

COMPREHENSIVE INSTRUCTIONAL PROGRAM REVIEW TEMPLATE for 2015-2016

BASIC PROGRAM INFORMATION

Program Review is about documenting the discussions and plans you have for improving student success in your program and sharing that information with the college community. It is also about linking your plans to decisions about resource allocations. With that in mind, please answer the following questions.

Department Name: English

Division Name: Language Arts

Please list all team members who participated in this Program Review:

Name	Department	Position
Valerie Fong	English	Instructor (FT)
Natalia Menendez	English	Instructor (FT)
Richard Mills	English	Instructor (FT)

Number of Full Time Faculty: 21 **Number of Part Time Faculty:** 36

Please list all existing Classified positions: Example: Administrative Assistant I

List all programs covered by this review and indicate the program type:				
English AA	<input type="checkbox"/> Certificate	<input checked="" type="checkbox"/> AA / AS	<input type="checkbox"/> AD-T	<input type="checkbox"/> Pathway
English for Transfer (ADT)	<input type="checkbox"/> Certificate	<input type="checkbox"/> AA / AS	<input checked="" type="checkbox"/> AD-T	<input type="checkbox"/> Pathway
English XL (Accelerated)	<input type="checkbox"/> Certificate	<input type="checkbox"/> AA / AS	<input checked="" type="checkbox"/> AD-T	<input checked="" type="checkbox"/> Pathway
Puente	<input type="checkbox"/> Certificate	<input type="checkbox"/> AA / AS	<input checked="" type="checkbox"/> AD-T	<input checked="" type="checkbox"/> Pathway
	<input type="checkbox"/> Certificate	<input type="checkbox"/> AA / AS	<input checked="" type="checkbox"/> AD-T	<input type="checkbox"/> Pathway

SECTION 1: PROGRAM DATA & ENROLLMENT

1A. Transcriptable Program Data: Data will be posted on Institutional Research's [website](#) for all measures except non-transcriptable completion. You must manually copy data in the boxes below for every degree or certificate of achievement covered by this program review.

Transcriptable Program	2012-2013	2013-2014	2014-2015
English AA	3	10	2
English ADT	0	1	3

1B. Non-Transcriptable Program Data: Please provide any non-transcriptable completion data you have available. Institutional Research does not track this data; you are responsible for tracking this data.

Non-Transcriptable Program	2012-2013	2013-2014	2014-2015

COMPREHENSIVE INSTRUCTIONAL PROGRAM REVIEW TEMPLATE for 2015-2016

Please provide the rationale for offering a non-transcribable program and share the most recent program completion data available.

1C. Department Level Data:

	2012-2013	2013-2014	2014-2015
Enrollment	6894	6340	6633
Productivity	351	361	353
Course Success	5110	4662	4924
Full-Time Load (FTEF)	11.7	13.6	12.7
Part-Time Load (FTEF)	16.7	12.2	13.6

1D. Enrollment Trend:

Program Enrollment (Over Past 3 Years): Increase Steady/No Change Decrease

1E. Course Success Trends: Please describe course success trends for the following student groups and compare the program-level data with the college-level data.

	Program-Level Trend			College-Level Comparison		
	Increas e	Steady/No Change	Decreas e	Above	At Level	Below
African American	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Asian	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Filipino	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Latino/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Native American	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Pacific Islander	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
White	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Decline to State	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

1F. Course Success Demographics: Please compare the program-level course success rate data for the following student groups with the college-level data.

Male: Above Level At Level Below Level

Female: Above Level At Level Below Level

<25 Years Old: Above Level At Level Below Level

>25 Years Old: Above Level At Level Below Level

1G. Equity: One of the goals of the College's Student Equity plan is to close the performance gap for disproportionately impacted students, including African-American, Hispanic/Latino, and Filipinos/Pacific Islanders. If the course success rates for these students (or other groups not listed above, such as foster youth, veterans, and students with disabilities) is below that of the College, what is your program doing to address this?

Although our success rates among most targeted populations are at level with the rest of the college, we do notice a more pronounced achievement gap between disproportionate-impact groups and other groups.

The discipline of English has long been a leader in acknowledging and taking steps to address equity and the achievement gap, including theory and research in discourse communities, second-language learners, and English dialect; process-based approaches to reading and writing; student-centered classroom design; multi-modal instruction; multicultural thematic materials; and programmatic approaches that are directly designed for groups of disproportionate impact (e.g., Puente). The Foothill English department continues in this disciplinary tradition, with many of our faculty actively involved in Student Equity and Basic Skills workgroups; First-Year Experience; the Accelerated Pathway; Puente; Summer Bridge; cross-disciplinary collaboration in learning communities; professional development in critical reading strategies; student-voice symposiums; and the individual attention in our classrooms to equity-based best practices. In addition, our faculty, both full-time and part-time, work in the Teaching and Learning Center, build important one-on-one relationships with our students, including those of disproportionate impact.

Our goal is to continue to grow and strengthen existing pilots, pathways, and programs:

- First Year Experience: The purpose of the FYE program is designed to increase success and retention rates for the first-year student populations targeted in the Student Equity plan; promote a sense of community among the FYE students, faculty, counselors, librarians, and staff; and increase students' sense of belonging and "buy-in" at Foothill College in particular and educational institutions in general. The FYE program's value stems from its promotion of inclusivity, community, and a foundation for college success for the first-year student population. The program consists of a wide array of faculty, counselors, librarians, staff, and administrators, whose enthusiasm and collaborative spirit have provided FYE students with support and guidance, while encouraging a "growth mindset" and positive learning experience that helps students see their own ability to succeed in college.
- Summer Bridge: The primary aim of the Summer Bridge English Program is to increase students' reading, writing, critical thinking, and metacognitive skills as well as to connect them to resources on campus, fostering students' overall success in reading- and writing-intensive courses. A secondary goal is to help students place in the appropriate English course, reducing the number of developmental courses they take to reach their academic goals; such a reduction has been shown to improve the success and persistence of disproportionately impacted students. In addition to traditional classroom instruction, enrichment activities are included as a means to build community and foster an authentic learning environment. Student participation in these activities on and off-campus—including university tours, museum visits, and guest lectures—will encourage experiential learning. Students will also showcase what they've learned in a capstone project, deepening their understanding of the rigors and demands of college life and developing strategies for success.
- Puente: The Puente Program targets first-generation college students who have the intention of transferring to a four-year university. The program currently uses the English XL pathway model. Students in the Puente Cohort are in a learning community with a counselor and take Counseling classes both quarters. Primarily serving Latino/a students, the Puente program has a direct effect on course completion rates.
- Accelerated Pathway: This pathway, which was designed in direct response to cohort data on retention, success, and persistence - research that the RP Group has found to have particular significance for students of disproportionate impact - has continued to expand, with 6 sections currently being offered per year. Faculty in this pathway are collaborating with faculty across the campus. For example, one section is a part of the FYE program, one section is part of the Puente

COMPREHENSIVE INSTRUCTIONAL PROGRAM REVIEW TEMPLATE for 2015-2016

program, and two sections are now offered as learning communities (with Sociology and Photography). These cross-curricular collaborations, often with a counseling component (FYE and Puente), acknowledge the student holistically, creating a stronger academic identity that integrates with diverse backgrounds/abilities. Faculty in the pathway have (with support of an SEW grant) written a guidebook for the pathway. A next step can be a more formal training/professional development for new faculty interested in teaching in this pathway.

