Introduction

Purpose
An effective program review supports continuous quality improvement to enhance student learning outcomes and, ultimately, increase student achievement rates. Program review aims to be a sustainable process that reviews, discusses, and analyzes current practices. The purpose is to encourage program reflection, and to ensure that program planning is related to goals at the institutional and course levels.

Process
Foothill College academic programs that lead to an A.A./A.S. or Certificate(s), or are part of a specialized pathway, such as ESL, Developmental English, Math My Way are reviewed annually with an in-depth review occurring on a three-year cycle. The specialized pathways may be included as part of the program review for the department, or may be done as a separate document if they are not part of a department that offers a degree or certificate. Faculty and staff in contributing departments will participate in the process. Deans provide feedback upon completion of the template and will forward the program review on to the next stage of the process, including prioritization at the Vice Presidential level, and at OPC and PaRC.

Annual review will address five core areas, and include a place for comments for the faculty and the dean or director.
1. Data and trend analysis
2. Outcomes assessment
3. Program goals and rationale
4. Program resources and support
5. Program strengths/opportunities for improvement
6. Dean/Administrator's comments/reflection/next steps
7. Vice President Comments

2012-2013 Submission Deadline:
• Program review documents are due to Dean by December 14 for completion of Section 6.
•Dean completes section 6 and forwards documents to Vice President for completion of Section 7 by January 4, 2013.
 • Vice President completes section 7 and returns documents to program review team by January 18, 2013.
• Program review documents are due to the Office of Instruction by January 25, 2013.

Foothill College Program Review Cycle:
To see which template your department is scheduled to complete, check the Program Review Schedule: http://foothill.edu/staff/irs/programplans/2012-2013/12-13-prog-rev-schedule.pdf

Questions?
Contact: Office of Instruction and Institutional Research (650) 949-7240
Website: http://foothill.edu/staff/irs/programplans/index.php

Basic Program Information

Department Name: English

Program Mission(s):

The Foothill College English Department offers a comprehensive and richly diverse program in basic college skills , transfer-level composition/reading, creative writing, and literature. Classroom-based and online instruction develop critical reading and writing skills essential to higher education (including for those majoring in English) career preparation, and effective participation in a democratic society and a global community. English courses teach students to evaluate the logic and techniques employed by writers in a variety of texts and respond in organized, fluent, and persuasive essays. These skills enable Foothill College students to achieve their goals for academic success, personal growth, and lifelong learning.

Program Review team members: The following individuals contributed to this program review.

Name	Department	Position
Brian Lewis	English	Faculty
Doren Robbins	English / Creative Writing	Faculty
Erica Onugha	English	Faculty
Hilda Fernandez	English	Faculty
Kella Svetich	English	Faculty
Kim Wolterbeek	English	Faculty
Lesley Dauer	English / Creative Writing	Faculty
Linda Lane	English	Faculty
Natalia Menendez	English	Faculty
Scott Lankford	English	Faculty
Susie Huerta	English	Faculty
Valerie Fong	English	Faculty

Total number of Full Time Faculty:	18
Total number of Part Time Faculty:	39

Existing Classified positions:
Administrative Assistant

Programs* covered by this review

Program Name	Program Type (A.S., C.A., Pathway, etc.)	Units**
English	A.A.	
English XL(erated)	Pathway	14
Puente	Pathway	18
Literature	?	
Creative Writing	?	

*If you have a supporting program or pathway in your area for which you will be making resource requests, please analyze it within this program review. For example, ESLL, Math My Way, etc. You will only need to address those data elements that apply.

**Certificates of 27 or more units must be state approved (transcriptable). A Certificate of Achievement is state approved (transcriptable).

Section 1. Data and Trend Analysis

1.1. Program Data:

Data will be posted on http://foothill.edu/staff/irs/programplans/programreviewdata.php for all measures except non-transcriptable completion. Please attach all applicable data sheets to the final Program Review document submitted to your Dean. You may use the boxes below to manually copy data if desired.

Transcriptable Program	2010-2011	2011-2012	% Change
English	4	4	0

Please provide any non-transcriptable completion data you have available. Institutional Research does not track this data.

Non-Transcriptable Program	2010-2011	2011-2012	% Change
Creative Writing	1	2	100

1.2 Department Data (Attach data provided by IR or manually complete chart below)

Dimension	2010-2011	2011-2012	% Change
Enrollment			
Productivity (Goal: 546)			
Success			
Full-time FTEF			
Part-time FTEF			

Department Course Data (Attach data provided by IR or manually complete chart below)

Course	2010-2011			2011-2012		
	Enroll.	Prod.	Success	Enroll.	Prod.	Success
Ex. ART 1						
Ex. ART 2						

1.3 Using the data and prompts, provide a short narrative analysis of the following indicators.

1.   Enrollment trends over the last two years: Is the enrollment in your program holding steady, or is there a noticeable increase or decline? Please comment on the data and analyze the trends.

Enrollment is up 11-16% according to a variety of measures. Contributing factors include program reductions at 4-year universities and general economic conditions, as well as an increase in the number of sections offered. These increases have had little to no cost on productivity.

a.   Please analyze the data and comment with regards to student ethnicity, gender, age and highest degree.

Program: Updated:

Ethnicity distribution illustrates a diverse cross section of students representative of the demographics of the Bay Area. The broad range of courses offered (basic skills, transfer, literature) through texts and course content engage and inform students about cultural, gender, and sexual diversity.

The data show a balance of gender distribution, as well as typical distribution of age. Highest degree data show that that our students are overwhelmingly enrolling for transfer.

Success rates:

Gender: No apparent achievement gap
Age group: Seems balanced - no achievement gaps
Ethnicity: Latino/a success rates, although low, held steady year-to-year; withdrawal went up slightly from 13-16%. Comparatively, African American success rates dropped from 64-58%, yet non-success held steady and withdrawals went up 11-18%.

Analysis suggests that one factor may be the elimination of the Mfumo learning community while the Puente community maintained. Furthermore, marginalization and cuts to campus-wide support systems targeting African American students, as well as campus-wide student equity efforts, may be a contributing factor.

Targeted groups show an achievement gap (65% compared to 79% success) and double the withdrawal rate.

We are looking forward to analyzing future data on the new 1S/T pathway to see if it addresses achievement gap. We also anticipate new NCBS classes may provide some support previously provided by our writing center, lab, and students services.

2.   Completion Rates: Has the number of students completing degrees/certificates held steady, or increased or declined in the last two years? Please comment on the data and analyze the trends, including completion rates by student demographic.
a.   AA, AS, transcriptable certificates:
b.   Local, non-State approved certificates:
c.   Certificates less than 27 units: All certificates less than 27 units should be reviewed carefully to determine if the certificate provides a tangible occupational benefit to the student, such as a job or promotion or higher salary, and documentation should be attached.

The number of AA degrees in English held steady. As the English department engages in improving the AA degree in English, by aligning with the Transfer Model Curriculum (TMC), we should see an uptick in students transferring with English Degrees. The Department has been discussing this model and will be offering the AA-T in English soon, after more carefully aligning classes with the Course Identification Numbering system (C-ID) and the TMC. To do this, the department needs to carefully consider how we would like to express our mission/vision/philosophy through our English degree, and its constituent offerings.

3.   Productivity: Please analyze the productivity trends in your program and explain factors that affect your productivity, i.e. GE students, size restrictions. For reference, the college productivity goal is 546.

Program: Updated:

Productivity for English is lower than the college goal, as has always been the case, due to restricted class sizes. The restricted class size is pedagogically necessary for meaningful instruction of authentic and challenging reading and writing tasks. We have been able to maintain productivity from year to year despite significant loss of TBA lab hours, the writing center, labs (including academic skills courses), and support staff.

4.   Course Offerings (Comment on the frequency, variety, demand, pre-requisites.) Review the enrollment trends by course. Are there particular courses that are not getting the enrollment or are regularly cancelled due to low enrollment?)

1A, 1B, 110, 209 show increases in enrollment (16, 20, 20, and 397% respectively). Decreases in productivity are likely due to elimination of TBA embedded hour. 110 up 20% is consistent with statewide increases in students with basic skills needs. Decrease in 100 and increase in 209 is due to the change in course number (English 100 was changed to English 209).

Enrollment in the following courses was up significantly:
 • English 8 Children's Lit appears to be in high demand.
 • 46C enrollement increased by 65%
Significant increases may be due to consistent full-time faculty teaching the course.

Enrollment in the following courses was down significantly
 • English 17 Shakespeare
 • 11 Poetry
 • 46A, 46B,
 • 100 - because of number change to 209
 • 205 - alternate credit eliminated
 • 215 - alternate credit eliminated
Some courses, such as English 17 and 11, have traditionally experienced enrollment fluctuations from year to year. One potential impact on English 17 may be the elimination of the yearly trip to Ashland. The department could explore reinstatement of such a program.

English 31 was offered, but did not make.

The following courses were not offered
12, 36, 40, 48B, 48C, 104A, 104B

5.   Curriculum and SLOs
a.   Comment on the currency of your curriculum, i.e. are all CORs reviewed for Title 5 compliance at least every three years and do all prerequisites, co-requisites and advisories undergo content review at that time? If not, what is your action plan for bringing your curriculum into compliance? (Please use reports from the Curriculum Office to help you complete this prompt)

We are at 100% completion of our 2011-12 SLO reflections. We are diligent in reviewing for Title 5 compliance including prereqs, co-reqs, and advisories - an activity in which all full-time faculty participate.

b.   As a department/program, how do you ensure that all faculty are teaching to the COR?

To assist new faculty and as a basis for ongoing pedagogical discussions, we currently have three course-specific Faculty Guidebooks (English 110, 1A, and 1B), each of which details our perspectives on the course and offers sample syllabi and assignments.

In addition, faculty currently teaching in the new accelerated pathway meet as a cohort weekly to discuss pedagogy and materials, as well as share teaching portfolios with reflection on specific lesson plans.

However, this is an area that we as a department could improve upon. Some ideas include:
- Review course outlines on a regular basis, specifically looking at Course Content with a goal of collecting and distributing "best practices" for accomplishing course objectives.
- Reinstatement of a more formal mentor program with adjuncts.
- Increase department meeting time on curricular topics or norming sessions.
- Conduct in-service opportunities for full-time and part-time faculty
- Provide forums for sharing course materials, including book lists, writing prompts, and activities.
- Review and update Faculty Guidebooks

c.   Discuss how the objectives and outcomes in your courses relate to the program learning outcomes and to the college mission. (Recommendation: attach TracDat mapping report)

Communication, Critical Thinking, Global Citizenship, and some Computation in the context of information analysis.

Course objectives and outcomes are directly related to program learning outcomes. Our program and course outcomes are writing-intensive and demand extensive critical thinking.

d.   If you are offering both an associate's degree and a certificate of achievement, please provide a rationale for offering both. If you are offering a local associate's degree and a transfer degree in the same discipline, please comment on your rationale for offering both.

The development of the AA-T degree will likely elicit department conversations about the necessity of the AA degree. We have eliminated all certificates of achievement because they were below the minimum state standards and did not contribute to increased productivity or transfer.

e.   If you are offering any interdisciplinary or cross-listed courses or program, please comment on collaborative efforts such as team-teaching or learning communities.

- We only have one and have taken no action on it.
- Puente continues to be a vibrant learning community.
- We have explored possibilities in team-teaching for the 1S/T pathway, but have not yet implemented due to constraints in physical classroom space.

f.   Comment on any recent developments in your discipline which may require modification of existing curriculum and/or the development of new curriculum.

We have discussed aligning our survey courses based on changes in the discipline at the university level. At this point, there is not a clear pattern or consensus at the university level, so

we have delayed the decision for at least another year.

6.   Basic Skills Programs (English, ESLL and Math). For more information about the Core Mission of Basic Skills, see the Basic Skills Workgroup website: http://foothill.edu/president/basicskills.php
a.   Please describe existing ladder programs, alternative pathways, Non-credit to credit transitions within your program.

Our basic skills traditional pathway includes English 209 (reading), English 110 (writing), leading to English 1A (composition and reading). This two-course sequence has been on the leading edge of theory and research that now shows that a shorter "ladder" to transfer-level coursework increases retention and persistence through the course sequence.

In addition to the traditional pathway, we offer two alternative pathways:
• Puente: The mission of the Puente Project is to increase the number of educationally underserved students who enroll in four-year colleges and universities, earn degrees, and return to the community as leaders and mentors to future generations. Students in the Puente Project enroll in a learning community where they take both English 1ST and Counseling 1 and 2 over two quarters. In the spring they enroll in English 1B. Students in the project are expected to participate in cultural events, mentorship activities and college transfer events throughout the year.
• English XL(erated): This accelerated pathway was designed to apply theory and practice in Integrated reading and writing; acceleration; and metacognition. The English 1S/T course provides instruction and practice in transfer-level reading and writing outcomes, scaffolded over two quarters. The co-requisite 242A/B course focuses on metacognitive reflection and portfolio development to increase intention and purpose in reading, writing, and student success.

We are currently developing two NCBS courses: 406A/B to support students with supplementary instruction in basic reading and writing skills.

b.   Please comment on progression in sequenced courses.

Cohort data from 2010 did show that we have some challenges in student retention and persistence from course to course in the sequence. The accelerated pathway was designed in response to this research, and we look forward to conducting research to assess the extent to which it addresses and improves upon retention and persistence.

7.   Transfer Programs (if applicable). For more information about the Core Mission of Transfer, see the Transfer Workgroup website: http://foothill.edu/president/transfer.php
a.   Please analyze and discuss Transfer data regarding this program.

Our core course 1A, 1B, and 1C are crucial to Foothill's overall transfer success. In addition, we work closely with the Honors Institute with 1AH, 1BH, and 1CH. We have been careful to align our literature courses with the UC and CSU systems. In addition, we have aligned our new 1S/T pathway to CSU and UC systems.

b.   Please analyze and discuss Articulation data regarding this program.

The English department proactively ensures that its courses articulate with transfer institutions. In addition, we are working to align with the Transfer Model Curriculum (TMC) and will be offering the AA-T in English soon, after more carefully aligning classes with the Course Identification Numbering system (C-ID) and the TMC.

c.   Please discuss the status of your program's AS-T or AA-T degrees.

We have completed the preliminary work for the AA-T degree and are moving forward with approval at the college and state levels.

8.   Workforce Programs (if applicable). For more information about the Core Mission of Workforce, see the Workforce Workgroup website: http://www.foothill.edu/president/workforce.php
a.   Education Code section 78016 requires that colleges review the effectiveness of Career Technical Education (CTE) programs. Verify that this program:
             i.   Continues to meet a documented labor market demand as referenced by industry/occupational report provided.
             ii.   Does not represent unnecessary duplication of other manpower training programs in the college's service area.
             iii.   Is of demonstrated effectiveness as measured by the employment and completion success of its students.
             iv.   Please analyze and comment on average salary/wage data in the region.
b.   Program accreditation (Please describe your program accreditation: the agency, the frequency of the process and the current status of the program by the accrediting body.
c.   Service to the community: Please describe community service, outreach and special projects or initiatives that the program provides.
d.   Outcomes assessments: Please describe additional means of outcomes assessment for the program, such as graduate surveys, alumni surveys, employer surveys, national and state licensing board exams, etc.
e.   Please attach minutes from your advisory board meeting(s) and discuss key issues, outcomes and action plans as a result of these meetings.

9.   Student Equity: Foothill-De Anza Community College District Board policy and California state guidelines require that each California community college submit a report on the college's progress in achieving equity in **five specific areas: access, course completion, ESLL and basic skills completion, degree and certificate completion, and transfer**. For the latest draft of the Student Equity Report, please see the ESMP website: http://foothill.edu/staff/irs/ESMP/index.php
a.   To better inform the Student Equity efforts at Foothill College, please comment on any current outcomes or initiatives related to increasing outreach, retention and student success of underrepresented students in your program.

Ethnicity: Latino/a success rates, although low, held steady year-to-year; withdrawal went up slightly from 13-16%. Comparatively, African American success rates dropped from 64-58%, yet non-success held steady and withdrawals went up 11-18%. Analysis suggests that one factor may be the elimination of the Mfumo learning community while the Puente community

maintained. Furthermore, cuts to campus-wide support systems targeting African American students may be a contributing factor.

Targeted groups show an achievement gap (65% compared to 79% success) and double the withdrawal rate.

Current initiatives include:
- The new accelerated pathway for basic skills students: English 1S/T and 242A/B
- New non-credit basic skills courses: 402A and 402B
- Maintaining a vibrant Puente program, integrated into the new 1S/T pathway
- Developing the AA-T degree
- Adding additional courses to the GE pattern
- See below Innovation

We believe our current initiatives could be better supported with a reinstatement of reading-writing support services (Writing Center and Language Arts Lab), as well as campus-wide support and outreach programs that have been cut, such as Pass the Torch, Mfumo, EOPS, Transfer Center, etc.

10. Innovation: Please comment on any innovative initiatives within your program, this could include areas regarding sustainability, stewardship of resources, collaboration, grants and/or curriculum.

