 - SLO #4 (English Department)</b>		<b>0 %</b>
4. Identify, analyze, and critique inference and its effects. (ILO1, ILO2)		
<b>English for Transfer, A.A.-T.</b>		<b>132 %</b>

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- ▶ [Standards I Need to Work On](#)

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