- Pass the Torch: Pass the Torch continues to provide one-to-one peer tutoring and serves large numbers of Latino students. Our underrepresented students benefit from the extended tutoring sessions. (See Pass the Torch Program review data.)

In addition:

With its student-voice symposium successfully presented in the 2014-15 academic year, faculty in our department seek to further pursue opportunities to increase student voice on our campus. We hope to work with Institutional Research to collect more qualitative data, for example through focus groups, from our students - including disproportionately impacted students - data that tell a more holistic, and likely more complex, story about contributing factors (positive and negative, internal and external to the classroom) to student success than numbers alone.

Understanding the achievement gap is more pronounced in online courses, the department is considering equity as it establishes division guidelines for online instruction, using the OEI course design rubric as a model.

Some faculty attended the most recent Umoja conference, with the intent to explore what would be required to implement such a program at Foothill. The Umoja program is designed to serve “at risk, educationally and economically disadvantaged students...with an emphasis on African American student success, through culturally responsive curriculum and practices.”

The department recently voted to support the pilot implementation of multiple measures for assessment/placement at Foothill - an assessment approach that has been shown to more accurately place students and shorten the basic skills pipeline to transfer-level, both of which have been shown to improve retention, success, and persistence of underrepresented students.

The department has begun discussions with faculty in BSS to develop a Social Justice AD-T, including the development of a Social Justice learning community.

The department has begun discussions with faculty in the Krause Center for Innovation to help better support students online and develop platforms for student voice, such as an online newspaper.

1H. Course Enrollment: If there are particular courses that are not getting sufficient enrollment, are regularly cancelled due to low enrollment, or are not scheduled, discuss how your program is addressing this.

In order to address previous challenges in enrollment for some literature classes, the department actively reviews and revises our literature offerings to ensure robust enrollment in these courses.

COMPREHENSIVE INSTRUCTIONAL PROGRAM REVIEW TEMPLATE for 2015-2016

1I. Productivity: Although the college productivity goal is **535**, there are many factors that affect productivity (i.e. seat count / facilities / accreditation restrictions).

Program Productivity Trend: Increase Steady/No Change Decrease

Program Productivity (Compared to College): Above Goal At Goal Below Goal

Please discuss what factors may be affecting your program's productivity.

Our courses, due to pedagogical necessity, have a lower seat count than courses in other programs.

If your program's productivity is below that of the College, please discuss your program objectives aimed at addressing this.

We do not have the objective of increasing our productivity.

SECTION 2: COURSE COMPLETION & PROGRAM IMPROVEMENT

2A. Institutional Standard: This represents the lowest course completion (success) rate deemed acceptable by the College's accrediting body (ACCJC). The institutional standard is **55%**.

Program Level Course Completion: Above Standard At Standard Below Standard

Targeted Student Course Completion: Above Standard At Standard Below Standard

Online Student Course Completion: Above Standard At Standard Below Standard

In-Person/Hybrid Course Completion: Above Standard At Standard Below Standard

2B. Institutional Effectiveness (IEPI) Goal: This represents an aspirational goal for course completion (success) rates; all programs should strive to reach/surpass this goal. The IEPI goal is **71%**.

Program Level Course Completion: Above Goal At Goal Below Goal

Targeted Student Course Completion: Above Goal At Goal Below Goal

Online Student Course Completion: Above Goal At Goal Below Goal

In-Person/Hybrid Course Completion: Above Goal At Goal Below Goal

Please comment on your program's efforts to continually improve course completion (success) rates, especially for students with basic skills needs.

Accelerated Pathway: (English 1ST/English 242AB) This pathway was designed in direct response to cohort data on retention, success, and persistence - research that found that the longer the "pipeline" of basic skills (pre-transfer-level) courses, the lower the rates of persistence, and thus overall success in the program. This pathway offers students an alternative path through the English 1A sequence, reducing the typical number of quarters it takes to reach English 1A from three to two. In addition, the pathway was designed based on pedagogical theory in integrated reading and writing, as well as cognitive theory in meta-cognition. The pathway takes an integrated reading-writing approach and includes English 242A/B, critical thinking courses that focus on metacognition and reflection on reading and writing processes. This year, the pathway is offering a section as part of the First Year Experience program. In addition to one section offered as a learning community to Sociology 1, we are also offering a section as a learning community with Photography 5. We anticipate that this will have a positive impact on retention, persistence, and success.

Pass the Torch: This program offers one-on-one tutoring for students in the following English courses:

COMPREHENSIVE INSTRUCTIONAL PROGRAM REVIEW TEMPLATE for 2015-2016

English 209, English 110, English 1A, English 1S/T, English 242AB, and English 1B. Such individualized support is proven to increase success rates.

The Teaching and Learning Center (TLC): The TLC offers individual tutoring, workshops related to both reading and writing processes, embedded tutoring for various subjects, and providing resources such as computer and printer use - all of which contribute to improved success rates, including for students with basic skills needs. Both full-time and part-time English faculty serve as tutors in the TLC, providing an ancillary benefit of increased full-time/part-time conversations about pedagogy while in the center.

Puente Program: The Puente Program targets first-generation college students who have the intention of transferring to a four-year university. The program currently uses the English XL pathway model. Students in the Puente Cohort are in a learning community with a counselor and take Counseling classes both quarters. Primarily serving Latino/a students, the Puente program has a direct effect on course completion rates.

Summer Bridge: The primary aim of the Summer Bridge English Program is to increase students' reading, writing, critical thinking, and metacognitive skills as well as to connect them to resources on campus, fostering students' overall success in reading- and writing-intensive courses. A secondary goal is to help students place in the appropriate English course, reducing the number of developmental courses they take to reach their academic goals. In addition to traditional classroom instruction, enrichment activities are included as a means to build community and foster an authentic learning environment. Student participation in these activities on and off-campus—including university tours, museum visits, and guest lectures—will encourage experiential learning. Students will also showcase what they've learned in a capstone project, deepening their understanding of the rigors and demands of college life and developing strategies for success.

First Year Experience: The purpose of the FYE program is designed to increase success and retention rates for the first-year student populations targeted; promote a sense of community among the FYE students, faculty, counselors, librarians, and staff; and increase students' sense of belonging and "buy-in" at Foothill College in particular and educational institutions in general. The FYE program's value stems from its promotion of inclusivity, community, and a foundation for college success for the first-year student population. The program consists of a wide array of faculty, counselors, librarians, staff, and administrators, whose enthusiasm and collaborative spirit have provided FYE students with support and guidance, while encouraging a "growth mindset" and positive learning experience that helps students see their own ability to succeed in college.