- New courses: Graphic Novel, Vampire Lit
- Faculty cohort for 1S/T pathway
- Extensive participation in the sustainability learning community
- New Native American heritage month
- Participation in the Acceleration in Context Network and Grant
- Department processes and participation using technology (e.g., Etudes)
- Good utilization of the new smart classrooms to reduce paper and transparency use
- Good utilization of the new smart classrooms for innovative pedagogical approaches
- Participation with creative writing students in National Poetry Month

Program: Updated:

Section 2. Learning Outcomes Assessment Summary

2.1. Attach 2011-2012 Program Level – Four Column Report for PL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.

Unit Assessment Report - Four Column

Foothill College

Program (BHS-DA) - Dental Assisting AS/CA

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
Program (BHS-DA) - Dental Assisting AS/CA - 1 - Upon completion of the Dental Assisting Program graduates will demonstrate entry-level competency skills mandated by the Commission on Dental Accreditation and the Dental Board of California. **PL-SLO Status:** Active			
Program (BHS-DA) - Dental Assisting AS/CA - 2 - Upon completion of the Dental Assisting Program graduates will value and implement proper radiation safety for patients, self, and others. **PL-SLO Status:** Active			

2.2 Attach 2011-2012 Course-Level – Four Column Report for CL-SLO Assessment from TracDat

Program: Updated:

Unit Course Assessment Report - Four Column

Foothill College

Program (BSS-ACTG) - Accounting AA/CA

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
Department - Accounting (ACTG) - ACTG 1A - FINANCIAL ACCOUNTING I - SLO 1 - General Theory - Explain financial accounting terminology, concepts, principles, and frameworks. (Created By Department - Accounting (ACTG)) **Assessment Cycles:** 2011-2012 2012-2013 **Course-Level SLO Status:** Active	**Assessment Method:** Per our decision from last academic year, we did away with the pre-test. We only administered a set of 30 departmental questions integrated by each instructor into their individual final exams. The 30 post-test questions were from the publisher's test bank. **Assessment Method Type:** Departmental Questions	11/17/2010 - The 30 post-test questions (from the publisher's test bank), although aligned to the chapter topics, do not appropriately align to the learning objectives. The results of the tests, we felt, do not validly measure the learning outcomes. **Result:** Target Not Met **Reporting Year:** 2010-2011 **Resource Request:** Hire knowlgeable tutors for traditional, hybrid and online courses to help students reinforce what they have learned in the classroom.	11/17/2010 - Time spent developing or adapting textbook comprehensive problems into a practice set with adjustments, working papers, Excel sheets, etc. _____
Department - Accounting (ACTG) - ACTG 1A - FINANCIAL ACCOUNTING I - SLO 2 - Application - Perform related calculations and demonstrate the ability to use methods and /or procedures to solve financial accounting problems. (Created By Department - Accounting (ACTG)) **Assessment Cycles:** 2011-2012 2012-2013 **Course-Level SLO Status:** Active			
Department - Accounting (ACTG) - ACTG 1B - FINANCIAL ACCOUNTING II - SLO 1 - General Theory - Explain financial accounting terminology, concepts, principles, and frameworks. (Created By Department - Accounting (ACTG)) **Assessment Cycles:** 2011-2012			

Section 2 Continued: SLO Assessment and Reflection

2.3 Please provide observations and reflection below.

2.3.a Course-Level SLO

1. Give an assessment of the past three years of annual Course Level SLO reflections.

Faculty have worked collaboratively in both department meetings and in course-specific small groups to assess SLO reflections. These discussions have provided opportunities for in-depth conversations and review of curriculum and "best practices." We will continue these successful practices.

2. If your program has other outcomes assessments at the course level, comment on the findings.

2.3.b Program-Level SLO

1. What summative findings can be gathered from the Program Level Assessments?

The Program Level Assessments indicate that the overwhelming majority of students are mastering the PL-SLOs that are currently being assessed. Specifically, students can demonstrate, in writing, an ability to comprehend and critically analyze college-level texts. In addition, they can compose a thesis-based essay that clearly communicates a logical, evidence-supported argument. However, while students can create a thesis-based essay, the connection between the thesis and the essay's overall argument is not always as strong and logical as it should be. Some

students have difficulty composing a thesis that accurately reflects the complexity of the argument they present in the body of the essay because the thesis is more topical than logical. In addition, some students have difficulty discussing the evidence they provide as support. Specifically, the analysis doesn't explicitly connect evidence to their argument. Further, often students simply provide a direct quotation instead of providing a direct quotation and adding their interpretation of the quotation to connect that quotation to the overall argument.

2. How has assessment of program-level student learning outcomes led to certificate/degree program improvements?

The assessment of program-level student learning outcomes has not led to specific degree program changes since students are mastering the skills being assessed. However, faculty are currently discussing what course-level changes could be made to ensure that students can construct more logical thesis statements that accurately reflect the complexity of their arguments and that they are able to effectively analyze their evidence and direct quotations to clearly connect them to their arguments. The department will, as part of our review of course outlines, will discuss opportunities and approaches, including potential new courses to emphasize quote analysis more. In addition, we will assess to what extent new 406A/B NCBS help students improve in these areas.

3. If your program has other outcomes assessments at the program level, comment on the findings.

N/A

2.4 Annual Action Plan and Summary: Using the information above, list the program's action steps, the related Core Mission objective, SLO assessment data and the expected impact on student success.

	Action Step	Related SLO assessment (Note applicable data)	Related ESMP Core Mission Goals (Basic Skills, Transfer, Work Force, Resources)	How will this action improve student learning/success?
1.	Provide sample assignments and exemplary student work	English 11 and 11H English 1BH English 48C English 5 English 8	Transfer	Models of successful work should help struggling students, thus improving retention and success
2.	Review and, if necessary, revise prompts	English 14	Transfer	A review of the prompt will ensure

				that the most appropriate method of assessment is used to achieve student learning.
3.	Continued use of peer response with post-response reflection	English 14	Transfer	Further improves essay structure and thesis statements.
4.	Reassess SLO on thesis and conduct departmental conversations on effective instruction in thesis development	English 1A	Transfer	Ensures outcome is measurable, and identifies effective instructional approaches to help students achieve outcome.
5.	Refine assessment method to gather more quantifiable data for analysis	English 1A	Transfer	Ensures outcome is measurable, and identifies effective instructional approaches to help students achieve outcome.
6.	Revise syllabus to reflect increased scaffolding and appropriate texts.	English 1AH English 1CH	Transfer	Increased scaffolding in first 6 weeks of quarter and reassessment of texts may help improve retention without compromising standards. Increased scaffolding of assignments focusing on close reading ensures students can identify own logical biases.
7.	Document student development of thesis criteria and revisions using appropriate technology	English 1B	Transfer	Fosters student understanding and application of criteria for success
8.	Adjust reading assignments in first few	English 1BH	Transfer	Ensures students gain practice in basic

	weeks of quarter			analysis early in quarter, thus improving retention and success.
9.	Revise syllabus to reflect writing in the disciplines	English 1C	Transfer	Enables students to apply writing instruction to individual needs within their target major. Increases the perceived relevance of the course, thus improving retention without compromising standards.
10.	Explore instructional approaches for synthesis as a reading strategy tied to purpose. Apply instructional approaches earlier in the quarter	English 209	Basic Skills	Students can connect topics across multiple texts to assess for relevance within a particular purpose/context. Students view synthesis as a reading process, not just a writing product.
11.	Provide more models for critical analysis focusing on cultural interpretations	English 31	Transfer	Student ability to apply cultural understanding and interpretation to text analysis, deepening critical thinking.
12.	Increase supplementary approaches for literary analysis	English 31 English 40	Transfer	Literary analysis handbooks, critical theory texts can ensure students have a foundation in literary analysis. Additional assignments such as play attendance or museum visits can further enhance

				student understanding of cultural and historical contexts.
13.	Faculty collaboration to discuss 46 series	English 46 series	Transfer	Improves means of reaching the target SLO and help manage the breadth of 46A content in particular to achieve more depth in learning.
14.	Identify supplementary materials and approaches	English 46 series	Transfer	Brief historical overviews can provide students context, and projects such as visits to the Rare Book Library at Stanford can help students see materials from the period.
15.	Provide more models for literary analysis essay as a genre.	English 46C	Transfer	Helps students demonstrate strong interpretive skills within the conventions of the genre.
16.	Faculty collaboration to compare instructional approaches and alignment with UC/CSU systems	English 48A	Transfer	
17.	Adjust instructional approach from lecture/breadth to direct practice in interpretive methods (depth).	English 48A	Transfer	Addresses difficulties students face in framing adequate critical/theoretical responses to texts.
18.	Increase Project Based Learning assessment	English 48 series	Transfer	Projects such as oral presentations and structured student debates in addition to written exams can increase student participation and retention. Reflective assignments, such as

			"difficulty papers," can also help student retention.
19.			

Section 3: Program Goals and Rationale

Program goals should be broad issues and concerns that incorporate <u>some sort of measurable action</u> and should connect to Foothill's core missions, <u>Educational & Strategic Master Plan (ESMP)</u>, the division plan, and SLOs. Goals will be linked to resource requests.

3.1 Previous Program Goals from last academic year

Goal	Original Timeline	Actions Taken	Status/Modifications
1. Basic Skills Pathway	Target launch Fall 2012.	Courses were approved for FH GE, IGETC, UC, etc. In-service with counseling department conducted in spring 2012. Marketing materials created and distributed. Outreach conducted in CNSL 50 summer 2012. Pathway launched successfully with maximum enrollment in two sections Fall 2012.	Completed.
2. Review Lit Grid	Winter 2012 for review	Spring 2012: lit grid reviewed and modified to showcase courses included in the English AA-T.	Completed
3. PGA Course in portfolio design	Winter 2012	Course offered to F/T and P/T faculty in Winter and Spring 2012. ~7-9 faculty participated.	Completed
4. Transfer Degree in English (including creative writing courses)	Outline presented to the department in Fall 2011. Work to continue in 2012	June 2012 English AA for Transfer curriculum sheet approved by the department, the division, and the college curriculum committee.	Completion pending: English AA-T currently under review with the State Chancellor's office.

3.2 New Goals: Goals can be multi-year

Goal	Timeline (long/short-term)	Supporting Action Steps from section 2.4 (if applicable)	How will this goal improve student success or respond to other key college initiatives
Conduct Research in XL pathway	2012-14		Research will enable us to assess and adjust instructional approaches, student support, and outreach to improve retention, success, and persistence.
Launch New Courses	2012-2014	Non-credit supplemental instruction: 406A/B	Provides urgently-needed, flexible, repeatable supplementary instruction for students moving from Basic Skills to Transfer Level Courses. Facilitates funding and implementation of Basic Skills support for Transfer and Workforce
		Literature courses: Vampire Lit, Graphic Novel, Intro to Lit, Lit-based 1B	Will improve communication; global consciousness, and multicultural perspective. The lit-based ENGL 1B will help expedite students through the English AA-T.
Curriculum Review, Updates, and Development	2012-2014	Review district-wide non-credit courses offerings	Continues the ongoing effort to improve and evolve the best-possible learning environment as new facilities and new faculty begin operations next year.
		Review Lit CORs for potential areas of consolidation (2.4, #13)	The consolidation of content may address enrollment issues by mitigating competing courses.
		Review and update 1A and 1B CORs for Title V	Improve consistency and currency of ENGL 1B

Program: Updated:

			courses across multiple sections
Professional Growth, Collaboration, and Training	2012-ongoing	Review, update, create faculty guidebooks for 209, 110, 1A, and 1B (2.4, #s 1, 4, 5, 6, 8, 10)	Strengthen outreach to new and adjunct instructors; maintain consistency in course structures and standards; provide diverse options for pedagogical approaches.
		Review of core course textbooks to discuss texts that work particularly well.	Consistency in course content and objectives. Updates best practices and facilitates increase communication.
		PGA courses for 1A, 1S/T, and 1B (2.4, #s 1, 4, 5, 6, 8, 10)	Updates program design and facilitates increased communication between instructors
		Reading Across the Disciplines Retreat	Explore interdisciplinary answers to "what is a text?" and strengthen collaboration across reading classes and disciplines at various levels.
		Enlist support of Dean in maintaining course standards.	
Faculty breadth	2013 - ongoing	Rotate literature grid amongst F/T faculty	The rotation of faculty teaching courses on the Lit Grid may address enrollment fluctuations.
		Committee for non-credit faculty hire	Expedites the hiring of a qualified new full time faculty member with skills appropriate to the new Non-Credit basic skills support labs

Student Support	2012 - ongoing	Forum for on-going discussion regarding larger contexts and long-term goals of administration regarding tutoring and lab services	Continues the ongoing effort to improve and evolve the best-possible learning environment as new facilities and new faculty begin operations next year. Addresses decreasing lack of access (since lab and WC closure) to lab courses

Section 4: Program Resources and Support

4.1 Using the tables below, summarize your program's underlined unfunded resource requests. Refer to the Operations Planning Committee website: http://foothill.edu/president/operations.php for current guiding principles, rubrics and resource allocation information.

Full Time Faculty and/or Staff Positions

Position	$ Amount	Related Goal from Table in section 3.2
FTE		Faculty Breadth, and in consideration of future retirements in the department.

Unbudgeted Reassigned Time (calculate by % reassign time x salary/benefits of FT)

Position	$ Amount	Related Goal from Table in section 3.2
Department Coordinator	.2500 FTE/yr	Curriculum Review/Update/Development/Coordination with LACC/Title V updates/CMS coordination Professional Growth/Collab./Training Student Support/Convening and facilitating meetings/Scheduling/recruiting and hiring part-time faculty/SLO and tracdat coordination/Program Review coordination
Basic Skills Program Coordinator	.1250 FTE/yr	Curriculum Review/Update/Development Professional Growth/Collab./Training Student Support
English 1S/1T Coordinator	.1250 FTE/yr	Research Curriculum Review/Update/Development Student Support

One-time B Budget Augmentation

Description:	$ Amount	Related Goal from Table in section 3.2
English 1S/1T Faculty Retreat	$1000	Curriculum Review/Update/Development Professional Growth/Collab./Training
Guest Experts for Curriculum Development		

Program: Updated:

in Basic Skills, Si program, etc.		
English 110 Faculty Retreat	$1000	Curriculum Review/Update/Development Professional Growth/Collab./Training
English 209 Faculty Retreat	$1000	Curriculum Review/Update/Development Professional Growth/Collab./Training

Ongoing B Budget Augmentation

B Budget FOAP	**$ Amount**	**Related Goal from Table in section 3.2**
Copy costs		All
$300 quarterly stipends for Student TAs for Basic Skills Courses -- individually selected, hired, and trained by Basic Skills Faculty.	$6000	Student Support

Facilities and Equipment

Facilities/Equipment Description	**$ Amount**	**Related Goal from Table in section 3.2**
Provide individual E-readers (Kindle Paperwhite or Equivalent) to all students enrolled in English 1S/1T and Puente Programs.	$150 per device x approx 90 students = $13,500.	Student Support

Program: Updated:

Section 5: Program Strengths/Opportunities for Improvement

5.1 Use the matrix provided below and reflect on the program relative to students' needs, briefly analyze the program's strengths and weaknesses and identify opportunities and challenges to the program. Consider external and internal factors, such as demographic, economic, educational, and societal trends. Some considerations may include current and future demand for the program, similar programs at other comparable institutions, and potential auxiliary funding.

	INTERNAL FACTORS	EXTERNAL FACTORS
Strengths	Increases in enrollment in some courses. We continue to benefit from dedicated adjunct faculty with strong pedagogical approaches reflecting currency in the discipline. A number of adjunct faculty participate regularly in department meetings and work collaboratively with full-time faculty.	Our program continues to include English 1A - a prerequisite or advisory to many other courses, certificates, and transfer. As a result, students prioritize our program regardless of educational plan.
Weaknesses	Decreases in enrollment in some courses. Block scheduling and commute distances for faculty pose challenges when scheduling meetings outside of required department and division meetings. These meetings are necessary for faculty to meet to work collaboratively to assess existing and develop new curriculum. Lack of access to drop-in tutoring	Financial stress may be impacting retention, as students are pressured to work increased hours or care for family. The discipline of English is perceived to be an "unmarketable" degree. Students lack an understanding of the academic and professional pathways that can stem from an English degree.
Opportunities	The department continues to discuss opportunities to grow, including developing new course offerings in literature and supplemental instruction courses to support students with basic skills needs.	New Transfer Degrees provide an opportunity to increase enrollment.

Threats		Budget limitations can pose a threat to various elements of our program. Specifically, programs that appear to serve one cohort each year can be seen as expendable in terms of productivity. Programs such as MFUMO and Pass the Torch have already been impacted. These programs are central to our college mission and to the support of Basic Skills.

5.2 Address the concerns or recommendations that were made in prior program review cycles.

In the 2011-2012 program review, faculty anticipated some challenges in both pedagogy and logistics when piloting the XL(erated) pathway. During 2011-2012, we conducted PGA courses for faculty interested in teaching 242A/B, the portfolio course central to the success of the pathway. In addition, we worked with student outreach and counseling to meet these challenges. In 2012-13, a cohort of pathway instructors and interested faculty continues to meet weekly to discuss challenges and ideas as we pilot the program.

The 2011-12 program review noted that the English Department had passed a formal resolution in support of the Mfumo and Pass the Torch programs, both of which were crucial to student equity and student success for at-risk and non-traditional students in our English 1A and English 1B transfer and degree courses. The resolution strongly objected to the termination of the classified support position for Mfumo, which effectively ended the program, as well as to the decisions to relocate Pass the Torch to a new facility. The 2012-13 program review, specifically data regarding retention and success for targeted groups, confirms our objections.

Areas of concern and recommendations for improvement from Dean in 2011-12 program review:
- Fluctuating enrollment in literature courses
    o The department has actively reviewed the literature grid, moving courses to 2-year rotations, to address these concerns. The department has also created new curriculum designed to attract students to literature courses. Future plans include review of curriculum to identify any potential areas for consolidation.
- Loss of alternative credit
    o See below
- Loss of support services for students in core sequence
    o The department has written and approved two new non-credit courses to provide support for students in the course sequence and to offset the loss of alternative credit.
- Widening gap between full- and part-time faculty in terms of load
    o The department is actively conducting searches for one F/T faculty generalist and one F/T faculty for supplemental instruction. The department continues to request funds for new full-time positions.

5.3 What <u>statements of concern</u> have been raised in the course of conducting the program review by faculty, administrators, students, or by any member of the program review team regarding overall program viability?

Because we don't have a department coordinator for such a large department, the process has at times been fragmented and disjointed. In addition, the processes have not always been clear regarding timelines and responsibilities. With more and more processes requiring on-line participation, there has been increasing collegial isolation, frustration, and increased workload without compensation. There remains disparity in faculty's ability to access and work in some of these arenas.   The new duties have come from various channels and leave us unclear as to the global view of increased workload and who is assigned and completing which task. Finally, the boundary between which duties are faculty and which are administrative is continually blurred.

Our alignment of multi-section courses needs strengthening: there is great disparity and variation in delivery of course outcomes and in adhering to course outlines. Again, this is in part the result of the elimination of the coordinator position; there is no person to set up and facilitate these discussions of pedagogy.

Lack of student support services: no writing center, no writing across the curriculum, no academic skills program, no drop-in tutoring, no remedial labs (101, 111), no Mfumo program. Additionally, the Pass the Torch program lost its full-time administrative assistant position, which has negatively impacted the program.

5.4 After reviewing the data, what <u>strengths or positive trends</u> would you like to highlight about your program?

We remain deeply committed to the success of our students. We are proud of our Literature and Creative Writing offerings, even though they have been reduced. We have exceptional new classroom facilities, and we have succeeded in integrating this technology into our curriculum. We are an innovative department as evidenced by the creation of new courses and programs. We have adapted expeditiously to the Transfer Model Curriculum by creating a new AAT degree.

We continue to effectively work together and support each other in our endeavors.

Section 6: Feedback and Follow Up

This section is for the Dean to provide feedback.

6.1 Strengths and successes of the program as evidenced by the data and analysis:

The English department's strengths continue to be its people. This is evidenced by the strong commitment on the part of faculty to improve and refine their courses and program. For example, the analysis of the course-level SLO's show a faculty actively engaged in understanding how their students achieve and how they might achieve more. This can also be seen in the careful development of the XL(erated) learning pathway.

There is also ample evidence that demand for the department's core sequence of reading and writing courses is strong.

The faculty have also adapted well to state of California's refocusing of the community college system on transfer, workforce, and basic skills. The English department was among the first to develop an AA-T. The department has taken up the challenge of the SLO/PLO/ILO processes and helped to make these processes more than bureaucratic efforts.

6.2 Areas of concern, if any:

While the department's core reading and writing classes are in increasing demand, with very few exceptions offerings in literature show a downward trend in enrollment. As the college has pursued growth in FTES, it has been possible to run these lower enrolled courses, but this will not always be the case.

Persistence and retention through the core reading and writing sequence must also be addressed.

Consistency both in terms of standards and in terms of content is a problem in all courses the department offers, especially in the core sequence of reading and writing courses. Many part-time faculty remain isolated from the efforts of the full-time faculty to bring consistency to what is being taught in these classes. And there are full-time faculty who participate minimally in the curriculum discussions and efforts of the department. And few full-time faculty will come to campus on days they are not scheduled to teach to participate in program-specific discussions or other department business.

Compounding this problem is the amount of reassigned time and sabbatical leave full-time faculty participate in. During any given year more than a 1/3 of full-time faculty are on sabbatical leave for at least one quarter.

There is a demonstrated achievement gap in the core sequence of classes that appears to be worsening especially for African American students.

6.3 Recommendations for improvement:

Program: Updated:

Changes to the lit grid will help to stabilize enrollments particularly for the American and British lit sequence, but it remains to be seen how these changes will impact enrollments in courses like African American lit, Latino/a lit, Poetry, and Shakespeare. Such courses might require active recruitment efforts on the part of faculty. There is also merit in investigating brining such courses into an online or hybrid modality, as such modalities have improved enrollments in other classes like Children's Lit and Gay and Lesbian Lit.

A department effort to analyze the core reading and writing sequence to see how it works as a sequence could help with persistence and retention. For example, does English 1A truly sequence into English 1B? Is the current two-course transfer sequence of English 1A then English 1B still working for students or might English 1B be split into two courses making the core transfer sequence three courses instead of two?

It would also be helpful if institutional research could help us understand why students who pass their prerequisite courses don't attempt the next class in the sequence.

To improve consistency and standards in the core reading and writing sequence, the department might try to host curriculum-specific workshops and make a special effort to reach out to part-time faculty to participate. They might also develop a one-page tear sheet that highlights the salient points of each COR and articulates the department's philosophy for any given course in the sequence. Such a tear sheet might articulate the department's belief in teaching text-based writing from the beginning of English 110, or explain the emphasis on expository writing models in English 1A for example.

To improve the regular and consistent participation of full-time faculty, I could schedule faculty on five-day a week schedules and request that there be no more than 10% of full-time faculty on sabbatical in any given quarter.

The achievement gap remains a persistent and perennial problem. While reductions in support services do seem to be correlated to a widening of the achievement gap, particularly for African Americans, the achievement gap was still unacceptable even when such support services were in place.

The new XL(erated) pathway and the Puente program may prove to impact the achievement gap positively. Still it would help enormously if institutional research could help us to understand why the achievement gap exists in the first place. If we cannot determine a cause, then it's difficult to develop an effective intervention.

6.4 Recommended Next steps:
__X Proceed as planned on program review schedule
___ Further review/Out of cycle in-depth review

Section 7: Feedback and Follow Up

This section is for the Vice President to provide feedback.

7.1 Strengths and successes of the program as evidenced by the data and analysis:

This program review highlights the dedication of the English department to serving all students, and their desire to continuously improve. The SLO reflections and departmental goals demonstrate this commitment. The willingness to examine all aspects of the program, including scheduling, curriculum, pedagogy, collaborative best practices and support services is commendable.

7.2 Areas of concern, if any:

The department has indicated concerns related to student success, the achievement gap and support services. As a partial response, they have written much needed curriculum in supplemental instruction that will serve all students and help to fill the void created by the reductions or elimination of previous support models, such as the writing center. To support this goal, the college approved a FT faculty position to coordinate these efforts. Unfortunately, to date, the division has not approved the curriculum required to offer this much needed supplemental instruction. If this curriculum can be approved locally, and sent on to the state for approval, the college will be able to go forward with its recruitment of the faculty position, and offer this much needed support to students.

7.3 Recommendations for improvement:

The department has highlighted the need to address the achievement gap in general, and with regards to African American students in particular. The department should work with administration and institutional research to identify potential strategies and best practices that could be implemented and assessed at regular intervals, and that would serve a larger percentage of the student population than some of our existing programs, which while valuable, only serve a very small number of students.

7.4 Recommended Next steps:

_X__ Proceed as planned on program review schedule

___ Further review/Out of cycle in-depth review

Upon completion of section 7, the Program Review should be returned to department faculty and staff for review, then submitted to Instruction and Institutional Research for public posting. See timeline on page 1.

Mission Statement: A well-educated population being essential to sustaining and enhancing a democratic society, Foothill College commits itself to providing access to outstanding educational opportunities for all of our students. Whether through basic skills, career preparation, lifelong learning, or transfer, the members of the Foothill College community are dedicated to the achievement of learning and to the success of our students. We affirm that our unwavering dedication to this mission is critical to the prosperity of our community, our state, our nation, and the global community to which all people are members.

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - English (ENGL) - ENGL 11 - INTRODUCTION TO POETRY - Written Interpretation - Including analysis of Poetic Forms and Theories, the successful student will be able to interpret in writing such elements of poetry as rhyme, meter, figures of speech, assonance, consonance, internal rhyme, et. al. (Created By Department - English (ENGL)) **Start Date:** 01/09/2012 **End Date:** 01/06/2013 **Course-Level SLO Status:** Active	**Assessment Method:** Two exams provide a written method for students' expression of their knowledge of poetry. **Assessment Method Type:** Exam - Standardized **Target:** 80-90% of students will receive a grade of "C" or higher for 25% on each exam.	02/22/2013 - Among those who completed the class--with a high proportion of English majors present--more than 95% of students received a grade of C or higher. **Result:** Target Met **Reporting Year:** 2012-2013 **Resource Request:** Writing Center and Tutorial Support **GE/IL-SLO Reflection:** The assignment strengthened students' skillset in written communication and critical thinking by means of analytic reading and rigorous argumentation.	10/14/2012 - Add sample assignments showing models of successful work to assist students less familiar with these norms -- i.e. those who are not "English Majors" -- targets for successful work to improve retention.
		02/22/2013 - 95% received a grade of C or better, indicating an high success rate. **Result:** Target Met **Reporting Year:** 2012-2013 **Resource Request:** Writing Center and Tutorial support **GE/IL-SLO Reflection:** Written interpretation strengthened communication skills and cross-cultural knowledge.	10/14/2012 - Add more sample assignments which show successful work to improve retention of struggling students.
	Assessment Method: Accounts 25% of the student's grade. **Assessment Method Type:** Discussion/Participation **Target:** 80-90% of students will receive a grade of		

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	"C" or higher.		
	Assessment Method: Three-four page paper on a selected poet, form of poetry, or poetic theory. **Assessment Method Type:** Essay/Journal **Target:** 80-90% of students will receive a grade of "C" or higher for the final 25% of the grade.	02/22/2013 - 95% of students received a grade of C or better on **Result:** Target Met **Reporting Year:** 2012-2013 **Resource Request:** Writing Center and tutorial support **GE/IL-SLO Reflection:** communication and cross-cultural and critical thinking are all strengthened through focused, disciplined written analysis of texts.	10/12/2012 - make sample answers and model responses available online to boost student retention.
		02/22/2013 - Students with prior experience in analysis and interpretation of poetry showed strong results in written assessment. **Result:** Target Met **Reporting Year:** 2012-2013 **Resource Request:** Writing Center and tutorial support **GE/IL-SLO Reflection:** Communication and critical thinking and cross-cultural thinking are strengthened by written assignments--which require a combination of research, interpretation, and organized reportage.	10/14/2012 - Provide additional examples of successful student work to help guide struggling students and increase overall course retention.
Department - English (ENGL) - ENGL 11 - INTRODUCTION TO POETRY - Evaluate/Interpret - The successful student will be able to evaluate and interpret an international, multicultural selection poets. While focusing on poetry of the last fifty years, students also evaluate and write about poetry from Primitive to Modern times. (Created By Department - English (ENGL)) **Start Date:** 04/03/2012	**Assessment Method:** Accounts 25% of the student's grade. **Assessment Method Type:** Discussion/Participation **Target:** 80-90% of students will receive a grade of "C" or higher.	10/11/2012 - 95% of students received a grade of C or higher, indicating a successful class. This cohort included a large percentage of English majors, so their pre-existing skillset was high level. **Result:** Target Met **Reporting Year:** 2011-2012 **Resource Request:** Writing Center and Tutorial Support **GE/IL-SLO Reflection:**	10/11/2012 - Repeat successful pedagogy.

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
End Date: 06/26/2012 **Course-Level SLO Status:** Active		Communication and critical thinking about cross-cultural data were clearly enhanced and strengthened through close-reading analysis of world poetry.	
	Assessment Method: Three-four page paper on a selected poet, form of poetry, or poetic theory. **Assessment Method Type:** Essay/Journal **Target:** 80-90% of students will receive a grade of "C" or higher for the final 25% of the grade.		
	Assessment Method: Two exams provide a written method for students' expression of their knowledge of poetry. **Assessment Method Type:** Exam - Standardized **Target:** 80-90% of students will receive a grade of "C" or higher for 25% on each exam.	10/11/2012 - More than 95% of students received a grade of "C" or higher. Numerous "English Majors" took this particular course, and their overall higher skill-level is reflected in these results. **Result:** Target Met **Reporting Year:** 2011-2012 **Resource Request:** Reinstate Writing Center and Tutorial support! **GE/IL-SLO Reflection:** The study and analysis of poetry proves to be an excellent method for teaching communication and critical thinking tools -- and enhances students' cross-cultural knowledge-base.	04/07/2012 - Add sample answers online to assist in boosting student retention
		04/17/2012 - Students performed at a very high level. That is, all students received a grade of "C" or higher. **Result:** Target Met **Reporting Year:** 2011-2012 **Resource Request:** None. The textbook, handouts, and "Smart Room" facility for viewing poetry readings helped make the course successful.	10/12/2012 - Add sample assignments available online to boost student retention and reduce drop-rate.

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		GE/IL-SLO Reflection: While students did well in this course, many of them were slow at picking up the vocabulary of the elements of poetry and applying them to their explications. This may be due in part to lack of preparation and exposure to poetry in K-12 or, possibly, from not having taken an English 1B course, or an English 1B course that does not incorporate poetry as a genre.	
Department - English (ENGL) - ENGL 11 - INTRODUCTION TO POETRY - Race and Representation - The successful student will also be able to write about a variety of poems that engage Race and Representation, Feminism and Representation, Performance, Holocaust, Representations of Sexuality, and Post Colonial Poetics. (Created By Department - English (ENGL)) **Course-Level SLO Status:** Active	**Assessment Method:** Graded dialectical journal requiring cross-cultural comparison of two poems addressing racial identity. **Assessment Method Type:** Essay/Journal **Target:** 85% of students will receive a grade of B or better on the assignment		
Department - English (ENGL) - ENGL 110 - INTRODUCTION TO COLLEGE WRITING - 1 - Quoting and Paraphrasing - Students can integrate information from texts to develop a main idea. (Created By Department - English (ENGL)) **Course-Level SLO Status:** Active	**Assessment Method:** Essay to assess this SLO using Department rubric. **Assessment Method Type:** Essay/Journal	09/28/2012 - Although all students demonstrated the ability to use information from other texts to develop a main idea, not all students were able to effectively integrate that information. Many students overused quotes to integrate information, demonstrating that they did not understand the rhetorical reasons for using quotes vs. paraphrasing. **Result:** Target Met **Reporting Year:** 2011-2012 **Resource Request:** Students greatly benefit from the type of one-on-one tutoring that Pass the Torch offers. More funding for more tutors! **GE/IL-SLO Reflection:**	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Communication Creative, Critical and Analytical Thinking	
		09/27/2012 - Students were taken through a step-by-step process that asked them first to develop a key question and a one-sentence response to that question. This helped them focus their main idea. Then, students were asked to review readings to identify any/all key quotes and information that illustrated or supported the idea. Then, they chose two and I had them draft a paragraph to include the quotes. Many did not integrate the quotes but simply "dropped" them in. At this stage, I introduced them to the common patterns for leading in to quotes, including signal verbs and embedding. Student essays demonstrated a good understanding of this SLO in that they demonstrated the following: 1. appropriate selection of quotes/information to match the point, synthesizing from more than one text. 2. analysis/explanation of the quotes 3. effective lead-in to the quotes, including signal verbs in the present tense. Later lessons in adjective clauses and noun phrase appositives added to quote lead-in by using these structures to introduce credentials of quoted authors/experts. **Result:** Target Met **Reporting Year:** 2011-2012 **GE/IL-SLO Reflection:** Critical thinking Global Citizenship	
Department - English (ENGL) - ENGL 110 - INTRODUCTION TO COLLEGE WRITING -	**Assessment Method:** Formal essays	09/27/2012 - Students often understand what a topic sentence is supposed to do, as well as its	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
2 - Topic Sentences - Students can articulate a main idea at the paragraph level. (Created By Department - English (ENGL)) **Course-Level SLO Status:** Active	**Assessment Method Type:** Essay/Journal	characteristics, but they often struggle with crafting them. They are often told that the topic sentence is the "most general statement" in the paragraph, and as a result, their topic sentences are overly general. I tied topic sentence crafting to a reading process/critical thinking strategy of key concepts and question stems. I first have them identify key concepts in the assigned readings (single words or two-three word phrases). They then practice developing focused questions about these concepts using question stems. They have time to discuss, to free-write, etc in order to discover their own ideas in response to the question. Then, to teach topic sentences, I have them choose one question and write a one sentence answer to that question, using the question itself as the guide. I then illustrate the ways in which the statement often meets the criteria for effective topic sentences: focused, assertion/discussable point. Sometimes, students have three answers in one sentence, and I use these to highlight that these can be unpacked into more than one paragraph (necessary to expand beyond the basic 5-paragraph format). With more focused topic sentences, they can more easily identify the most effective text support to illustrate/support/develop their point. **Result:** Target Met **Reporting Year:** 2011-2012 **Resource Request:** Students greatly benefit from the type of one-on-one tutoring that Pass the Torch offers. More funding for more tutors! **GE/IL-SLO Reflection:** Critical Thinking: Tying topic sentence crafting to questioning requires students to apply critical thinking to the topic sentence. Communication: Students can effective communicate their ideas to others.	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - English (ENGL) - ENGL 11H - HONORS INTRODUCTION TO POETRY - Evaluate/Interpret - The successful student will be able to evaluate and interpret an international, multicultural selection poets. While focusing on poetry of the last fifty years, students also evaluate and write about poetry from Primitive to Modern times. (Created By Department - English (ENGL)) **Start Date:** 06/26/2012 **End Date:** 06/27/2013 **Course-Level SLO Status:** Active	**Assessment Method:** 5-7 page essay on a single poet, or comparison of poets within movement or period of poetry. **Assessment Method Type:** Essay/Journal **Target:** 90% of students will receive a grade pf B or higher.	10/14/2012 - 95% of students received a grade of B or better. This was a very strong class with a large number of English majors -- who have a strong skill set for literary analysis. **Result:** Target Met **Reporting Year:** 2011-2012 **Resource Request:** Restore Writing Center and Tutorial Support **GE/IL-SLO Reflection:** Students increased their communication and critical thinking skills through structured written interpretation of challenging literary texts and through the application of relevant literary critical toolkits to the explication and analysis of difficult poems.	10/14/2012 - Provide more samples of successful assignments to aid in retention and success of non-English majors (who enter the course with a less well-developed skill set).
		09/24/2012 - 90% of students received a grade of B or higher on the rubric. **Result:** Target Met **Reporting Year:** 2011-2012 **Resource Request:** Student Writing Center **GE/IL-SLO Reflection:** Through critically reading, writing about, and discussing an array of multicultural and international canonical poems, students absorbed and integrated 3 of the 4 Cs: Communication (Computation, NA), Critical Thinking, Community and Global Consciousness.	10/14/2012 - Provide more samples of successful student work from prior courses to aid in the retention of non-English majors.
Department - English (ENGL) - ENGL 11H - HONORS INTRODUCTION TO POETRY - Further Knowledge - A successful student will develop knowledge for preparing annotated bibliographies and literary	**Assessment Method:** in-class presentation requiring analysis and annotated research on a selected poem **Assessment Method Type:** Essay/Journal	10/14/2012 - more than 95% of students received a grade of B or better on their in-class presentations. This was an unusually successful class with an unusually high number of English majors.	10/14/2012 - Archive successful examples of prior presentations to help guide students who are not English Majors toward the