The department recently voted to support the pilot implementation of multiple measures for assessment/placement at Foothill - an assessment approach that has been shown to more accurately place students and shorten the basic skills pipeline to transfer-level, both of which have been shown to improve retention, success, and persistence of underrepresented students.

The department has been working with the ESLL department to align course outcomes between the new pre-transfer-level ESLL sequence and English Basic Skills and Freshman Composition.

COMPREHENSIVE INSTRUCTIONAL PROGRAM REVIEW TEMPLATE for 2015-2016

If your program's course completion (success) rates are below the institutional standard (see above), please discuss your program objectives aimed at addressing this.

Our program's course completion rates exceed the institutional standard.

2C. Faculty Discussion: Does meaningful dialogue currently take place in shaping, evaluating, and assessing your program's Student Learning Outcomes (SLOs)? Yes No

Does meaningful dialogue currently take place around equity and course success rates? Yes No

If yes, in what venues do these discussions take place? (Check all that apply)

Department Meetings Opening Day Online Discussions Other: English faculty are represented in high numbers on the Equity and Basic Skills committees.

If no, please discuss what is missing and/or the obstacles to ensuring meaningful dialogue takes place.

While we believe we have meaningful discussions about SLOs, equity, and success, through our work on various campus committees and programs, discussions specifically centered on SLO assessment/reflection are often hindered by increasing departmental focus on administrative matters. Given these time constraints, the English Department adopted a more individualized approach to CL-SLO reflection and assessment. Individual instructors enter their reflections and assessments directly into TracDat, describing pedagogical approaches to achieving each SLO and evaluating student success based on established assessment methods. While this approach has led to some meaningful course-level changes, in order to share more widely these reflections/discoveries, the department, through the Academic Senate, adopted a 3-year cycle for SLO reflection. As part of this cycle, the department intends to increase quarterly faculty discussion of SLOs, including their particular relevance to basic skills and disproportionate impact. We believe this will lead to wider involvement of part-time faculty and a richer collaboration on pedagogical practice and standards for success.

2D. Course-Level: How has assessment and reflection of course-level Student Learning Outcomes (CL-SLOs) and course completion data led to course-level changes?

Faculty members have reported the reflection process itself to be illuminating, as they are compelled to describe and evaluate classroom practices and how they steer students towards the learning objective of the course. Such an opportunity for metacognitive reflection is welcome amidst what can be a frenzied teaching schedule. The 3-year cycle for reflections and assessments should provide faculty with more of an opportunity to engage in a dialogue about the courses they teach.

If your program's CL-SLOs are not being met, please indicate your program objectives aimed at addressing this.

2E. Program-Level: How has assessment and reflection of program-level Student Learning Outcomes (PL-SLOs) led to certificate/degree program changes and/or improvements?

Although PL-SLOs were not assessed during the 2013-14 and 2014-15 academic years, past assessment of program-level student learning outcomes fosters collegial discussions about pedagogy and assessments, which help faculty to make informed decisions about how to improve instruction and create

COMPREHENSIVE INSTRUCTIONAL PROGRAM REVIEW TEMPLATE for 2015-2016

stronger assessments.

What is being done at the program-level to assist students in achieving degree/certificate completion and/or transferring to a four-year institution?

Curricula were revised in order to streamline the English major towards students' expeditious completion of AA, ADT, and/or transfer requirements. The survey courses, part of the core requirements for the English AA and the English ADT, as well as for students transferring to four-year institutions, were revised from a four-unit, three quarter series to a five-unit, two-quarter series in order to streamline students' progress through the English major at Foothill and beyond. The English Department's Critical Thinking and Composition course (ENGL 1B) was revised with an emphasis on literature in order to streamline our transfer degree.

If your department has a Workforce/CTE program, please complete Section 2F.
If your department does not have a Workforce/CTE program, please skip to Section 3.

2F. Workforce/CTE Programs: Refer to the program review [website](#) for labor market data.

What is the regional three-year projected occupational growth for your program?

What is being done at the program-level to assist students with job placement and workforce preparedness?

If your program has other program-level outcomes assessments (beyond SLOs and labor market data), discuss how that information has been used to make program changes and/or improvements.

SECTION 3: SUMMARY OF PROGRAM OBJECTIVES & RESOURCE REQUESTS

3A. Past Program Objectives: Please list program objectives (not resource requests) from past program reviews and provide an update by checking the appropriate status box.

Conduct Research in XL pathway	Year: <input type="checkbox"/> Completed <input checked="" type="checkbox"/> Ongoing <input type="checkbox"/> No Longer a Goal
2014-15	
Curriculum Review, Updates, and Development	Year: <input checked="" type="checkbox"/> Completed <input checked="" type="checkbox"/> Ongoing <input type="checkbox"/> No Longer a Goal
2014-15	
Professional Growth, Collaboration, and Training	Year: <input type="checkbox"/> Completed <input checked="" type="checkbox"/> Ongoing <input type="checkbox"/> No Longer a Goal
2014-15	
Facilitate and improve the completion of important department business with	Year: <input type="checkbox"/> Completed <input checked="" type="checkbox"/> Ongoing <input type="checkbox"/> No Longer a Goal
2014-	

COMPREHENSIVE INSTRUCTIONAL PROGRAM REVIEW TEMPLATE for 2015-2016

a designated department coordinator with reassigned time.	15			
Promote English Degrees (AA and ADT)	Year: 2014-15	<input type="checkbox"/> Completed	<input checked="" type="checkbox"/> Ongoing	<input type="checkbox"/> No Longer a Goal
Collaborate to reflect on and discuss SLO assessments in a more substantive way.	Year: 2014-15	<input type="checkbox"/> Completed	<input checked="" type="checkbox"/> Ongoing	<input type="checkbox"/> No Longer a Goal
Provide more opportunities to work with adjunct instructors and engage them in department business and curriculum development	Year: 2014-15	<input type="checkbox"/> Completed	<input checked="" type="checkbox"/> Ongoing	<input type="checkbox"/> No Longer a Goal
*See below *See below – document/formatting problem.	Year: 2014-15	<input type="checkbox"/> Completed	<input checked="" type="checkbox"/> Ongoing	<input type="checkbox"/> No Longer a Goal

*Collaborate with administration to provide institutional support via Banner to better facilitate enrollment in the Pathway learning communities.

Please comment on any challenges or obstacles with ongoing past objectives.

Because the college is unable to fund reassigned time for faculty, we remain without a department coordinator. For this reason, the administrative work such as program review, Part-time hiring and evaluation, convening and facilitation of meetings, scheduling of classes; coordination of professional development, including collaboration, training; outreach degree promotion, curriculum, etc. is done in an ad-hoc, patchwork fashion, these duties being wedged into faculty members' already substantial workloads. The department feels that stipends are insufficient, as they do not relieve any of the time commitment that comes with a full-time teaching schedule. We contend, as we have in past years, that a department coordinator with reassigned time could help these various projects and improve many of the functions of the department. Those goals above that remain "ongoing" rather than "complete" could likely be edged forward if a faculty member had time assigned to department coordination. Additionally, faculty are eager to collaborate on classroom best-practices for retention of underrepresented students; to that end, we would like to provide more structured and consistent partnerships with our hard-working adjunct colleagues.