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
presentations. (Created By Department - English (ENGL)) **Course-Level SLO Status:** Active	**Target:** 80% of students will receive a grade of B or better on the in-class presentation	**Result:** Target Met **Reporting Year:** 2011-2012 **Resource Request:** Restore Writing Center and Tutorial Support **GE/IL-SLO Reflection:** Students strengthened their communication and critical thinking skills through rigorous presentation of literary analysis and research to their peers.	preparation of excellent work within the discipline.
Department - English (ENGL) - ENGL 12 - AFRICAN AMERICAN LITERATURE - 1 - Social/Political - Identify significant literary, social, cultural and political issues in 19th-21st century African American writing. (Created By Department - English (ENGL)) **Course-Level SLO Status:** Active			
Department - English (ENGL) - ENGL 12 - AFRICAN AMERICAN LITERATURE - 2 - Culture - Identify fundamental elements of African American culture as represented in the literature. (Created By Department - English (ENGL)) **Course-Level SLO Status:** Active			
Department - English (ENGL) - ENGL 14 - INTRODUCTION TO CONTEMPORARY FICTION - 1 - Students can understand postmodernism in literature and recognize its effect on selected contemporary fiction. (Created By Department - English (ENGL)) **Course-Level SLO Status:** Active	**Assessment Method:** I will be assessing this Student learning outcome with Fall 2010 course's 2nd Essay, a comparative essay which asks them to connect 2 non-western pieces of literature. **Assessment Method Type:** Essay/Journal **Target:** Show understanding through essays	09/30/2011 - In this comparison contrast essay which asks students to "Compare or contrast theme/structure/literary device (i.e. character, symbolism, metaphor?) in two or more works, to help you synthesize your thoughts on World Lit," I have found the essay generated by the students establish that the students are clearly using thesis driven organization in their essays, but not necessarily showing how "postmodernism" is alive in the works they analyzed. The essay prompt	09/30/2011 - I'm considering changing the prompt, or recognizing that this SLO may be found in other student generated outcomes. Postmodernism is clearly a relevant portion of the course, but I'm not sure that forcing students to analyze literature in this way in this assignment will yield improved learning.

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		itself is asking for a new critical or a modernist approach to their analysis, so it makes sense that I'm not getting this explicitly in all the student samples. Some of the student samples, ones that explicitly take a post modern or post structural theoretical standpoint on analyzing the literature, do include post-modern understanding of lit through this essay, but I estimate this to be 30% of the batch. While the target was met, I would like to improve on this. **Result:** Target Met **Reporting Year:** 2011-2012 **Resource Request:** re-instate writing center/tutorial support to help students with assignments **GE/IL-SLO Reflection:** communication critical thinking global citizenship	
Department - English (ENGL) - ENGL 14 - INTRODUCTION TO CONTEMPORARY FICTION - 2 - Students can articulate a main idea at essay level (thesis) (Created By Department - English (ENGL)) **Course-Level SLO Status:** Active	**Assessment Method:** I will be assessing this Student learning outcome with Fall 2010 course's 2nd Essay, a comparative essay which asks them to connect 2 non-western pieces of literature. **Assessment Method Type:** Essay/Journal **Target:** Thesis centered essays	09/30/2011 - In this comparison contrast essay which asks students to "Compare or contrast theme/structure/literary device (i.e. character, symbolism, metaphor?) in two or more works, to help you synthesize your thoughts on World Lit," I have found the essay generated by the students establish that the students are clearly using thesis driven organization in their essays. Because I was able to include some peer response, and gave the student some scaffolding as it relates to their reading/writing process, I feel the essays had strong organizational features in general). I considered removing this portion from my plan, so this SLO gives me pause to reconsider taking peer response and the help/time I spend in class with their "writing." **Result:** Target Met **Reporting Year:**	09/30/2011 - Continue use of peer response, with emboldened reflection after peer response to further improve essay structure and thesis statements in particular.

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		2011-2012 **Resource Request:** none	
Department - English (ENGL) - ENGL 16 - INTRODUCTION TO LITERATURE - SLO 1 - Read a text actively and critically - A successful student will be able to read literary texts of various genres and subsequently actively and critically assess those works for denotative and connotative meaning, structure and development, and connections between literal and figurative detail. (Created By Department - English (ENGL)) **Course-Level SLO Status:** Active	**Assessment Method:** Literary analysis essays assigned throughout the quarter will assess students' success at active and critical reading. **Assessment Method Type:** Essay/Journal **Target:** 80% of students will receive a B- or higher on at least one formal literary analysis essay.		
Department - English (ENGL) - ENGL 17 - INTRODUCTION TO SHAKESPEARE - SLO 1 - The Plays - A successful student will be able to evaluate and interpret in writing a variety of tragic, comic, and historical plays by Shakespeare. (Created By Department - English (ENGL)) **Start Date:** 06/26/2012 **End Date:** 06/27/2013 **Course-Level SLO Status:** Active	**Assessment Method:** SLO #1: The plays: A successful student will be able to analyze plot, characterization, and theme for each play. SLO #2: The Sonnets: A successful student will be able to evaluate and interpret in writing a variety of poetic elements and thematic meanings in Shakespeare's sonnets. **Assessment Method Type:** Exam - Course Test/Quiz **Target:** 80% of students will receive a grade of B or higher.	09/24/2012 - 90% of students received a grade of B or higher on the rubric. **Result:** Target Met **Reporting Year:** 2011-2012 **Resource Request:** Student Writing Center **GE/IL-SLO Reflection:** Through critically reading, writing about, and discussing 2 tragedies, 2 comedies, and one history play students absorbed and integrated 3 of the 4 Cs: Communication (Computation, NA), Critical Thinking, Community and Global Consciousness.	
	Assessment Method: The Sonnets: A successful student will be able to evaluate and interpret in writing a variety of poetic elements and thematic meanings in Shakespeare's sonnets. **Assessment Method Type:** Exam - Course Test/Quiz		

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	Target: 80% of students will receive a grade of B or higher.		
Department - English (ENGL) - ENGL 17 - INTRODUCTION TO SHAKESPEARE - SLO 2 - The Sonnets - A successful student will be able to evaluate and interpret in writing a variety of poetic elements and thematic meanings in Shakespeare's sonnets. (Created By Department - English (ENGL)) **Start Date:** 09/24/2012 **End Date:** 09/24/2013 **Course-Level SLO Status:** Active	**Assessment Method:** Variety of quizzes, plus midterm and final essay exam. **Assessment Method Type:** Exam - Course Test/Quiz **Target:** 80% of students will identify and interpret the personal and cultural meanings of the way the elements of poetry are expressed within Shakespeare's sonnets.		
Department - English (ENGL) - ENGL 18A - VAMPIRE LITERATURE: MULTICULTURAL REPRESENTATIONS OF THE BLOODSUCKER - Cultural Studies Learning Outcome - Students will be able to explain how historical and cultural frameworks have shaped vampire literature from its origins in Gothic literature to its present-day forms. (Created By Department - English (ENGL)) **Assessment Cycles:** End of Quarter **Start Date:** 01/01/2013 **End Date:** 03/31/2013 **Course-Level SLO Status:** Active	**Assessment Method:** Short writing project emphasizing cultural studies reading to explain how historical moments have shaped vampire literature. **Assessment Method Type:** Essay/Journal **Target:** 90% of students will receive a B- or better on this assignment.		
Department - English (ENGL) - ENGL 18A - VAMPIRE LITERATURE: MULTICULTURAL REPRESENTATIONS OF THE BLOODSUCKER - Gender and Sexuality Learning Outcome - Students will be able to analyze the roles of gender and sexuality in vampire literature. (Created By Department -	**Assessment Method:** A short analytical writing project that discusses the significance of gender and sexuality in vampire literature. **Assessment Method Type:** Essay/Journal **Target:**		

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
English (ENGL)) **Assessment Cycles:** End of Quarter **Start Date:** 01/01/2013 **End Date:** 03/31/2013 **Course-Level SLO Status:** Active	90% of students will receive a B- or better on this project.		
Department - English (ENGL) - ENGL 1A - COMPOSITION & READING - 1 - Quoting and Paraphrasing - Students can integrate information from texts to develop a main idea. (Created By Department - English (ENGL)) **Course-Level SLO Status:** Active	**Assessment Method:** Used the department rubric that measures the quality of a thesis statement, both in its focus and placement in the essay **Assessment Method Type:** Essay/Journal **Target:** 90% of students get a C or better on this particular criteria from the rubric		
	Assessment Method: Students will hand in a journal at the end of the quarter. **Assessment Method Type:** Essay/Journal **Target:** 8 entries out of 10 will meet the score of 5 on the rubric.	10/14/2011 - From a review of essays handed into several instructors, we found that all students who were passing English 1A were using quotations and paraphrasing, with varying degrees of competency in style, form, and clarity. **Result:** Target Met **Reporting Year:** 2010-2011	10/14/2011 - We are meeting our goals. No further action required for quoting and paraphrasing. _____
		09/14/2011 - 85% of my students turned in a journal that met the target. **Result:** Target Met **Reporting Year:** 2010-2011 **Resource Request:** More pencils.	10/14/2011 - srthrs _____
		05/13/2011 - 85% of students met the target. **Result:** Target Met **Reporting Year:** 2010-2011 **Resource Request:**	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		More books.	
	Assessment Method: Formal, out-of-class argumentative/research essay at the end of the quarter **Assessment Method Type:** Essay/Journal **Target:** 90% of students get a C or better on this particular criteria from the rubric	01/27/2013 - 90% of students were able to achieve at least C-level integration of texts in order to develop a main idea. Success was achieved by placing the process of synthesis at the fore of the writing and reading processes. Students were encouraged to surface and record ideas and positions prior to the reading/inquiry process and to persistently track how ideas from texts related to both their own ideas and to other texts. Students also assessed the purpose and effectiveness of the integration of outside sources in published texts. As a result, students' integration of ideas and quotations from texts was, for the most part, logical, rhetorically effective, and purpose-driven. However, in the final out-of class essay, I noted less success with the more formal aspects of quotation integration (i.e. avoiding freestanding quotations, properly introducing the original context of the quotation, etc.) than I had anticipated. **Result:** Target Met **Reporting Year:** 2012-2013	01/27/2013 - While the more formal aspects of quotation integration (i.e. "Introduce, Integrate, Explain"/"Quote Sandwich") were presented in class, I feel that more fully applying an integrated reading and writing approach to these aspects of quoting and paraphrasing would help to improve student performance.
Department - English (ENGL) - ENGL 1A - COMPOSITION & READING - 2 - Thesis - Students can articulate a main idea at essay level. (Created By Department - English (ENGL)) **Course-Level SLO Status:** Active	**Assessment Method:** Using the department rubric to assess the quality of a student's thesis in terms of focus and placement in the essay **Assessment Method Type:** Essay/Journal **Target:** 90% of students achieve a "C" or better in this criterion	10/14/2011 - 87% of students in one course fulfilled this outcome **Result:** Target Not Met **Reporting Year:** 2011-2012 **Resource Request:** Writing support through Writing Center	10/14/2011 - Reassess outcome in Fall, 2012 to determine if the target is achievable. Conduct departmental conversations on teaching a thesis.
	Assessment Method: Formal, out-of-class argumentative essay at the end of the quarter **Assessment Method Type:**	01/27/2013 - 91 percent of students who submitted a formal out-of-class essay at the end of the quarter received a "C" or higher. A key criterion for passing-level work in this essay was an arguable thesis statement that previewed the	01/27/2013 - Action plan: Collaboration among faculty—sharing of the many different and successful approaches represented in English 1A courses

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	Essay/Journal **Target:** In the final, formal, out-of-class essay students overall will be able to accomplish a thesis that presents a clear argument or claim and guides the organizational structure of the essay.	content and organization of the essay. A variety of approaches contributed to student success. Students examined published arguments to identify thesis statements and supporting evidence; students used their responses to texts as readers to guide their own successful construction and development of thesis statements. Students closely analyzed model thesis statements of varying quality in order to develop their own criteria for successful thesis statements. Students also received some direct instruction detailing the characteristics of excellent thesis statements as typically defined in the academic discourse community. Most importantly, thesis construction and development was deeply embedded in a process of inquiry (reading, class discussion, etc.), and students were encouraged to toggle between this sustained intellectual inquiry and the fashioning and refashioning of a central idea/thesis of their own. **Result:** Target Met **Reporting Year:** 2012-2013	would likely contribute to students' continued successful achievement of this learning outcome. _____
		10/14/2011 - Overall students demonstrated improvement from the basic level to at least the proficient level based upon the criteria outlined in our English 1A department rubric. **Result:** Target Met **Reporting Year:** 2010-2011 **Resource Request:** None	10/14/2011 - Reflection: An integrated reading-writing approach as well as changes in instructional scaffolding elicited success. Thesis development was also approached as a reading strategy where students identified thesis and located places in the text that directly supported all or part of the thesis. Part of that process required students to code rhetorical devices reflecting logical relationships between ideas. Text served as model for effective the thesis

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
			development.
			Thesis was taught after organization and outlining. Students outlined major sections and topics of essay, focusing on relationships of concession/opposition, causality, etc. Awareness of organizational relationships informed the crafting of the thesis.
			Thesis was taught after review of coordination and subordination at sentence level. Used subordinators to model ways to craft thesis to include/reflect logical relationships and complex ideas. Students increased the complexity and sophistication of thesis statements.
			Action Plan: In the next assessment cycle for this SLO we will refine our assessment method to gather more quantitative results.
Department - English (ENGL) - ENGL 1A - COMPOSITION & READING - 3 - Inference - Student can make inferences from college-level texts. (Created By Department - English (ENGL)) **Course-Level SLO Status:** Active	**Assessment Method:** In-class essay test **Assessment Method Type:** Exam - Course Test/Quiz **Target:** 80% of students make logical inferences of information (including facts, statistics, summary, quotations, graphs) in order to prove their point on either the paragraph or	10/14/2011 - Student success levels at or above faculty expectations. **Result:** Target Met **Reporting Year:** 2010-2011	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	essay level.		
	Assessment Method: Formal, out-of-class research/argumentative essay at the end of the quarter **Assessment Method Type:** Essay/Journal **Target:** 80% of students make logical inferences of information (including facts, statistics, summary, quotations, graphs) in order to prove their point on either the paragraph or essay level.	01/27/2013 - Students were able to make logical inferences from college-level texts. Success was achieved through extensive modeling and practice of inductive reasoning, metaphorical thinking, and inference. Inference skills were also practiced collaboratively in small groups. One particularly effective strategy was to merge students' visual literacy with their textual literacy. Students practiced drawing inferences from the details in a visual text (an advertisement, for example); students were then able to transfer this thinking process to other less immediately accessible written texts and more successfully draw inferences from them. **Result:** Target Met **Reporting Year:** 2012-2013	
Department - English (ENGL) - ENGL 1A - COMPOSITION & READING - 4 - Topic Sentence - Students can articulate and develop a main idea at paragraph level. (Created By Department - English (ENGL)) **Course-Level SLO Status:** Active	**Assessment Method:** Short essay turned in mid-quarter will assess ability to use a topic sentence to articulate and develop a main idea. **Assessment Method Type:** Essay/Journal **Target:** 85% of students will score 3 or higher on the Topic Sentence Rubric.		
	Assessment Method: Formal, out-of-class research/argumentative essay at the end of the quarter **Assessment Method Type:** Essay/Journal **Target:** Students are able to articulate and develop main ideas at paragraph level using topic sentences.	01/27/2013 - A majority of students were able to articulate and develop main ideas at paragraph level using topic sentences. Students examined model paragraphs in order to develop criteria for successful paragraphing. Students were introduced to the PIE paragraphing strategy, which helps students to create focused paragraphs guided by a controlling idea that clearly supports the thesis. Students were also required to complete "blocking plans," which encourage students to organize their supporting paragraphs	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		around controlling ideas/topic sentences. During collaborative peer review sessions, students also assessed one another's paragraph focus and topic sentences. Essay feedback regularly assessed the effectiveness of topic sentences and provided strategies for improvement. **Result:** Target Met **Reporting Year:** 2012-2013	
Department - English (ENGL) - ENGL 1A - COMPOSITION & READING - 5 - Essay Organization - Students can develop a main idea at the essay level. (Created By Department - English (ENGL)) **Course-Level SLO Status:** Active	**Assessment Method:** Formal, out-of-class research/argumentative essay at the end of the quarter **Assessment Method Type:** Essay/Journal **Target:** Students demonstrate the ability to substantiate thesis statements using supporting evidence, achieving a unified and focused statement with their essays.	01/27/2013 - 91 percent of students were able to achieve at least C-level essay organization in the final out-of-class essay. Success was due in part to students' successful application of the PIE paragraphing strategy. Perhaps most importantly, students engaged in a writing process—inquiry, invention, planning, drafting, and revision—each stage of which steered students toward the creation of a unified, focused, fully developed and well-organized argument. **Result:** Target Met **Reporting Year:** 2012-2013	
Department - English (ENGL) - ENGL 1A - COMPOSITION & READING - Fake SLO - Blah (Created By Department - English (ENGL)) **Course-Level SLO Status:** Active			
Department - English (ENGL) - ENGL 1AH - HONORS COMPOSITION & READING - SLO 2 - Articulate Thesis - Students can articulate a main idea at the essay level (thesis) (Created By Department - English	**Assessment Method:** 1500 word formal academic essay based on interpretation and analysis of assigned reading. **Assessment Method Type:**	03/31/2012 - All students who completed the course received an average grade of B or better on a series of 3 take-home 1500 word essays -- including one sourced research paper. However, 40% of the students originally enrolled did not	03/31/2012 - I will substantially revise the syllabus to more thoroughly scaffold essay-writing skills in the first six weeks of the quarter. I also plan to experiment

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
(ENGL)) **Start Date:** 09/24/2012 **End Date:** 12/14/2012 **Course-Level SLO Status:** Active	Essay/Journal **Target:** Grade of "B" or better on the assigned essay.	complete the course. **Result:** Target Met **Reporting Year:** 2011-2012 **Resource Request:** Writing Center and Tutorial Support **GE/IL-SLO Reflection:** Students' abilities in written communication and formal academic critical thinking were measurably strengthened through a carefully graduated and calibrated series of interlocking essay assignments.	with the use of a different textbook to support student writing at the Honors level. Hopefully these changes will help to reduce the high drop-rate for this course without compromising standards. **Follow-Up:** 02/03/2013 - Fall 2012 and Winter 2013 essays were more carefully scafolded to provide more support for articulating a clear thesis during the first six weeks of the course. 02/01/2013 - I assigned a different writing textbook (John Trimble's "Writing with Style" in both Fall 2012 and now again in Winter 2013. The new textbook has triggered much more thoughtful responses from students, who report that it seems more useful to them in preparing for major essay assignments.
Department - English (ENGL) - ENGL 1AH - HONORS COMPOSITION & READING - SLO 1 - Information Integration - Students can integrate information from texts to develop a main idea (quoting and paraphrasing) (Created By Department - English (ENGL)) **Start Date:** 09/25/2012 **End Date:** 12/14/2012 **Course-Level SLO Status:** Active	**Assessment Method:** Take-home final 1000-word essay exam to be completed during week 12 of the quarter. **Assessment Method Type:** Essay/Journal **Target:** Students who receive a grade of "B" or better will be considered successful.	10/08/2012 - All students who completed the course received a grade of B or better, reflecting a 100% pass rate. However, the drop rate for the course was 40% -- so not all students who originally enrolled completed the course **Result:** Target Met **Reporting Year:** 2011-2012 **Resource Request:** Writing Center and Tutorial Support **GE/IL-SLO Reflection:** Students improved their skills in communication and critical thinking	10/08/2012 - I have revised the course syllabus substantially for 2012-2013 to present a different set of skills in the early weeks of the course--thereby hoping to increase the retention rate for the 30 students originally enrolled.

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	substantially through a series of rigorous assignments culminating in the Final Exam (assessment).		
	Assessment Method: 1500 word formal academic essay based on interpretation and analysis of assigned reading. **Assessment Method Type:** Essay/Journal **Target:** Grade of "B" or better on the assigned essay.		
Department - English (ENGL) - ENGL 1AH - HONORS COMPOSITION & READING - SLO 1 - Information Integration_1 - Students can integrate information from texts to develop a main idea (quoting and paraphrasing) (Created By Department - English (ENGL)) **Start Date:** 09/25/2012 **End Date:** 12/14/2012 **Course-Level SLO Status:** Active	**Assessment Method:** Take-home final 1000-word essay exam to be completed during week 12 of the quarter. **Assessment Method Type:** Essay/Journal **Target:** Students who receive a grade of "B" or better will be considered successful.		
	Assessment Method: 1500 word formal academic essay based on interpretation and analysis of assigned reading. **Assessment Method Type:** Essay/Journal **Target:** Grade of "B" or better on the assigned essay.		
Department - English (ENGL) - ENGL 1B - COMPOSITION, CRITICAL READING & THINKING - 2 - Students will be able to formulate an arguable thesis. (Created By Department - English (ENGL)) **Course-Level SLO Status:** Active	**Assessment Method:** During the writing process, students draft (typed) a working thesis in response a specific writing prompt. Class discusses 7-10 student-generated thesis statements and assess and workshop/revise based on requirements of prompt, including inherent logic. **Assessment Method Type:**	02/29/2012 - This exercise was very effective. It slows down and reviews the important work of reading a prompt and inductively teaches students to let the logic of the prompt help create their thesis. Students seemed very open to having their work evaluated; in many cases other students offered helpful suggestions. The vast majority of the papers I received did have a clear thesis (other argument problems in the body of the paper	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	Case Study/Analysis **Target:** Students demonstrate understanding of the criteria for a successful thesis, can apply criteria to assessment of real student thesis statements, and can articulate assessment verbally. Students must be able to assess and revise their own thesis statement based on the class workshop. A "successful" thesis will do all of the following: Responds to prompt Articulates a specific argumentative assertion Conveys organizational schema Demonstrates college-level vocabulary, syntax, and grammar	notwithstanding). **Result:** Target Met **Reporting Year:** 2011-2012 **Resource Request:** none at this time	
	Assessment Method: During writing process, students define criteria for effective thesis based on writing task; independently draft working thesis; they work in groups to evaluate each working thesis based on defined criteria. Each group then selects one thesis from the group for class review. Class review/workshop may focus on relationship between thesis and reading process, as well as sentence-level revision. **Assessment Method Type:** Case Study/Analysis **Target:** Students understand criteria for successful thesis and can apply understanding to assessment and workshop of selected thesis statements Students can determine and articulate	01/25/2012 - Students developed criteria for thesis statements that were appropriate for instructor to codify in the formal essay rubric for the assignment. Instructor observed that in small groups and in the whole-class workshop, students were able to provide meaningful, constructive, and explicit/specific feedback that applied clear criteria for assessment. Students were able to articulate plans for revision that included steps to revisit critical reading of assigned texts. By doing this, the students demonstrated an internalized understanding of reading-writing as recursive, interrelated processes. **Result:** Target Met **Reporting Year:** 2011-2012 **Resource Request:**	01/25/2012 - A next step for this method of assessment would be to formally document revisions from the class workshop using an online tool such as CourseStudio or Etudes. _____

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	(verbally or in writing) next steps for revision of their own thesis, including a return to critical reading process.	None **GE/IL-SLO Reflection:** Communication: Students demonstrated written communication through thesis statements, but also collaborative verbal communication through discussion and workshop. Analytical/Critical Thinking: Evaluation of thesis as an arguable claim tied to larger contexts requires critical thinking based on understanding of logical relationship and interpretation of course readings.	
Department - English (ENGL) - ENGL 1B - COMPOSITION, CRITICAL READING & THINKING - 1 - Students will be able to make logical inferences to arrive at an interpretation. (Created By Department - English (ENGL)) **Course-Level SLO Status:** Active	**Assessment Method:** In-class collaborative discussion with documentation and/or presentation of findings on course website. Criteria for learning: An interpretative response supported by quoted material from text. Interpretation: summary of content, application of theoretical models studied in class, and development of student-generated critical thinking questions to make meaning in relation to larger contexts (individual, social, political, historical, etc.) **Assessment Method Type:** Discussion/Participation **Target:** Graded on 10 point scale based on preparedness (readings completed and annotated), depth and detail of the discussion and documentation of the discussion.	01/25/2012 - By asking students to document a discussion in response to a carefully crafted discussion prompt, the depth of the discussion was deepened, and students were exposed to diverse interpretations of the text. At the essay drafting stage, student returned to the documented discussion generated during the reading process and instructor observed clear application of the discussion/reading process to formal essay (final product). **Result:** Target Met **Reporting Year:** 2011-2012 **Resource Request:** None	
	Assessment Method: A series of 1-hour in-class essay exams on assigned readings. Criteria for learning: An interpretative response supported by quoted material from text. Interpretation: summary of content, application of theoretical models studied in class to make connections between content	02/01/2013 - Students took an in-class essay exam based on Alice Walker's "Everyday Use." The results of the exam demonstrated the students' ability to apply theoretical models studied in class and to make connections between content and larger contexts.	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	and larger contexts. **Assessment Method Type:** Exam - Course Test/Quiz **Target:** Graded on a 30 point scale, with opportunity for revision. 24 = "successful" learning	**Result:** Target Met **Reporting Year:** 2012-2013	
Department - English (ENGL) - ENGL 1BH - HONORS COMPOSITION, CRITICAL READING, & THINKING - 1. Logical Inferences - Students will be able to make logical inferences to arrive at an interpretation. (Created By Department - English (ENGL)) **Course-Level SLO Status:** Active	**Assessment Method:** Students will demonstrate in writing recognition of patterns within and among literary and editorial texts; formal essay assignments throughout the quarter will assess students' skills in logic and interpretation. **Assessment Method Type:** Essay/Journal **Target:** 80% of students will receive a B- or higher on at least one formal analysis essay.	06/30/2012 - 100% of students received a B- or higher on at least one formal analysis essay. This was a very strong Honors 1B class who met and exceeded the performance of many Honors 1B classes I have had in the past. Were I to encounter another class of this caliber, I may consider "raising the bar" in terms of assignment difficulty in order to further challenge such fine students' skills at logical inference and interpretation. **Result:** Target Met **Reporting Year:** 2011-2012	10/14/2012 - Choose slightly less-challenging for the first few weeks of the quarter so that students get some practice in basic analysis early.
		04/01/2011 - 100% of students received a B- or higher on at least one formal analysis essay. **Result:** Target Met **Reporting Year:** 2010-2011 **GE/IL-SLO Reflection:** Honors English 1B proved a successful learning environment for students to learn and practice logical, critical thinking and textual interpretation, closely linking this course to the Communication and Critical Thinking IL-SLOs.	10/14/2012 - Replace point-of-view analysis with symbolic analysis.
Department - English (ENGL) - ENGL 1BH - HONORS COMPOSITION, CRITICAL READING, & THINKING - 2. Thesis Formulation - Students will be able to formulate an arguable thesis. (Created By	**Assessment Method:** Students' formal essay assignments will reveal their success in constructing a coherent, arguable thesis; the development of these essays will also assess their	06/30/2012 - 100% of students received a B- or higher on at least one formal analysis essay, demonstrating an overall strong grasp of thesis formulation. This was a very strong Honors 1B	10/14/2012 - Replicate remarkable success with future students...hopefully.

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - English (ENGL)) **Course-Level SLO Status:** Active	delivery of the thesis. **Assessment Method Type:** Essay/Journal **Target:** 80% of students will receive a B- or higher on at least one formal analysis essay.	class who exceeded the performance of many Honors 1B classes I have had in the past. Were I to encounter another class of this caliber, I may consider "raising the bar" in terms of assignment difficulty in order to further challenge student to develop increasingly sophisticated theses. **Result:** Target Met **Reporting Year:** 2011-2012	
		04/01/2011 - 100% of students received a B- or higher on at least one formal analysis essay. **Result:** Target Met **Reporting Year:** 2010-2011 **GE/IL-SLO Reflection:** Honors English 1B proved a successful learning environment for students to learn and deploy in writing a coherent, arguable thesis, closely linking this course to the Communication and Critical Thinking IL-SLOs.	
Department - English (ENGL) - ENGL 1BH - HONORS COMPOSITION, CRITICAL READING, & THINKING - 3. Identify and analyze rhetorical devices - Students will be able to identify and analyze rhetorical devices in written texts. (Created By Department - English (ENGL)) **Course-Level SLO Status:** Active	**Assessment Method:** Students' will present in class an advertising analysis that demonstrates their ability to ability to identify rhetorical devices in the advertisement as text. **Assessment Method Type:** Presentation/Performance **Target:** 80% of students will successfully complete (that is, receive a B- or higher) on a class presentation of an ad analysis that demonstrates thorough identification of rhetorical devices within that advertisement.	06/30/2012 - 100% of students successfully completed an advertising analysis project and presentation, demonstrating their skill in identification and analysis of rhetorical devices. This assessment proved particularly successful in sparking students' curiosity about the rhetoric of "non-literary" texts like advertising. In the future I will integrate this presentation project into a written assignment to challenge students' ability to translate their analytical verbal presentation into analytical, academic prose. **Result:** Target Met **Reporting Year:** 2011-2012	10/14/2012 - Replicate success in future classes. Post online samples to reduce drop rate and improve retention.