We understand that there are some technological barriers in our registration system that prevent the efficient enrollment into our pathways, thus negatively impacting access to those pathways. We would like to work with the administration to problem-solve this issue.

Please provide rationale behind any objectives that are no longer a priority for the program.

3B. New Program Objectives: Please list all new program objectives discussed in Sections 1-2; do not list resource requests in this section.

Program Objective	Implementation Timeline	Progress Measures
<i>Example: Offer 2 New Courses to Meet Demand</i>	<i>Winter 2016 Term</i>	<i>Course Enrollment</i>
1. Increase the proportion of classes taught by full-time faculty. Our enrollment is up by	Spring 2016	The hiring of two new full-time faculty

COMPREHENSIVE INSTRUCTIONAL PROGRAM REVIEW TEMPLATE for 2015-2016

nearly 5% while our full-time load is down 11% and our part-time load is up 11%. Also, while the ideal distribution of load is 75% full-time and 25% part-time, our distribution is 42% full-time and 58% part-time. (This distribution can factor into student equity; with a higher percentage of full-time faculty, students have greater access to their instructors, which can in turn improve outcomes.)		members.
2. Ensure that adjunct faculty are attuned to department standards related to curriculum and equity.	Spring/Fall 2016	Completed professional development activities paid for with funds allocated to the compensation of adjunct faculty.
3. Identify and share best classroom/curriculum practices related to student equity.	Spring/Fall 2016	Completed professional development activities paid for with funds allocated for this purpose.
4. Facilitate and improve the completion of important department business with a designated department coordinator with reassigned time.	Fall 2016	The establishment of reassigned time for a department coordinator and once staff hire for the purposes of coordination.
5. Increase the number of English majors.	Spring/Fall 2016	The distribution of marketing materials and increased number of English majors.

3C. EMP Goals. Please refer to the Educational Master Planning (EMP) [website](#) for more information.

Indicate which EMP goals are supported by your program objectives (Check all that apply).

- Create a culture of equity that promotes student success, particularly for underserved students.
- Strengthen a sense of community and commitment to the College's mission; expand participation from all constituencies in shared governance.
- Recognize and support a campus culture that values ongoing improvement and stewardship of resources.

3D. Resource Requests: Using the table below, summarize your program's unfunded resource requests. Refer to the Operations Planning Committee (OPC) [website](#) for current guiding principles, rubrics and

COMPREHENSIVE INSTRUCTIONAL PROGRAM REVIEW TEMPLATE for 2015-2016

resource allocation information. Be sure to mention the resource request in your narrative above when discussing your program so the request can be fully vetted.

Resource Request	\$	Program Objective (Section 3B)	Type of Resource Request			
			Full-Time Faculty/Staff Position	One-Time B-Budget Augmentation	Ongoing B-Budget Augmentation	Facilities and Equipment
Two new full-time faculty hires.		No. 1	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Funds with which to pay adjunct faculty to participate in professional development.	\$6000	No. 2	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Funds to pay for professional development retreats for full-time faculty.	\$8000	No. 3	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reassigned time for a department coordinator.	\$30K	No. 4	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Marketing materials for our program.	\$1000	No. 5	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
One staff hire for administrative support for the English pathway, English Summer Bridge, Umoja, and learning communities coordination.	\$50K	Nos.. 2 and 3	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Funds for professional development retreat focusing on online teaching/learning	\$4,000	No. 3	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3E. Unbudgeted Reassigned Time: Please list and provide rationale for requested reassign time.

The administrative work such as: convening and facilitating meetings, scheduling, hiring and evaluation of adjunct faculty, program review, mentoring and training of adjunct faculty, degree promotion, marketing, etc. is done in an ad-hoc, patchwork fashion, these duties being wedged into faculty members' already substantial workloads. The department feels that stipends are insufficient, as they do not relieve any of the time commitment that comes with a full-time teaching schedule. We contend, as we have in

COMPREHENSIVE INSTRUCTIONAL PROGRAM REVIEW TEMPLATE for 2015-2016

past years, that a department coordinator with reassigned time could coordinate these various projects and improve many of the functions of the department so that we can focus our efforts on teaching and learning practices that support students success and equity. Those goals that remain "ongoing" rather than "complete" could likely be edged forward if a faculty member had time assigned to department coordination.

3F. Please review the resource requests that were granted over the last three years and provide evidence that the resource allocations supported your objectives and led to student success.

SECTION 4: PROGRAM SUMMARY

4A. Prior Feedback: Address the concerns or recommendations made in prior program review cycles, including any feedback from the Dean/VP, Program Review Committee (PRC), etc.

Concern/Recommendation	Comments
"[T]here needs to be efforts to replicate [the success among African American students] among Pacific Islander and Latino/a students."	We have made gains in the success rates of Pacific Islander students, while the rates for Latino/a students has remained steady. We will continue our range of efforts to best support the success, retention, and persistence of students of disproportionate impact.
"More can be done to improve the matriculation of students from English 209 to English 1A and beyond."	We are working with Assessment to pilot multiple measure placement in spring 2016.
"I am supportive of efforts to expand the pathway model and to open more sections of the classes...but I think faculty-led professional development around practices in the pathway that are particularly successful could be relevant and useful even to non-pathway faculty and students."	Our requested funds for professional development will support faculty training in pathway methodology, including participation in conferences relating to integrated reading and writing, acceleration, metacognition, and portfolio development. In addition, our requested funds will support faculty-led professional development in the specific practices of the various FH pathway projects and pilots.
"Finally, greater efforts need to be extended to improving consistency across all sections of all courses. The idea of a faculty retreat is a good one and I am supportive of stipends to incentivize part-time faculty participation. However, a single event is not likely to lead to sustaining change and improvement. Opportunities for this kind of dialogue could/should be incorporated into the business of the department every quarter."	The requested staff position will provide the logistical support required for on-going professional development implementation. We absolutely agree that ongoing dialogue should be incorporated into the business of the department every quarter, and we believe department meetings are the most effective venue for such ongoing discussions. The requested re-assigned time for a department coordinator will help streamline the increasing administrative work, and free up more department time for us to have these kinds of dialogues and collaborations.
"A short summer bridge course could lead to improved placement results for	The summer bridge course was piloted in the summer of 2015 and the faculty involved have reflected and begun discussions

COMPREHENSIVE INSTRUCTIONAL PROGRAM REVIEW TEMPLATE for 2015-2016

students starting English in the fall. Such efforts have been successful in math and ESL."	for next steps to refine and improve the program.
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4B. Summary: What else would you like to highlight about your program (e.g. innovative initiatives, collaborations, community service/outreach projects, etc.)?