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - English (ENGL) - ENGL 1BH - HONORS COMPOSITION, CRITICAL READING, & THINKING - 4. Research methods and information competency - Student will demonstrate knowledge of research methods, including proper citation and documentation; student will also demonstrate information competency. (Created By Department - English (ENGL)) **Course-Level SLO Status:** Active	**Assessment Method:** final exam in essay format **Assessment Method Type:** Exam - Course Test/Quiz **Target:** 80% of students will receive a grade of B- or better.	10/14/2012 - Pass rate was 86%. Only four of 29 students did not receive a grade of B or better. **Result:** Target Met **Reporting Year:** 2011-2012 **Resource Request:** Writing Center and Tutuorial Support **GE/IL-SLO Reflection:** Students strengthened communication and critical thinking skills by formulating written essays on challenging problems applying literary critical tools to literary texts.	10/14/2012 - To assist with retention paper and online examples of successful answers from piror classes will be provided.
Department - English (ENGL) - ENGL 1BH - HONORS COMPOSITION, CRITICAL READING, & THINKING - 5. Comparative critical thinking skills - Students will demonstrate the ability to draw comparisons between written works and the contexts (historical, social) of those works. (Created By Department - English (ENGL)) **Course-Level SLO Status:** Active	**Assessment Method:** Students will use a dialogic journal or comparative essay to compare/contrast at least two of the assigned authors in the course employing relevant literary/critical tools. **Assessment Method Type:** Essay/Journal **Target:** 80% of students will receive a grade of B or better on the assignment.	10/14/2012 - 86% of students received a grade of B or better, with only 4 students receiving a grade of C or D **Result:** Target Met **Reporting Year:** 2011-2012 **Resource Request:** Restore Writing Center and Tutorial Support **GE/IL-SLO Reflection:** Students strengthened both their Communication and Critical Thinking Skills through written essays and journals required analysis of difficult historical/literary text using relevant literary terminology and tools.	10/14/2012 - To assist in retention and success for failing / dropped students, more sample / example answers will be provided online and on paper.
Department - English (ENGL) - ENGL 1C - ADVANCED COMPOSITION - SLO 2 - Reasoning Fallacies - A successful student will be able to identify and avoid common fallacies in reasoning. (Created By Department - English (ENGL)) **Start Date:** 01/03/2012	**Assessment Method:** Midterm short-answer exam on Fallacies (definitions and applications) **Assessment Method Type:** Exam - Course Test/Quiz **Target:** 80% pass rate with grade of B or better	10/08/2012 - Pass rate was considerably above 80% with a grade of B or better. However, the drop-rate for the class remains quite high **Result:** Target Met **Reporting Year:** 2011-2012 **Resource Request:**	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
End Date: 03/31/2012 **Course-Level SLO Status:** Active		Reinstate Writing Center and Tutorial Support **GE/IL-SLO Reflection:** Analytic thinking is strengthened by knowledge of and practice in the application of common logical fallacies.	
Department - English (ENGL) - ENGL 1C - ADVANCED COMPOSITION - SLO 1 - Critical thinking - A successful student will be able to demonstrate mastery of critical thinking techniques and analysis. (Created By Department - English (ENGL)) **Start Date:** 01/03/2012 **End Date:** 03/31/2012 **Course-Level SLO Status:** Active	**Assessment Method:** Critical comparative essay on Eastern vs. Western ethical systems as represented by Socrates and Confucius **Assessment Method Type:** Essay/Journal **Target:** Grade of B of better	06/30/2012 - more than 80% of students who completed the course received a grade of B or better on this major assignment. However, the drop rate within this course remains quite high -- tied, in large part, to the acceptance/rejection letters students receive from their targeted universities (which impacts the "required" nature of the course for individual students midway through the quarter. **Result:** Target Met **Reporting Year:** 2011-2012 **Resource Request:** Restore Writing Center and Tutorial Support **GE/IL-SLO Reflection:** students written communication and critical thinking skills are strengthened by rigorous instruction in academic writing at an advanced undergraduate level.	10/08/2012 - Course syllabus and assignments will be revised to focus on individual writing-for-the-disciplines focus custom-tailored for each student's interests 10/08/2012 - The course syllabus will be revised to reflect greater emphasis on writing within the disciplines -- allowing students the ability to "customize" the writing instruction to their own individual needs within their target major. In this way the "relevance" of the course in the view of the students can be enhanced, and the drop rate reduced (without compromising standards).
Department - English (ENGL) - ENGL 1CH - HONORS ADVANCED COMPOSITION - Analytical Writing - Substantiate thesis through analysis, logical and systematic organization, supporting evidence and clarity of language (Created By Department - English (ENGL)) **Start Date:** 09/20/2010 **End Date:**	**Assessment Method:** Final exam: in class essay which argues for a course of action based on analysis of specific case. **Assessment Method Type:** Exam - Course Test/Quiz **Target:** 85% students achieve "B" or higher	10/08/2012 - Course will be modified to increase the across-the-disciplines emphasis in all assignments so that students have greater flexibility in tailoring the course to their specific needs and interests. **Result:** Target Met **Reporting Year:** 2011-2012	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
10/21/2011 **Course-Level SLO Status:** Active		10/18/2011 - Students given modified Harvard Business School case in which they need to decide upon - and justify - a course of action dealing with a complex personnel issue. They must write an essay that conveys their plan of action to a superior. **Result:** Target Met **Reporting Year:** 2010-2011	
Department - English (ENGL) - ENGL 1CH - HONORS ADVANCED COMPOSITION - Critical Thinking - Make logical inferences towards an interpretation (Created By Department - English (ENGL)) **Start Date:** 09/20/2010 **End Date:** 10/21/2011 **Course-Level SLO Status:** Active	**Assessment Method:** Students are grouped into teams; each team assigned a case study to apply a specific reasoning framework for analysis. **Assessment Method Type:** Case Study/Analysis **Target:** 85% active participation (presenting, discussing, writing) by ALL team members	10/18/2011 - Student teams presented analyses of the play "Trifles" using different frameworks. All students on each team presented, fielded questions, and wrote up their positions. Students made many assumptions about the characters, much of which was not supported by a close reading of the text. **Result:** Target Met **Reporting Year:** 2010-2011	10/18/2011 - Prior to this assignment, students may need one more additional "close reading" practice to identify their own logical biases.
Department - English (ENGL) - ENGL 1S - INTEGRATED COMPOSITION & READING - Paragraph Focus - Recognize and develop topics and main ideas at the paragraph level (Created By Department - English (ENGL)) **Course-Level SLO Status:** Active	**Assessment Method:** Use reading analysis strategies, including annotation, sectioning, and reverse outline to identify topics and main ideas. Write paragraphs with clear topic sentences focused on discussable or arguable points on a single topic. **Assessment Method Type:** Essay/Journal **Target:** Students demonstrate improvement from draft to final essay.	01/26/2013 - Students were able to demonstrate understanding of expository/argumentative structure in their own writing. It's unclear the relationship between demonstrating this in their writing and identifying in the writing of others. Both sections seemed to focus more on reading analysis in terms of paragraph development, including the range of information used to develop a point. For example, section 2 conducted case study analyses of cases presented in the text, looking specifically at the facts and opinions, and were asked to draw their own conclusions about those cases. This enabled them to articulate their own points in their own writing, but they did not necessarily identify the main point the author was making about those cases.	01/26/2013 - Determine additional assessments for reading analysis at the topic/main idea level. 01/26/2013 - Determine an additional assessment method for demonstrating reading analysis, focusing specifically on topics and main ideas.

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Result: Target Met **Reporting Year:** 2012-2013 **Resource Request:** None **GE/IL-SLO Reflection:** Communication and critical thinking	
Department - English (ENGL) - ENGL 1S - INTEGRATED COMPOSITION & READING - Syntactical structure - Identify syntactical structures and apply to the editing of writing to achieve sentence variety and maturity. (Created By Department - English (ENGL)) **Course-Level SLO Status:** Active	**Assessment Method:** Annotation of text to identify compound and complex sentence structure. Revision of student writing using compound and complex sentence structures. **Assessment Method Type:** Observation/Critique **Target:** Students demonstrate meaningful revision of sentence crafting using compound and complex sentence structures.	01/26/2013 - Both sections did not instruct in this SLO as much as the instructors would have liked. Analysis: This SLO was created to foster a deeper understanding of the connections between reading and writing, specifically at the sentence level. Instructors for both sections found that much time and energy was spent working on these connections between reading and writing in terms of the higher order elements, such as organization, main ideas, and information/support. This created difficulties in fitting in this same approach at the sentence level. **Result:** Target Not Met **Reporting Year:** 2012-2013 **Resource Request:** None **GE/IL-SLO Reflection:** Critical thinking and communication.	01/26/2013 - Our plan is to address this SLO earlier in the reading/writing process and to do so in the context of reading difficulties. By highlighting complex syntax as a source of reading difficulty, we can introduce the strategies for syntactical complexity earlier and provide the context for later work in sentence crafting in student writing.
Department - English (ENGL) - ENGL 1T - INTEGRATED COMPOSITION & READING - Reading analysis and synthesis - Analyze college-level expository, narrative, and argumentative non-fiction prose for use as source information and/or model for writing (Created By Department - English (ENGL))	**Assessment Method:** Dialectical (double-entry) journal of selected quotes and student analysis. **Assessment Method Type:** Essay/Journal **Target:**		

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Course-Level SLO Status: Active	Students demonstrate increased intention and depth in quote selection and analysis.		
Department - English (ENGL) - ENGL 1T - INTEGRATED COMPOSITION & READING - Essay development - Read and write extended expository compositions, increasing in length and complexity, that articulate a perspective in relation to and informed by whole texts and class discussion. (Created By Department - English (ENGL))	**Assessment Method:** Formal expository or argumentative, text-based essay. **Assessment Method Type:** Essay/Journal **Target:** Students demonstrate skills in scope, essay focus, organization, paragraph focus, and development using texts for support.		
Course-Level SLO Status: Active			
Department - English (ENGL) - ENGL 209 - INTRODUCTION TO COLLEGE READING - Summary - Student Learning Outcome #1 - Students can summarize arguments in an expository text (Created By Department - English (ENGL))	**Assessment Method:** Students will write a 1-page summary twice during the quarter. **Assessment Method Type:** Essay/Journal **Target:** That the majority of students can write a clear summary of a college level text, including the thesis and main arguments.		
Start Date: 01/01/2009			
Course-Level SLO Status: Active			
Department - English (ENGL) - ENGL 209 - INTRODUCTION TO COLLEGE READING - Synthesis - Student Learning Outcome #2 - Students can synthesize a variety of ideas from various texts in an expository essay (Created By Department - English (ENGL)) **Start Date:** 01/01/2009 **Course-Level SLO Status:** Active	**Assessment Method:** Students will demonstrate synthesis thinking in an essay of 3-5 typed pages. **Assessment Method Type:** Essay/Journal **Target:** Specific examples of "synthesis" evident in the paper.	02/05/2013 - Students cited several college level texts in their final papers, which demonstrated their ability to synthesize key concepts, use textual support, and discuss relevant issues across essays. **Result:** Target Met **Reporting Year:** 2012-2013 **Resource Request:** none **GE/IL-SLO Reflection:**	02/05/2013 - The introduction paragraphs needed work. They were choppy, and although students did articulate a thesis, we could work more on transitioning in the introduction.

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Communication and Global citizenship	
		01/28/2013 - 209 students do struggle with both reading for and writing of a synthesis essay; at issue for many is the difference between a synthesis and a summary and when/how/where personal response is appropriate. To address these questions, I combine both summary and synthesis tasks into one assignment: students select 3 of 6 sources and first write summary of each then use the summaries as a starting point for the synthesis essay. Providing a structured essay prompt helps students learn that extracting information for a synthesis requires a clear focus, i.e., a singular "question" to address; as we read and discuss each source in class, we section the texts and label each section as to how it does/doesn't relate to the prompt. Discussion of cohesive labeling for sections (within and among the sources) is also key. Modeling a variety of "good" synthesis essays has been effective in helping students write their own papers; students report that "seeing" this abstract concept (synthesis) on paper helps them understand the distinction between a "cut-and-paste" essay and one with "voice." Last quarter, over 80% of students were able to produce an effective synthesis essay with summaries attached, so I will continue to experiment with these techniques. **Result:** Target Met **Reporting Year:** 2012-2013	
		01/24/2012 - Note: Many in the department define synthesis differently. Some see synthesis as a research process where multiple sources are synthesized in a paper; others see it as a conversation among differing opinions. In general both definitions apply, as long as ?synthesis? is seen as a process of using multiple sources on one topic.	01/24/2012 - Note: Many in the department define synthesis differently. Some see synthesis as a research process where multiple sources are synthesized in a paper; others see it as a conversation among differing opinions. In

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Our discussion of findings determined that we want to improve students' ability to synthesize as a reader: We expect students to be able to see how a topic connects through several essays, so they can determine what parts of any give essay are most important or more important than others in support of a particular argument. The students should be able to see how the writing prompt influences and creates reading strategies best suited to a particular synthesis strategy.

Our reflection reminds us that when teaching synthesis, it?s equally important to teach synthesis as a reading skill as much as a writing skill.

One instructor noted: Based on the essays, she sees the benefit to reframing the writing prompt to encourage students to see synthesis as a process, rather than a type of essay or a writing product.

Another Instructor noted : I found, ?I wish I started synthesis earlier. By the end I feel we need more varied examples of how text relate to one another.?

Our conclusion: Synthesis activities may be better placed earlier in the quarter, so that students go beyond, summary, response, or they say/ I say--thinking and see how two texts or more can be analyzed for a variety relationships, ie compare/contrast,cause and effect, example, problem/solution, etc.

In other words, synthesis instruction may better focus on the relationships among a variety of ideas rather than on a aggregate summary of a variety of sources. | general both definitions apply, as long as ?synthesis? is seen as a process of using multiple sources on one topic.

Our discussion of findings determined that we want to improve students' ability to synthesize as a reader: We expect students to be able to see how a topic connects through several essays, so they can determine what parts of any give essay are most important or more important than others in support of a particular argument. The students should be able to see how the writing prompt influences and creates reading strategies best suited to a particular synthesis strategy.

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Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		We are eager to share effective practices in meeting that goal. **Result:** Target Met **Reporting Year:** 2011-2012 **Resource Request:** Professional Development money to create seminar on effective practices to teach higher order synthesis thinking.	quarter, so that students go beyond, summary, response, or they say/ I say--thinking and see how two texts or more can be analyzed for a variety relationships, ie compare/contrast,cause and effect, example, problem/solution, etc. In other words, synthesis instruction may better focus on the relationships among a variety of ideas rather than on a aggregate summary of a variety of sources. We are eager to share effective practices in meeting that goal.
Department - English (ENGL) - ENGL 22 - WOMEN WRITERS - Analyze women's writing within aesthetic and biographical contexts - A successful student will demonstrate analytical comprehension of women's writing, in writing and orally, within aesthetic and biographical contexts. (Created By Department - English (ENGL)) **Start Date:** 09/01/2010 **End Date:** 07/01/2011 **Course-Level SLO Status:** Active	**Assessment Method:** Literary analysis essays assigned throughout the quarter will assess students' success at active and critical reading. **Assessment Method Type:** Essay/Journal **Target:** 80% of students will receive a B- or higher on at least one formal literary analysis essay.		
Department - English (ENGL) - ENGL 24 - UNMASKING COMICS: THE DAWN OF THE GRAPHIC NOVEL - Literary Analysis - Apply literary theory to graphic novel or memoir. (Created By Department - English			

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
(ENGL)) **Course-Level SLO Status:** Active			
Department - English (ENGL) - ENGL 24 - UNMASKING COMICS: THE DAWN OF THE GRAPHIC NOVEL - Writing - Demonstrate thesis driven essay writing about the graphic novel. (Created By Department - English (ENGL)) **Course-Level SLO Status:** Active			
Department - English (ENGL) - ENGL 242A - CRITICAL THINKING: STUDENT-MANAGED PORTFOLIO DEVELOPMENT - Meta-cognitive Awareness - Artifact Selection - Student will select artifacts that illustrate purposeful and effective use of strategies or activities in different stages of the reading/writing process. (Created By Department - English (ENGL)) **Course-Level SLO Status:** Active	**Assessment Method:** A formative portfolio of reading and writing strategies, including selections of process artifacts (e.g., drafts, outlines, annotations, concept maps, descriptions of activities) that illustrate purposeful and effective strategies/activities in different stages of the reading writing process. **Assessment Method Type:** Portfolio Review **Target:** 100% of students enrolled at the end of the quarter will have compiled a formative portfolio that includes specific artifacts.	01/26/2013 - 100% of students compiled a formative portfolio that included specific artifacts. Strengths: Students selected relevant artifacts that were clearly tied to various steps of the reading and writing process. In section 1, students were asked to maintain a file (portfolio) that organized work in terms of reading and writing, and further in terms of process steps (before/during/after reading and all steps of writing process). This enabled them to identify specific strategies and associate strategies with various steps of the process. In section 2, students were provided reflection prompts that asked them to consider where they were in the process in terms of their past (what they'd done so far), present (their current conditions), and future (what they want to do next). Students were then provided time to work on some activity of their choosing related to their reading/writing goals. Then, they were asked to reflect on what they had accomplished (whether they met their goals, adjusted their goals, or changed their goals). Challenges: While students in section 1 could identify specific strategies and associate them with steps in the process, they were less able to articulate clear justifications or rationales for using them (unable to articulate purpose). In section 2,	01/26/2013 - 100% of students compiled a formative portfolio that included specific artifacts. Strengths: Students selected relevant artifacts that were clearly tied to various steps of the reading and writing process. In section 1, students were asked to maintain a file (portfolio) that organized work in terms of reading and writing, and further in terms of process steps (before/during/after reading and all steps of writing process). This enabled them to identify specific strategies and associate strategies with various steps of the process. In section 2, students were provided reflection prompts that asked them to consider where they were in the process in terms of their past (what they'd done so far), present (their current conditions), and future (what they want to do next). Students were then provided time to work on some activity of their choosing related to their reading/writing goals. Then, they were asked to reflect on what they had accomplished

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		they were able to locate themselves in the process and select artifacts, but like section 1, they were less able to reflect deeply on the strategies that they took to try and meet their goals. **Result:** Target Met **Reporting Year:** 2012-2013 **Resource Request:** This course requires scheduling in a computer classroom. We'd like to explore subscription to ePortfolio technology platforms. **GE/IL-SLO Reflection:** This outcome supports the ILO of critical thinking and communication.	(whether they met their goals, adjusted their goals, or changed their goals). Challenges: While students in section 1 could identify specific strategies and associate them with steps in the process, they were less able to articulate clear justifications or rationales for using them (unable to articulate purpose). In section 2, they were able to locate themselves in the process and select artifacts, but like section 1, they were less able to reflect deeply on the strategies that they took to try and meet their goals. Next steps: We'd like to continue using the frame of "past, present, future" to help frame their understanding of process and the recursive nature of movement through the steps. We'd like to continue asking students to collect and organize process work in terms of the process steps. The two of us who taught these sections this quarter (fall 2012) would like to use the approach used by the other and combine them into one more comprehensive approach. We also plan to introduce the published portfolio sooner, during 242A, to provide students with a vision of the published outcome.

Department - English (ENGL) - ENGL 242A - CRITICAL THINKING: STUDENT-

Assessment Method:
Ongoing journals/essays during the quarter

01/26/2013 - Students in both sections completed predominantly reflective journals, completed in-

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
MANAGED PORTFOLIO DEVELOPMENT - Meta-cognitive Awareness - Reflection - Students will be able to explain the purpose, describe the steps, and evaluate the effectiveness of reading-writing strategies. (Created By Department - English (ENGL)) **Course-Level SLO Status:** Active	in which students reflect on specific strategies/activities. **Assessment Method Type:** Essay/Journal **Target:** Successful reflections will meet the following criteria: - explains the purpose of the strategy - describes the steps - evaluates effectiveness - articulates plans for improvement or growth	class, in response to specific prompts provided by the instructor. Challenges: In section 1, reflections sometimes demonstrated an inability to distinguish between general reading/writing process steps/approaches and the concepts associated with the topics of the readings/writing. In section 2, students had trouble breaking down the steps in the process in the detail necessary to teach the strategy to others. This demonstrates a lack of awareness of the detailed cognitive steps; this awareness was an intended outcome of the meta-cognitive reflection. Reflections in general in both sections were relatively superficial. Strengths: Though students didn't meet the expectations of the instructors in terms of depth, they did demonstrate an understanding for themselves at a level sufficient for them to evaluate effectiveness and articulate plans for growth. **Result:** Target Met **Reporting Year:** 2012-2013 **Resource Request:** Funds for a faculty retreat to work on the action plan for this SLO (see action plan) **GE/IL-SLO Reflection:** Critical thinking and communication.	01/26/2013 - Next steps: 1. Collect models that illustrate the level of reflective depth possible and expected by instructors. 2. Develop rubrics for the quality/depth of reflection that can be communicated more explicitly to students. 3. Develop more explicit and targeted lesson plans to help students meet the expectation of deep reflection (from the rubric).
Department - English (ENGL) - ENGL 242B - CRITICAL THINKING: PORTFOLIO MANAGEMENT & PUBLICATION - Meta-cognitive Awareness - Artifact Selection - Students will be able to select audience-ready artifacts that demonstrate exemplary reading/writing based on shared rubrics. (Created By Department - English (ENGL))	**Assessment Method:** Review of portfolio during and at the end of quarter. **Assessment Method Type:** Portfolio Review **Target:** A successful portfolio will meet the following criteria: - includes thoughtful choices of		

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Course-Level SLO Status: Active	representative works from English 1S/T and other courses - Organizes and presents the artifacts in a purposeful way		
Department - English (ENGL) - ENGL 242B - CRITICAL THINKING: PORTFOLIO MANAGEMENT & PUBLICATION - Meta-cognitive Awareness - Reflection - Students will be able to demonstrate awareness of location within discourse communities across disciplines. (Created By Department - English (ENGL))	**Assessment Method:** A culminating essay at the end of the quarter in which students reflect on their summative portfolio of audience-ready artifacts. **Assessment Method Type:** Essay/Journal **Target:** A successful culminating essay/reflection will meet the following criteria: - Identifies the qualitative differences among artifacts - Evaluates quality based on the conventions and expectations across disciplines - Evaluates quality based on individual student goals - Articulates a plan for growth		
Department - English (ENGL) - ENGL 250A - NARRATIVE READING AND WRITING - PUENTE - Reading comprehension - Identify a writer's logical progression of ideas by determining section boundaries, where distinct points developed start and stop as well as where points are repeated, and paraphrase/express in writing main points as applicable to particular sections of the text. (Created By Department - English (ENGL)) **Start Date:** 09/26/2011 **Course-Level SLO Status:** Active	**Assessment Method:** - "Backwards outline" of the text that identifies author's thesis and main ideas - Presentations on sections of a text that summarize the author's main idea **Assessment Method Type:** Presentation/Performance **Target:** At least 90% of the class will be able to identify sections. At least 75% of the class will be able to articulate the author's thesis and main ideas in their own words.	01/24/2012 - Although all students demonstrated the ability to section a text by identifying topics and main ideas, only about 65% of the class was able to accurately paraphrase and articulate the author's ideas in his/her own words. Nearly all of the backward outlines submitted indicated that students could differentiate distinct sections of a text and they outlined those ideas accordingly. However, many students had a difficult time learning how to write out the author's thesis and main ideas (by section) on the outline. Students were more successful in articulating and paraphrasing an author's thesis and main ideas when presenting their sections in groups. 100% of	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		the students demonstrated an ability to put the author's point into their own words by working together in groups and choosing particular quotes that supported their interpretation of that section. Students also selected a visual to demonstrate that particular main idea and how it connected to the author's thesis. **Result:** Target Not Met **Reporting Year:** 2011-2012 **Resource Request:** Revision of outlines and summary of the author's thesis and main ideas requires that students have access to a smart classroom. Specifically, it would be ideal for students to be in a computer lab so as to allow them to go back and revise outlines. **GE/IL-SLO Reflection:** Students need more explicit instruction on using their own words to accurately express the main idea of a particular section of a text. Although they could easily identify those sections, their ability to express the main idea was more difficult for a larger percentage of the class. More workshopping of ideas (outlines) would be helpful. Focusing on one particular section of a text (as a group) proved to be a useful approach in getting students to talk out their ideas and orally communicate their comprehension. Perhaps more of these presentations could have lead to stronger outlining. I would like to have students outline, then present then return to outlines and revise their paraphrases of the text based upon others' presentations. I missed the last step which was to go back and revise.	

Department - English (ENGL) - ENGL 250A -

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
NARRATIVE READING AND WRITING - PUENTE - Analysis - Analyze a text in depth by considering author's worldview, bias, purpose and perspective. (Created By Department - English (ENGL)) **Course-Level SLO Status:** Active	**Assessment Method:** - Presentation based upon "SOAPS" analysis: students identify author's purpose, biases and worldview by examining textual support and language. "SOAPS" is an acronym that students will use to examine the rhetorical context of a reading. S= Speaker (author's credentials, biographical information etc.) O= Occasion (social, political or personal experiences, events that prompted the writer to write this particular piece) A= Audience (intended audience based on information regarding original publication, author's language and/or affiliations and credentials) P= Purpose (closely tied to the author's thesis-- what does the writer want his/her intended audience to believe, think, or do with the ideas and information presented in this text?) S= Support (what type of support does the writer use to help him/her develop the thesis and how does this support demonstrate his/her worldview and/or experience?) **Assessment Method Type:** Presentation/Performance **Target:** 85% of students will understand the purpose of using SOAPS to analyze the rhetorical context of a particular reading.	01/24/2012 - All students in the class were able to use the SOAPS acronym to explore the rhetorical context of a particular reading. Working collaboratively, students expressed their findings on the author's worldview, bias and purpose by referring directly to the text and demonstrating how that text supported their analysis. Students worked closely in groups to represent these findings with selected quotes and key concepts from the text. **Result:** Target Met **Reporting Year:** 2011-2012 **Resource Request:** Presentations of students' ideas were valuable in teaching students how to analyze a text rhetorically. It is important for students to have access to computers to integrate media and create power-point presentations to help them analyze. **GE/IL-SLO Reflection:** In comparison to demonstrating comprehension through outlining and summarizing, students excelled in demonstrating their understanding of analysis of rhetorical contexts. Students seem to grasp the idea of author's worldview, bias and purpose more easily and were able to show how such contexts are reflected in the ideas, language and organization of a text. It would be beneficial to explore ways that students can use their practice in analysis of author's worldview, purpose and bias to help them revise their comprehension of the text. Perhaps this analysis can lead back to a revision of outlines and/or formal summaries of the text.	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - English (ENGL) - ENGL 250B - ANALYTICAL READING AND WRITING - PUENTE - Expository Writing - Write text-based, expository essays with an explicitly stated central argument; effective examples, evidence, and reasoning; and logical sequencing. (Created By Department - English (ENGL)) **Course-Level SLO Status:** Active	**Assessment Method:** Students will write an essay that has an explicitly stated thesis and integrates other texts to support and develop that argument. **Assessment Method Type:** Essay/Journal **Target:** 90% of students will write a text-based essay with an explicitly stated thesis that is developed and supported with effective examples, evidence and reasoning.	09/28/2012 - Although most students were able to write an essay that developed a central idea with text-based support (examples, evidence and reasoning), not all students were able to clearly and effectively communicate that central idea as an explicitly stated thesis. **Result:** Target Not Met **Reporting Year:** 2011-2012 **Resource Request:** Students greatly benefit from the type of one-on-one tutoring that Pass the Torch offers. More funding for more tutors! **GE/IL-SLO Reflection:** Communication Creative, critical and analytical thinking	
Department - English (ENGL) - ENGL 250B - ANALYTICAL READING AND WRITING - PUENTE - Sentence Development - Write sentences that demonstrate an understanding of sentence coordination. (Created By Department - English (ENGL)) **Course-Level SLO Status:** Active	**Assessment Method:** Students will be able to effectively use and integrate sentences that use coordination, subordination and verbal phrases. **Assessment Method Type:** Essay/Journal **Target:** 90% of students will effectively use and integrate sentences that used coordination, subordination and verbal phrases.	09/28/2012 - Students were able to use and effectively integrate sentences that used coordination, subordination and verbal phrases. They had varied sentences that furthered their reasoning and logical organization. However, not all students were able to accurately punctuate these sentences. **Result:** Target Met **Reporting Year:** 2011-2012 **Resource Request:** Students greatly benefit from the type of one-on-one tutoring that Pass the Torch offers. More funding for more tutors! **GE/IL-SLO Reflection:** Communication Creative, Critical and Analytical Thinking	

Department - English (ENGL) - ENGL 3 -

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
TECHNICAL WRITING - Audience and Context - Students will be able to recognize the characteristics of diverse rhetorical contexts based on audience(s), purpose(s), and workplace conditions/situations. (Created By Department - English (ENGL)) **Course-Level SLO Status:** Inactive			
Department - English (ENGL) - ENGL 3 - TECHNICAL WRITING - Design and production of texts - Students will be able to design and produce written texts in a variety of workplace genres, demonstrating the principles of clear and concise language and effective visual design. (Created By Department - English (ENGL)) **Course-Level SLO Status:** Inactive			
Department - English (ENGL) - ENGL 31 - LATINO/A LITERATURE - Cultural Interpretations in Literature - Examine the various cultural interpretations of United States society (e.g., assimilation, cultural pluralism, melting pot, the Latino/a Diaspora) and interpret their impact on Latino/a writers. (Created By Department - English (ENGL)) **Course-Level SLO Status:** Active	**Assessment Method:** Multi-media group presentation: At the end of the quarter, students will apply various cultural interpretations (concepts) to a given text (poem, short fiction) to present a literary analysis that demonstrates an accurate connection between that concept and the literary and thematic elements used by a particular author. In other words, students will work together to demonstrate how a particular concept can "frame " our understanding of a particular text. Students must define that concept, provide historical/political connections (research) that pertain to that concept, and conduct a discussion that ties these concepts to literary elements in a given text. **Assessment Method Type:** Presentation/Performance **Target:** 85% of the students will demonstrate understanding of at least 3 major concepts	10/14/2011 - Most students were able to demonstrate an understanding of various cultural interpretations as they relate to and influence Latino literature in the United States. Through lectures and non-fiction, historical, sociological texts, students added to their reading of literature by finding connections between various concepts related to the Latino experience in the United States and the work of Latino authors. Students produced presentations that integrated research and multi-media connections (music, videos, poetry readings) that enhanced a close-read analysis of a particular text and demonstrated connections between their interpretive claims and the concepts they focused on for analysis (e.g., assimilation, cultural pluralism, melting pot, the Latino/a Diaspora, Chicana feminism etc.). Students used these concepts to discuss the author's use of various literary devices and to analyze particular thematic connections.	10/17/2011 - Although the majority of students demonstrated an understanding of how various cultural interpretations can add to our analysis of a text, some of their connections were too surface-level or lacked in-depth, critical analysis. Using more models of critical analyses that focus on such cultural interpretations will help enhance students' understanding. In addition, it would be helpful for students to have a more hands-on lesson on literary analysis research.

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	by leading a thoughtful, text-based, research-enhanced presentation on a text by a Latino-American author.	**Result:** Target Met **Reporting Year:** 2010-2011 **Resource Request:** Multi-media classrooms for presentations	
Department - English (ENGL) - ENGL 31 - LATINO/A LITERATURE - Social/Political - Identify major literary, social and political events and movements in the 19th and 21st century and explain their impact/influence on contemporary Latino/a American literature. (Created By Department - English (ENGL))			
Department - English (ENGL) - ENGL 40 - ASIAN AMERICAN LITERATURE - SLO 1 - Identify significant literary, social, cultural, and political issues in 20th century Asian American writing. - Students will understand Asian American literature's place within the American literary canon, will identify and assess social issues, including dynamics of family, gender, class,and ethnicity. Students will also identify and analyze historical and legal contexts (such as immigration) shaping literature by Asian Americans. (Created By Department - English (ENGL)) **Course-Level SLO Status:** Active	**Assessment Method:** Literary analysis essays assigned throughout the quarter will assess students' success at active and critical reading. **Assessment Method Type:** Essay/Journal **Target:** 80% of students will receive a B- or higher on at least one formal literary analysis essay.	03/30/2011 - 94% of students who completed this course in Winter 2011 received a B- or higher on at least one formal literary analysis essay. **Result:** Target Met **Reporting Year:** 2010-2011	03/30/2011 - Students' literary critical thinking skills could be even further strengthened by the instructor's use of supplementary texts, such as literary analysis handbooks and critical theory texts, to ensure students' literary analysis foundations. Adding assignments such as play attendance or museum visits could enhance students' understanding of cultural and historical contexts of the literary works.
Department - English (ENGL) - ENGL 40H - HONORS ASIAN AMERICAN LITERATURE - SLO 1 - Identify significant literary, social, cultural, and political issues in 20th century Asian American writing. - Students will gain an advanced understanding of Asian American literature's place within the	**Assessment Method:** Literary analysis essays assigned throughout the quarter will assess students' success at active and critical reading. **Assessment Method Type:** Essay/Journal **Target:**		

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
American literary canon, will identify and assess social issues, including dynamics of family, gender, class,and ethnicity. Students will also identify and analyze historical and legal contexts (such as immigration) shaping literature by Asian Americans. (Created By Department - English (ENGL)) **Start Date:** 09/01/2010 **End Date:** 07/01/2011 **Course-Level SLO Status:** Active	80% of students will receive a B- or higher on at least one formal literary analysis essay.		
Department - English (ENGL) - ENGL 41 - LITERATURE OF MULTICULTURAL AMERICA - Cultural Interpretations in Literature - Examine the impact of multicultural communities and literature on the establishment of an American identity. (Created By Department - English (ENGL)) **Course-Level SLO Status:** Inactive			
Department - English (ENGL) - ENGL 41 - LITERATURE OF MULTICULTURAL AMERICA - Social/Political - Discuss issues of gender, race, class, sexual orientation, and religion and their impact on multicultural communities and literature. (Created By Department - English (ENGL))			
Department - English (ENGL) - ENGL 46A - MONSTERS, MADNESS & MAYHEM: ENGLISH LITERATURE FROM ITS EARLIEST BEGINNINGS TO MILTON - Student Learning Outcome #1 - Knowledge Acquisition - Acquire knowledge of the historical and cultural period, major writers, and key texts produced from 650-1620s CE (Created By Department - English (ENGL)) **Start Date:** 09/27/2011	**Assessment Method:** Three-part final exam, consisting of identifications/definitions; passage identification and analysis; overall essay question **Assessment Method Type:** Exam - Course Test/Quiz **Target:** - 85% score "B" or higher - Average Grade = B or higher	01/20/2012 - N = 16 Average Grade: 83% (target met) Percentage Passing: 94% **Result:** Target Met **Reporting Year:** 2011-2012 **Resource Request:** NONE **GE/IL-SLO Reflection:** The 3-part exam works well in assessing	10/07/2012 - Instructors teaching the ENGL46 Brit Lit series will continue to meet and confer to compare and further improve our means of reaching the target SLO. --- 01/20/2012 - English 46A is a challenging course to teach since it encompasses ~ 1000 years of