See above responses to questions 1G and 2B

SECTION 5: LEARNING OUTCOMES ASSESSMENT SUMMARY

5A. Attach 2014-2015 Course-Level Outcomes: Four Column Report for CL-SLO Assessment from TracDat. Please contact the Office of Instruction to assist you with this step if needed.

5B. Attach 2014-2015 Program-Level Outcomes: Four Column Report for PL-SLO Assessment from TracDat. Please contact the Office of Instruction to assist you with this step if needed.

SECTION 6: FEEDBACK AND FOLLOW-UP

This section is for the Dean/Supervising Administrator to provide feedback.

6A. Strengths and successes of the program as evidenced by the data and analysis:

The English department remains a vital and core component of the college's efforts to serve the students of the Silicon Valley. Enrollments have begun to rebound in the department as evidenced by this fall and winter's enrollment reports. The department continues its commitment to innovation, participating in new programs like FYE and the summer bridge program. Additionally, the English faculty have worked hard to refine the English AA and ADT and to develop curriculum that is attractive to students while offering them opportunities to complete their degrees in English and other departments as well. The faculty of the English department have begun to take on a variety of new initiatives to improve student success, including the summer bridge and the exploration of bringing an Umoja program to the campus.

6B. Areas of concern, if any:

While I do not doubt the sincerity and effort of the English faculty to improve the program and the experience of students matriculating through it, I am concerned that all but one of the program's objectives identified in this program review amounts to a resource request. I am certainly aware the resources will need to be allocated for the English program and faculty to accomplish their goals. However, I would like to know what those goals are beyond the attainment of more resources. For example, what does the department believe is a reasonable number of students who earn an ADT in English every year? A specific goal such as this can then be tied to any number of resource requests.

6C. Recommendations for improvement:

I continue to encourage department faculty to explore ways to improve the rates of transition for students matriculating from English 209 to English 1A. The success of the pathway courses suggests that more needs to be done to provide the professional development and training of English faculty who regularly teach English 209 and 110 to see reading and writing instruction as synergistic. I do not

COMPREHENSIVE INSTRUCTIONAL PROGRAM REVIEW TEMPLATE for 2015-2016

consider it unreasonable to foresee a time in the not to distant future where the English department offers only pathway courses to students who have placed below English 1A.

6D. Recommended Next Steps:

- Proceed as Planned on Program Review Schedule
- Further Review / Out-of-Cycle In-Depth Review

This section is for the Vice President/President to provide feedback.

6E. Strengths and successes of the program as evidenced by the data and analysis:

I echo the Dean's commendations above and recognize the many members of the English Department who are engaged on campus governance groups, who are working hard to address the achievement gap, who are working on new ways to create student success among underrepresented groups and who care deeply about student success. As evidenced by this program review the department is engaged in many new initiatives aimed at increasing student success in basic skills and transfer-level English classes. The department should be commended for its participation in the new First Year Experience, the Summer Bridge Program and the exploration of bringing an Umoja program to campus. In addition faculty are involved in efforts to better assess English mastery through a multiple measures project and have been instrumental in the support and success of the Teaching and Learning Center. The department has a talented faculty as its foundation and cares deeply about its quality of instruction, about online education quality, academic integrity and thoughtful pedagogy.

6F. Areas of concern, if any:

While the English department cannot ever reach the college goal of 535 due to class size limits, the Dean and department should establish its own standards for productivity and assess that as part of a comprehensive program review. It appears the department is stable based on three years of data, but if the department is requesting two full-time faculty it would benefit its argument to discuss that request in relation to existing course enrollment, part-time FTEF and productivity. The department does have a large portion of its classes being taught by adjunct faculty (45%), which does bolster its request for additional full-time faculty.

In department objective #2, "Ensure that adjunct faculty are attuned to department standards related to curriculum and equity," the department is requesting \$6,000 to pay adjunct to attend professional development workshops. It is unclear what type of professional development workshops these would be but from my perspective the most important method for adjunct faculty to be connected better to department standards is through department meetings, which can be held virtually to allow adjunct to attend remotely. In the last contract adjunct faculty were provided additional compensation to cover SLO assessment and office hours, and any compensation for attending department meetings would need to be negotiated as well.

While not mentioned in the program review, the English curriculum listed in the 15-16 catalog contains 44 different courses, including a wide diversity of courses. While this diversity of curriculum offers the department many options in terms of scheduling courses of specific interest to students, the practicality of keeping this number of courses active in the catalog needs to be discussed in relation to the ADT in English and to other degree patterns. It is confusing to students to see courses in the catalog that are never offered. The current policy for course currency requires a course to be offered at least once every four years. But, it is reasonable to assume that a course should be offered once every two years, if it is part of a transfer or degree pattern, so that a student attending in that time frame would have the option of taking that class.

COMPREHENSIVE INSTRUCTIONAL PROGRAM REVIEW TEMPLATE for 2015-2016

6G. Recommendations for improvement:

1. As it is core to the College's goal of increasing student success, I support the Dean's recommendations on focusing on the student transition from English 209 to 1A.
2. I recommend the department curriculum committee review course currency and assess whether the current list of courses is too broad for each to be offered in a timely cycle.
3. Continued development of the above listed projects for improving student success, with the goal of developing projects that can eventually scale up, beyond a small cohort, to serve larger number of students.

6H. Recommended Next Steps:

- Proceed as Planned on Program Review Schedule
 Further Review / Out-of-Cycle In-Depth Review

Upon completion of Section 6, the Program Review document should be returned to department faculty/staff for review, then submitted to the Office of Instruction and Institutional Research for public posting. Please refer to the Program Review timeline.

Unit Course Assessment Report - Four Column

Foothill College Department - English (ENGL)