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
End Date: 12/15/2011 **Course-Level SLO Status:** Active		BOTH content acquisition and critical thinking skills. The term definitions and identifications require students to learn the concepts of the literary period; the passage identifications require students to perform critical reading tasks; the essay portion requires critical thinking skills. In going forward, perhaps weekly reading quizzes may augment the critical reading instruction.	English literary history, three languages (Old English, Middle English, and Early Modern English), and ALL of the major literary genres (epic, romance, lyric, Elizabethan drama, etc.) Simply put, there is too much material to be covered during a 12-week course. In going forward, it might be more efficient to: - organize the course around a single theme; - approach the course from late 20th-c/21st century film treatments of the literature; - Focus solely on "10 great works" Such approaches may allow deeper analysis and more extended class discussions. Also, students found it useful to read a brief historical overview of the period, i.e. "Anglo-Saxon England." Perhaps finding similar materials for the Medieval and Renaissance period would be helpful. Finally, another project would be a field visit to the Rare Book Library at Stanford University to see up close manuscript materials from the period.
Department - English (ENGL) - ENGL 46B - REASON, REBELLION & ROMANTICISM: ENGLISH LITERATURE FROM 1660 - 1830'S - SLO 1 - Develop critical thinking skills by reading, understanding, and identifying the major literary genres - Students successfully completing this course	**Assessment Method:** Three part final exam to test general content (id's, terms), literary works within their genres (paragraph answer), and overall themes (essay). **Assessment Method Type:** Exam - Course Test/Quiz	04/28/2012 - Targets achieved: 7 students received "A"; 7 students received "B"; 3 students received a "C". **Result:** Target Met **Reporting Year:** 2011-2012	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
will identify and analyze literary forms specific to the British canon 1660-1830, including the neoclassical epic, the ode, the lyric, the prose essay, satire, and the novel. (Created By Department - English (ENGL)) **Course-Level SLO Status:** Active	**Target:** 85% pass rate; 75% grade = B or higher	**GE/IL-SLO Reflection:** English 46B offers a unique teaching opportunity to make English literature of that period (1660 - 1834) particularly relevant to today's society. Women emerge in literature, first as readers, then as authors; in the UK, slavery comes, thrives, and dies within the period; the progenitors of today's political parties emerge (Tory/Conservative/Republican) and Whig/Liberal/Democrat; the emergence of science and technology (Bacon, Hobbes, Newton, etc., up to Erasmus Darwin), and finally modernity itself (Hobbes, Locke, Hume, etc). Rather than organize the course around chronological periods, it is best to organize around these historic events. Greater emphasis on historical/ cultural context - as well as post-colonial/psychological approaches - may lead to greater success.	
Department - English (ENGL) - ENGL 46C - WARS & WASTELANDS: ENGLISH LITERATURE FROM THE VICTORIAN PERIOD TO THE PRESENT - 1. Evaluating, understanding, and interpreting major literary texts - A successful student will be able to read literary texts of various genres and subsequently actively and critically assess those works within 19th and 20th century contexts for denotative and connotative meaning, structure and development, and connections between literal and figurative detail. (Created By Department - English (ENGL)) **Assessment Cycles:** End of Academic Year **Course-Level SLO Status:** Active	**Assessment Method:** Literary analysis essays assigned throughout the quarter will assess students' success at active and critical reading. **Assessment Method Type:** Essay/Journal **Target:** 80% of students will receive a B- or higher on at least one formal literary analysis essay.	06/30/2012 - 100% of students in Spring 2012 46C received a B- or higher on the major literary research project of the quarter. This quarter the writing projects emphasized one major writing project while still requiring shorter written assignments; this seemed to produce stronger essays at the end of the quarter. **Result:** Target Met **Reporting Year:** 2011-2012 06/30/2012 - 92% of students who completed English 46C in Spring 2011 received a B- or higher on at least one formal literary essay. **Result:** Target Met **Reporting Year:** 2011-2012	03/21/2012 - While students have demonstrated excellent interpretive skills in these essays, more attention could be given to those students having problems with the literary analysis essay as a genre. The instructor has already initiated

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		GE/IL-SLO Reflection: SLO - 1 for ENGL 46C affirmed Foothill's ILs of Communication, Creativity, and Conscience.	special website assistance and resources for students who need extra help with the conventions of literary analysis. 03/01/2012 - Students' literary critical thinking skills could be even further strengthened by the instructor's use of supplementary texts, such as literary analysis handbooks and critical theory texts, to ensure students' literary analysis foundations. Adding assignments such as play attendance or museum visits could enhance students' understanding of cultural and historical contexts of the literary works.
Department - English (ENGL) - ENGL 46C - WARS & WASTELANDS: ENGLISH LITERATURE FROM THE VICTORIAN PERIOD TO THE PRESENT - 2. Critical and theoretical applications - Students will demonstrate sophisticated application of critical and theoretical criteria to literary analysis. (Created By Department - English (ENGL)) **Course-Level SLO Status:** Active	**Assessment Method:** Formal literary analysis essays given over the course of the quarter will measure students' proficiency in the application of critical theory (as discussed in class) to literary texts. Essay assignments will explicitly ask students to read literary texts within critical theoretical frameworks. **Assessment Method Type:** Essay/Journal **Target:** 80% of students will achieve a grade of B- or better on one literary analysis during the quarter.	06/30/2012 - 100% of students in Spring 2012 ENGL 46C received a B- or better on the major research literary analysis project for the quarter. Reflecting on this assignment, I feel that, although the students demonstrated knowledge of critical theory and its application, I could create a more structured method of teaching critical theory that may open up further possibilities for variations analysis. **Result:** Target Met **Reporting Year:** 2011-2012	
Department - English (ENGL) - ENGL 46C - WARS & WASTELANDS: ENGLISH LITERATURE FROM THE VICTORIAN	**Assessment Method:** Students will be assessed via a presentation on one of the authors we discuss over the	06/30/2012 - This assignment was effective at measuring students' ability to contextualize literary texts and their authors historically and culturally.	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
PERIOD TO THE PRESENT - 3. Historical and cultural contexts - Students will be able to situate and analyze literary texts within their historical and cultural contexts. (Created By Department - English (ENGL)) **Course-Level SLO Status:** Active	quarter--they will be required to describe the author's life and career as situated within historical and cultural contexts. **Assessment Method Type:** Presentation/Performance **Target:** Successful students will create presentations demonstrating thoroughness in details of the author's life and work, historical and cultural contextualization of that life and work, and professional oral presentation.	However, this assessment also revealed students' oral presentation skills, which are indeed part of a students' academic professionalization, and revealed some issues (specifically, timing, ability to identify significant information versus insignificant, others). I feel compelled to add more in-depth instruction in speech to the students-- issues of timing, practice, preparation, etc. **Result:** Target Met **Reporting Year:** 2011-2012	
Department - English (ENGL) - ENGL 48A - SURVEY OF EARLY AMERICAN LITERATURE: 1492-1864 - Apply Literary Criticism - Students can select an appropriate literary-critical vocabulary and concept (from a variety of possible approaches) and apply the vocabulary/concept to the interpretation of an assigned piece of historical fiction. (Created By Department - English (ENGL)) **Start Date:** 10/04/2011 **End Date:** 12/09/2011 **Course-Level SLO Status:** Active	**Assessment Method:** Weekly take home essay test approximately 1000 words. **Assessment Method Type:** Essay/Journal **Target:** Students will achieve a grade of "B" or above.	01/12/2012 - 12 out of a total of an original enrollment of 21 students achieved a grade of "B" or better on at least one of the weekly take-home essay tests. Although this shows success for at least 70% of students who remained enrolled for the entire 12-week quarter, it shows the need for further support and instruction for the 50% of students who either dropped the course or who did not achieve the target grade/skill level. **Result:** Target Not Met **Reporting Year:** 2011-2012 **Resource Request:** Additional Tutorial support -- such as once existed in the English Dept Writing Center. In addition, I would like to see the scope of the Pass the Torch student tutorials extended beyond ENGL 110 and ENGL1A to include literature courses. **GE/IL-SLO Reflection:** Critical and Creative Thinking is clearly enhanced by the application of theoretical models to enhance textual interpretation -- especially given the range of possible models made available as options.	10/07/2012 - Instructors assigned to the English 48 American Literature series will continue to meet and confer to compare our approaches to reaching the target SLO -- as well as to consider broader changes in the overall alignment of these courses to the CU/CSU system. 04/30/2012 - I've now given additional extensive thought to the difficulties students face in framing adequate critical/theoretical responses to texts -- especially in a generation more accustomed to standardized testing and rote memorization. I've also discussed this problem/phenomenon in depth with other colleagues who teach advanced literature courses. Based on that reflection and conversation, I plan to increase the amount of class time given to introducing and directly practicing these interpretive methods and skills (as opposed to "covering the material" from a more historical and/or factual basis during

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
			lectures and discussions). We've also designed a departmental response in the form of a new ENGL16 "Intro to Lit" course which will focus exclusively on the kinds of skills, tools, vocabularies, and concepts which students need to do advanced interpretive work of this kind. Hence on both an individual and a departmental level, I feel that this exercise has been a fruitful one in terms of not only promoting "discussion" but implementing concrete responses to the data generated by the assessment cycle.
Department - English (ENGL) - ENGL 48B - AMERICAN LITERATURE IN THE GILDED AGE: 1865-1914 - Critical Thinking Synthesis - Students will be able to apply crucial critical concepts from the work of one author to the work of another author from the same historical period (for example, applying ideas presented in W.E.B. Dubois' "The Souls of Black Folk" to an analysis of Booker T. Washington's "Up from Slavery) as evidenced by a graded essay or graded journal. (Created By Department - English (ENGL)) **Start Date:** 01/10/2012 **End Date:** 03/29/2012 **Course-Level SLO Status:** Active	**Assessment Method:** In a written two-hour final exam, students are asked to use the work of one author assigned during the course to critique and discuss key concepts in the work of another assigned author. **Assessment Method Type:** Exam - Course Test/Quiz **Target:** 80% pass rate on final exam.	07/02/2012 - Based on three years of data (Winter 2010, Winter 2011, and Winter 2012), the three different instructors assigned to the course (Lankford, Sperry, Treanor) all reported greater than 95% pass rate on the final exam directly measuring students' ability to successfully complete this SLO. **Result:** Target Met **Reporting Year:** 2011-2012 **Resource Request:** 1) Professor Sperry mentioned that Chabot College uses Flex Days to enable faculty to meet to discuss/complete SLOs; 2) Individual and Group Tutoring will assist in retnention of students who drop the course due to the challenging nature of the task	10/07/2012 - Instructors assigned to the English 48 American Literature series will continue to meet and confer to compare our approaches to reaching the target SLO -- as well as to consider broader changes in the overall alignment of these courses to the CU/CSU system. 07/02/2012 - All three instructors assigned to the course recently (Lankford 2010, Sperry 2011, Treanor 2012) agreed that we should increase our reliance on Project Based Learning assessments such as oral presentations and structured student debates in addition to written examinations in order to increase student participation and retention. We're also interested in

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
			using SFSU Professor Suge Goen's "Difficulty Paper" as an assignment in literature survey classes as a way to help increase student retention, reducing the rate at which students drop the course, as well as student reading comprehension and persistence for those who do complete the course.
Department - English (ENGL) - ENGL 48C - MODERN AMERICAN LITERATURE: 1914-PRESENT - Develop critical thinking skills by evaluating, understanding, and interpreting major literary texts (fiction, poetry, drama, biography, autobiography, essays as appropriate). - A successful student will be able to read literary texts of various genres and literary movements and subsequently actively and critically assess those works within 19th and 20th century contexts for denotative and connotative meaning, structure and development, and connections between literal and figurative detail. (Created By Department - English (ENGL)) **Course-Level SLO Status:** Active	**Assessment Method:** Midterm test based on close reading and analysis **Assessment Method Type:** Essay/Journal **Target:** Students can apply post-colonial theoretical models to assigned texts in formal written assessments of selected passages from the required textbook.	10/07/2012 - Spring Quarter class yielded an unusually high pass rate on midterm tests -- perhaps due to the high percentage of advanced English majors taking the course this quarter. 95% of students received a grade of B or better on the midterm test. **Result:** Target Met **Reporting Year:** 2012-2013 **Resource Request:** Writing Center tutorial support. **GE/IL-SLO Reflection:** Students showed improvement in their analytic abilities as well as improved confidence and skill in constructing written academic essays under the given time constraints.	10/14/2012 - Add more samples of successful student work on prior tests to boost overall retention (to help lessen the gap in experience between English majors and non-English majors)
Department - English (ENGL) - ENGL 5 - GAY & LESBIAN LITERATURE - SLO 2 - Development and emergence - Trace the development and emergence of distinct gay/lesbian social and political cultures in the twentieth century. (Created By Department - English (ENGL)) **Start Date:** 12/08/2011	**Assessment Method:** Final exam essay **Assessment Method Type:** Essay/Journal **Target:** 80% of students will receive a grade of B or better.	10/14/2012 - 86% of students completed the final exam with a grade of B- or better. However, out of 34 students 8 didn't complete the quarter. Note that a higher-than-average attrition rate is typical for online courses. **Result:** Target Met **Reporting Year:** 2011-2012	10/14/2012 - Provide more sample assignments to help guide/encourage students in danger of dropping or failing the course.

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
End Date: 12/08/2011 **Course-Level SLO Status:** Active		**Resource Request:** Restore Writing Center and Tutorial Support **GE/IL-SLO Reflection:** Students strengthened their critical thinking and communication skills through written interpretation of challenging historical texts requiring the selection and application of appropriate literary critical and historical analytic tools for contextualization and analysis.	
Department - English (ENGL) - ENGL 5 - GAY & LESBIAN LITERATURE - SLO 1 - Interpretation - Interpret gay and lesbian literary works within the structure of relevant racial, ethnic, gender, class, aesthetic, and cultural contexts. (Created By Department - English (ENGL)) **Course-Level SLO Status:** Active	**Assessment Method:** Literary analysis essay assigned over the quarter will assess students' ability to interpret gay and lesbian works within a variety of contexts. **Assessment Method Type:** Essay/Journal **Target:** At least 80% of students who complete ENGL 5 will achieve a grade of B- or higher on at least one formal literary analysis essay.	12/30/2010 - 91% of students who completed ENGL 5 in Fall 2010 achieved a grade of B- or higher on at least one formal literary analysis essay. **Result:** Target Met **Reporting Year:** 2010-2011 **Resource Request:** Restore Writing Center and Tutorial Support **GE/IL-SLO Reflection:** ENGL 5 students successfully demonstrated the Institutional Learning Outcomes of Communication, Creative Thinking, and Social Awareness.	10/14/2012 - Add more sample answers to allow students who are not succeeding to see models of successful work.
Department - English (ENGL) - ENGL 5H - HONORS GAY & LESBIAN LITERATURE - SLO 1 - Interpretation - Interpret gay and lesbian literary works within the structure of relevant racial, ethnic, gender, class, aesthetic, and cultural contexts. (Created By Department - English (ENGL)) **Course-Level SLO Status:** Active	**Assessment Method:** Literary analysis essays throughout the quarter will assess students' interpretive skills of gay and lesbian literature and its social contexts. **Assessment Method Type:** Essay/Journal **Target:** 80% of students completing this course will achieve a grade B- or higher on at least one formal essay.		

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - English (ENGL) - ENGL 7 - NATIVE AMERICAN LITERATURE - SLO 1 - interpretation - Interpret Native American literary works within the structure of relevant religious, historical, political, and cultural contexts. (Created By Department - English (ENGL)) **Assessment Cycles:** End of Academic Year **Course-Level SLO Status:** Active			
Department - English (ENGL) - ENGL 7 - NATIVE AMERICAN LITERATURE - SLO 2 - Recognition and application - Recognize and apply basic literary terminologies, critical theories, and genres appropriate to an introductory college-level discussion of Native American literature. (Created By Department - English (ENGL)) **Assessment Cycles:** End of Academic Year **Course-Level SLO Status:** Active			
Department - English (ENGL) - ENGL 7H - HONORS NATIVE AMERICAN LITERATURE - SLO 1 - interpretation - Interpret Native American literary works within the structure of relevant religious, historical, political, and cultural contexts through the application of analysis, synthesis, and evaluation. (Created By Department - English (ENGL)) **Assessment Cycles:** End of Academic Year **Course-Level SLO Status:** Active			
Department - English (ENGL) - ENGL 7H -			

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
HONORS NATIVE AMERICAN LITERATURE - SLO 2 - Recognition and application - Recognize and apply literary terminologies and critical theories appropriate to an introductory college-level discussion of Native American literature, based on original research. (Created By Department - English (ENGL)) **Assessment Cycles:** End of Academic Year **Course-Level SLO Status:** Active			
Department - English (ENGL) - ENGL 8 - CHILDREN'S LITERATURE - SLO 1 - identification - Identify the characteristics in each genre of children's literature. (Created By Department - English (ENGL)) **Assessment Cycles:** End of Academic Year **Course-Level SLO Status:** Active	**Assessment Method:** Students are asked to complete TASKS in the Discussion section of the class website. These TASKS challenge the students to apply the characteristics of each genre to a specific text and to discuss and analyze the book in terms of genre characteristics. **Assessment Method Type:** Discussion/Participation		
Department - English (ENGL) - ENGL 8 - CHILDREN'S LITERATURE - SLO 2 - analysis - Analyze the cross-cultural variants in a folktale archetype. (Created By Department - English (ENGL)) **Assessment Cycles:** End of Academic Year **Course-Level SLO Status:** Active	**Assessment Method:** The Cross-cultural Analysis of a Folktale is an analytical essay requiring that the students look at two variants of a folktale archetype and discuss each in terms of common or different folktale motifs, cultural values, and variations in setting or plot that reflect their countries of origin. **Assessment Method Type:** Essay/Journal **Target:** Uncommon choices for folktale variants, beyond Cinderella and Disney. Detailed analysis that reflects a careful study of the folktale and the country of origin.	04/26/2012 - In Summer 2011, the last time the course was taught online, about 70% of the students demonstrated mastery of this analysis. The instructor's caution about using Cinderella or Disney variants and the model of effective analysis provided, resulted in more effective and analysis and more original thinking than in past classes. Students should be challenged to seek unique folktale archetypes in order to meet this objective. **Result:** Target Met **Reporting Year:** 2011-2012 **GE/IL-SLO Reflection:** This assignments meets the ILO of global consciousness since it challenges students to consider the effects of cultural values, mores, and traditions/rituals on the common	04/26/2012 - Gather models of effective responses to this assignment so students can see the depth of analysis required.

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		stories we tell.	