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>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))</p> <p>Start Date: 10/12/2013</p> <p>End Date: 10/12/2014</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Two exams provide a written method for students' expression of their knowledge of poetry.</p> <p>Assessment Method Type: Exam - Standardized</p> <p>Target for Success: 80-90% of students will receive a grade of "C" or higher for 25% on each exam.</p>		
	<p>Assessment Method: Accounts 25% of the student's grade.</p> <p>Assessment Method Type: Discussion/Participation</p> <p>Target for Success: 80-90% of students will receive a grade of "C" or higher.</p> <p>Assessment Method: Three-four page paper on a selected poet, form of poetry, or poetic theory.</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target for Success: 80-90% of students will receive a grade of "C" or higher for the final 25% of the grade.</p>		
<p>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))</p> <p>Start Date: 10/12/2013</p>	<p>Assessment Method: Accounts 25% of the student's grade.</p> <p>Assessment Method Type: Discussion/Participation</p> <p>Target for Success: 80-90% of students will receive a grade of "C" or higher.</p> <p>Assessment Method: Three-four page paper on a selected poet, form of poetry, or poetic theory.</p> <p>Assessment Method Type:</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
End Date: 10/12/2014 Course-Level SLO Status: Active	Essay/Journal Target for Success: 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 for Success: 80-90% of students will receive a grade of "C" or higher for 25% on each exam.		
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))	Assessment Method: Graded dialectical journal requiring cross-cultural comparison of two poems addressing racial identity. Assessment Method Type: Essay/Journal Target for Success: 85% of students will receive a grade of B or better on the assignment		
Start Date: 10/12/2013 End Date: 10/12/2014 Course-Level SLO Status: Active	Assessment Method: Essay to assess this SLO using Department 1 - Quoting and Paraphrasing - Students can integrate information from texts to develop a main idea. (Created By Department - English (ENGL))	Assessment Method Type: Essay/Journal	
Course-Level SLO Status: Active	Department - English (ENGL) - ENGL 110 - INTRODUCTION TO COLLEGE WRITING -		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>2 - Topic Sentences - Students can articulate a main idea at the paragraph level. (Created By Department - English (ENGL))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Formal essays</p> <p>Assessment Method Type: Essay/Journal</p>		
<p>Department - English (ENGL) - ENGL 11H - HONORS INTRODUCTION TO POETRY - Further Knowledge - A successful student will develop knowledge for preparing annotated bibliographies and literary presentations. (Created By Department - English (ENGL))</p> <p>Start Date: 10/12/2013</p> <p>End Date: 10/12/2014</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: in-class presentation requiring analysis and annotated research on a selected poem</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target for Success: 80% of students will receive a grade of B or better on the in-class presentation</p>		
<p>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))</p> <p>Start Date: 10/12/2013</p> <p>End Date: 10/12/2014</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: 5-7 page essay on a single poet, or comparison of poets within movement or period of poetry.</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target for Success: 90% of students will receive a grade pf B or higher.</p>		
<p>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))</p> <p>Course-Level SLO Status:</p>	<p>Assessment Method: final exam essay which asks students to synthesize various works of literature within social, cultural, and political contexts.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success:</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Active	<p>Target is that every student will be able to identify one or more significant literary, social, cultural and/or political issue within 19 -21st century African American writing. with predictable variations in quality of writing since this is not a composition class.</p>		
<p>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))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Final exam: essay question which synthesizes important cultural elements in a literary and historical context.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: That every student will be able to identify, with varying degrees of skill, one or more important element of African American culture as represented in the works studied.</p>		
<p>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))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Formal college level essay</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target for Success: Show understanding through essays</p>	<p>04/24/2015 - 90 % of students in the course showed understanding of Postmodernism through final comparison contrast essay; they also demonstrated this through discussion posts online, especially in relation to comparing Nietzsche's reading with Marquez's short novella, Chronicle of a Foretold Death</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Resource Request: none</p> <p>GE/IL-SLO Reflection: The course continues to offer students cross cultural analysis and awareness, through the reading of contemporary world literature.</p>	
<p>Department - English (ENGL) - ENGL 14 - INTRODUCTION TO CONTEMPORARY</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>FICTION - 2 - Students can articulate a main idea at essay level (thesis) (Created By Department - English (ENGL))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: I will be assessing this Student learning outcome with the course's 2nd Essay, a comparative essay which asks them to connect 2 non-western pieces of literature.</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target for Success: Thesis centered essays</p>	<p>04/24/2015 - 90% of students demonstrated ability to write thesis centered essay when comparing/contrasting 2 works of literature from 2 different continents.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Resource Request: none</p> <p>GE/IL-SLO Reflection: GE Humanities and cross cultural awareness a large part of course SLO's.</p>	
<p>Department - English (ENGL) - ENGL 16 - INTRODUCTION TO LITERATURE - SLO 1</p> <p>- 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))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Literary analysis essays assigned throughout the quarter will assess students' success at active and critical reading.</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target for Success: 80% of students will receive a B- or higher on at least one formal literary analysis essay.</p>	<p>07/01/2015 - 80% of students received a B- or higher.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>GE/IL-SLO Reflection: Students demonstrated communication and critical thinking.</p>	
<p>Department - English (ENGL) - ENGL 16 - INTRODUCTION TO LITERATURE - SLO 2</p> <p>- Definition and application of theoretical concepts - A successful student will demonstrate understanding of key literary theoretical concepts and will effectively apply those theories to the critical reading of literary texts. (Created By Department - English (ENGL))</p> <p>Assessment Cycles: End of Quarter</p> <p>Start Date:</p>	<p>Assessment Method: Students will compose literary analysis essays that demonstrate understanding and application of literary theories.</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target for Success: 80% of students will receive a B- or better on one literary analysis essay incorporating literary theory.</p>	<p>07/01/2015 - Although 80% of students received a B- or higher, essays continued to demonstrate a need for great depth in literary theory application, particularly now since the course has gone online.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p>	<p>07/01/2015 - More online resources specific to theory application will be added to the course website.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>12/09/2013 End Date: 03/31/2014 Course-Level SLO Status: Active</p> <p>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))</p> <p>Start Date: 10/12/2013 End Date: 10/12/2014 Course-Level SLO Status: Active</p>	<p>Assessment Method: Assessment for the sonnets was less stringent since they occupied a smaller role in the overall course than the plays did. Primarily, I evaluated the students' understanding of the sonnets through their participation in small-group discussions and whole-class discussions of the poems. Secondarily, a few passages from sonnets were included as part of the final exam; students were asked to explain the significance of each passage in regard to the sonnet, itself, in regard to the poetic devices it demonstrates, or in regard to the theme it explores.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 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.</p> <p>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.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 80% of students will receive a grade of B or higher.</p>		
<p>Department - English (ENGL) - ENGL 17 - INTRODUCTION TO SHAKESPEARE - SLO Students discussed each of the four plays</p>	<p>Assessment Method: Students discussed each of the four plays</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>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))</p> <p>Start Date: 10/12/2013</p> <p>End Date: 10/12/2014</p> <p>Course-Level SLO Status: Active</p>	<p>as a class and in small groups; furthermore, they completed a reading quiz when we finished analyzing each play. Quizzes tested the students' basic knowledge of each play and their ability to analyze each play, typically through short-response questions regarding content, passage identification, and analysis. Moreover, at the end of the quarter, students submitted a 5-7 page analytical essay on one or more of the plays they read. Lastly, the course culminated with a comprehensive final exam, during which students were asked to identify passages from each of the four plays and then explain the significance of the passage within the overall context of the play.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 80% of students will receive a grade of B or higher.</p>		
	<p>Assessment Method: The Plays: A successful student will be able to evaluate and interpret in writing a variety of dramatic elements and thematic meanings in Shakespeare's plays.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 80% of students will receive a grade of B or higher.</p>		
<p>Department - English (ENGL) - ENGL 18A - VAMPIRE LITERATURE: MULTICULTURAL REPRESENTATIONS OF THE BLOODSUCKER - SLO 1 - Cultural Studies - 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.</p>	<p>Assessment Method: Short writing project emphasizing cultural studies reading to explain how historical moments have shaped vampire literature.</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target for Success: 90% of students will receive a B- or better on</p>	<p>07/17/2015 - ENGL 18A was not offered 2014-2015.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
(Created By Department - English (ENGL)) Assessment Cycles: End of Academic Year	this assignment.		
Course-Level SLO Status: Active			
Department - English (ENGL) - ENGL 18A - VAMPIRE LITERATURE: MULTICULTURAL REPRESENTATIONS OF THE BLOODSUCKER - SLO 2 - Gender and Sexuality - Students will be able to analyze the roles of gender and sexuality in vampire literature. (Created By Department - English (ENGL)) Assessment Cycles: End of Quarter	<p>Assessment Method: A short analytical writing project that discusses the significance of gender and sexuality in vampire literature.</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target for Success: 90% of students will receive a B- or better on this project.</p>	<p>07/01/2015 - ENGL 18A was not offered 2014-2015.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p>	
Course-Level SLO Status: Active			
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	<p>Assessment Method: Used the department rubric that measures the quality of a thesis statement, both in its focus and placement in the essay</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target for Success: 90% of students get a C or better on this particular criteria from the rubric</p> <p>Assessment Method: Students will hand in a journal at the end of the quarter.</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target for Success: 8 entries out of 10 will meet the score of 5 on the rubric.</p> <p>Assessment Method: Formal, out-of-class argumentative/research essay at the end of the quarter</p> <p>Assessment Method Type: Essay/Journal</p>	<p>Assessment Method: Used the department rubric that measures the quality of a thesis statement, both in its focus and placement in the essay</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target for Success: 90% of students get a C or better on this particular criteria from the rubric</p> <p>Assessment Method: Students will hand in a journal at the end of the quarter.</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target for Success: 8 entries out of 10 will meet the score of 5 on the rubric.</p> <p>Assessment Method: Formal, out-of-class argumentative/research essay at the end of the quarter</p> <p>Assessment Method Type: Essay/Journal</p>	
		09/29/2015 - Of the students who submitted a final research paper 90% received a grade of C or better, demonstrating proficiency with both paraphrasing and integrating quotes from academic sources. I think this success rate was	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>Target for Success: 90% of students get a C or better on this particular criteria from the rubric</p> <p>Assessment Method: Group exercise on integrating quotes smoothly, followed by instructor feedback and student commentary.</p> <p>Assessment Method Type: Discussion/Participation</p> <p>Target for Success: 80% of students will integrate quotes effectively into the exam using the appropriate format.</p>	<p>reached because I had met with every student in my class to review the quote integration that appeared in their essays. Of the remaining 10%, none of the students from this group conferred with me prior to submitting a final draft.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p>	
<p>Department - English (ENGL) - ENGL 1A - COMPOSITION & READING - 2 - Thesis - Students can articulate a main idea at essay level. (Created By Department - English (ENGL))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Using the department rubric to assess the quality of a student's thesis in terms of focus and placement in the essay</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target for Success: 90% of students achieve a "C" or better in this criterion</p> <p>Assessment Method: Formal, out-of-class argumentative essay at the end of the quarter</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target for Success: 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</p>	<p>10/20/2015 - Of those who submitted a final out-of-class essay, 81% earned a C or higher, demonstrating an ability to articulate a main idea and scope/develop it in response to a prompt. Of those who did not earn a passing grade on the final essay, they demonstrated an ability to articulate a main idea at the essay level; however, the main idea was scoped too narrowly and/or simplistically to fully develop a complex argument required by the prompt. These students struggled with scope and development throughout the</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>of the essay.</p>	<p>quarter, despite extensive feedback and instruction on how to expand and develop complex arguments. These students seemed very resistant to breaking out of a 5-paragraph essay format presumably learned in at the pre-collegiate level.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Resource Request: None</p> <p>GE/IL-SLO Reflection: Communications and Creative/Analytical Thinking</p> <p>GE/IL-SLO Reflection: Communications and Creative/Analytical Thinking</p> <p>10/20/2015 - Of those who submitted a final out-of-class essay, 81% earned a C or higher, demonstrating an ability to articulate a main idea and scope/develop it in response to a prompt. Of those who did not earn a passing grade on the final essay, they demonstrated an ability to articulate a main idea at the essay level; however, the main idea was scoped too narrowly and/or simplistically to fully develop a complex argument required by the prompt. These students struggled with scope and development throughout the quarter, despite extensive feedback and instruction on how to expand and develop complex arguments. These students seemed very resistant to breaking out of a 5-paragraph essay format presumably learned in at the pre-collegiate level.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Resource Request: None</p> <p>Resource Request: None</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>Assessment Method: Each essay and exam should illustrate students' ability to directly respond to the task, to articulate a claim of their own, and to narrow the argument sufficiently.</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target for Success: 80% of students will have a clear thesis in the final paper.</p>	<p>GE/IL-SLO Reflection: The outcome is related to the Communications and Creative/Analytical Thinking ILOs.</p> <p>GE/IL-SLO Reflection: The outcome is related to the Communications and Creative/Analytical Thinking ILOs.</p>	
<p>Department - English (ENGL) - ENGL 1A - COMPOSITION & READING - 3 - Inference - Student can make inferences from college-level texts. (Created By Department - English (ENGL))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: In-class essay test</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 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.</p> <p>Assessment Method: Formal, out-of-class research/argumentative essay at the end of the quarter</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target for Success: 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.</p>	<p>09/29/2015 - 95% of students were able to draw logical inferences and craft compelling/sound arguments from facts, statistics, and quotations. In all cases, this proficiency was demonstrated at the paragraph level in a five paragraph essay format.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>Assessment Method: Students will engage in rhetorical questioning strategies--QtA, questioning circles/stems--within the texts, and will present on their chapters, connecting quotes to the larger essay questions by asking critical questions of the author, the reader, the text, and the world.</p> <p>Assessment Method Type: Discussion/Participation</p> <p>Target for Success: 75% of students will be able to articulate their findings in the text with detailed evidence and analysis.</p>		
<p>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))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Short essay turned in mid-quarter will assess ability to use a topic sentence to articulate and develop a main idea.</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target for Success: 85% of students will score 3 or higher on the Topic Sentence Rubric.</p> <p>Assessment Method: Formal, out-of-class research/argumentative essay at the end of the quarter</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target for Success: Students are able to articulate and develop main ideas at paragraph level using topic sentences.</p> <p>Assessment Method: Students will create outlines building toward their essays, and will integrate and place these points into the argument to lead into developed paragraphs.</p> <p>Assessment Method Type:</p>	<p>09/29/2015 - Of the students who submitted the midterm paragraphing assignment which required students to write a series of individually cohesive paragraph arguments, 94% were able to construct topic sentences which articulated the main argument of each paragraph.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>Essay/Journal</p> <p>Target for Success: 75% will be able to craft multiple topic sentences for a narrow essay task.</p>		
<p>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))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Formal, out-of-class research/argumentative essay at the end of the quarter</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target for Success: Students demonstrate the ability to substantiate thesis statements using supporting evidence, achieving a unified and focused statement with their essays.</p>	<p>10/20/2015 - Of those who submitted a final out-of-class essay, 81% earned a C or higher, demonstrating an ability to organize an argument in response to a very complex prompt that involved analytical thinking for definition, analogy/metaphor, condition/circumstance, cause/effect. Of those who did not earn a passing grade on the final essay, the challenge seemed to be in going beyond the basic 5-paragraph structure, and this, in turn, prevented them from sufficiently developing the essay to meet the requirements of the prompt.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>GE/IL-SLO Reflection: Communication, Creative/Analytical Thinking</p>	
<p>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 (ENGL))</p> <p>Start Date: 09/24/2012</p> <p>End Date: 12/14/2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: 1500 word formal academic essay based on interpretation and analysis of assigned reading.</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target for Success: Grade of "B" or better on the assigned essay.</p>		
<p>Department - English (ENGL) - ENGL 1AH - HONORS COMPOSITION & READING - SLO 1 - Information Integration - Students</p>	<p>Assessment Method: Take-home final 1000-word essay exam to</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>can integrate information from texts to develop a main idea (quoting and paraphrasing) (Created By Department - English (ENGL))</p> <p>Start Date: 09/25/2012</p> <p>End Date: 12/14/2012</p> <p>Course-Level SLO Status: Active</p>	<p>be completed during week 12 of the quarter.</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target for Success: Students who receive a grade of "B" or better will be considered successful.</p> <p>Assessment Method: 1500 word formal academic essay based on interpretation and analysis of assigned reading.</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target for Success: Grade of "B" or better on the assigned essay.</p>		
<p>Department - English (ENGL) - ENGL 1B - COMPOSITION, CRITICAL READING & THINKING - 2 - Students will be able to formulate an arguable thesis. (Created By Department - English (ENGL))</p> <p>Course-Level SLO Status: Active</p>	<p>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.</p> <p>Assessment Method Type: Case Study/Analysis</p> <p>Target for Success: 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.</p> <p>Students must be able to assess and revise their own thesis statement based on the class workshop.</p> <p>A "successful" thesis will do all of the following:</p> <p>Responds to prompt</p> <p>Articulates a specific argumentative</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>assertion Conveys organizational schema Demonstrates college-level vocabulary, syntax, and grammar</p> <p>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.</p> <p>Assessment Method Type: Case Study/Analysis</p> <p>Target for Success: Students understand criteria for successful thesis and can apply understanding to assessment and workshop of selected thesis statements</p> <p>Students can determine and articulate (verbally or in writing) next steps for revision of their own thesis, including a return to critical reading process.</p>		
<p>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))</p> <p>Course-Level SLO Status: Active</p>	<p>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.)</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>Assessment Method Type: Discussion/Participation</p> <p>Target for Success: Graded on 10 point scale based on preparedness (readings completed and annotated), depth and detail of the discussion and documentation of the discussion.</p> <p>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 and larger contexts.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: Graded on a 30 point scale, with opportunity for revision. 24 = "successful" learning</p>		
<p>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))</p> <p>Course-Level SLO Status: Active</p>	<p>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.</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target for Success: 80% of students will receive a B- or higher on at least one formal analysis essay.</p>		
<p>Department - English (ENGL) - ENGL 1BH - HONORS COMPOSITION, CRITICAL READING, & THINKING - 2. Thesis Formulation - Students will be able to</p>	<p>Assessment Method: Students' formal essay assignments will reveal their success in constructing a coherent, arguable thesis; the development</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>formulate an arguable thesis. (Created By Department - English (ENGL))</p> <p>Course-Level SLO Status: Active</p>	<p>of these essays will also assess their delivery of the thesis.</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target for Success: 80% of students will receive a B- or higher on at least one formal analysis essay.</p>		
<p>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))</p> <p>Course-Level SLO Status: Active</p>	<p>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.</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target for Success: 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.</p>		
<p>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))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: final exam in essay format</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 80% of students will receive a grade of B- or better.</p>		
<p>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</p>	<p>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.</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>(historical, social) of those works. (Created By Department - English (ENGL))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method Type: Essay/Journal</p> <p>Target for Success: 80% of students will receive a grade of B or better on the assignment.</p>		
<p>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))</p> <p>Start Date: 01/03/2012</p> <p>End Date: 03/31/2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Midterm short-answer exam on Fallacies (definitions and applications)</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 80% pass rate with grade of B or better</p>		
<p>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))</p> <p>Start Date: 01/03/2012</p> <p>End Date: 03/31/2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Critical comparative essay requiring critical analysis and original critical response to competing claims by assigned authors</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target for Success: Grade of B or better</p>		
<p>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))</p> <p>Start Date: 09/20/2010</p> <p>End Date:</p>	<p>Assessment Method: Final exam: in class essay which argues for a course of action based on analysis of specific case.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 85% students achieve "B" or higher</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
10/21/2011 Course-Level SLO Status: Active	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	<p>Assessment Method: Students are grouped into teams; each team assigned a case study to apply a specific reasoning framework for analysis.</p> <p>Assessment Method Type: Case Study/Analysis</p> <p>Target for Success: 85% active participation (presenting, discussing, writing) by ALL team members</p>	
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	<p>Assessment Method: Use reading analysis strategies, including annotation, sectioning, and reverse outline to identify topics and main ideas.</p> <p>Write paragraphs with clear topic sentences focused on discussable or arguable points on a single topic.</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target for Success: Students demonstrate improvement from draft to final essay.</p>	<p>05/17/2015 - All students who passed the course were able to write paragraphs with clear topic sentences, as demonstrated in their final revision essay and their final exam. All students have room for further growth in crafting topic sentences at more sophisticated levels, using syntactical structures to show logical relationships.</p> <p>Students were challenged with finding main ideas in readings, especially when the texts were structured in more narrative or inductive forms, or when the main ideas were implied. They could code paragraphs for levels of generality and specificity, and they could recognize main ideas in more deductively structured texts.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>GE/IL-SLO Reflection: This outcome is related to critical thinking and communication.</p>	<p>05/17/2015 - More time will be spent in structural analysis of reading, including sectioning and reverse outlining.</p>
Department - English (ENGL) - ENGL 1S - INTEGRATED COMPOSITION & READING	<p>Assessment Method: Annotation of text to identify compound and</p>	<p>05/17/2015 - Students demonstrated significant improvement in recognizing errors in syntactical</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>- Syntactical structure - Identify syntactical structures and apply to the editing of writing to achieve sentence variety and maturity. (Created By Department - English (ENGL))</p> <p>Course-Level SLO Status: Active</p>	<p>complex sentence structure.</p> <p>Revision of student writing using compound and complex sentence structures.</p> <p>Assessment Method Type: Observation/Critique</p> <p>Target for Success: Students demonstrate meaningful revision of sentence crafting using compound and complex sentence structures.</p>	<p>structures, in particular comma splices and run-ons, and fixing them either with punctuation edits or with coordination/subordination. Though a bit time-consuming, one exercise that seemed to help more than generic exercises was to pull sentences from their first essays into a customized exercise for the class. Students recognized sentences from their own essays, this seemed to foster a greater investment.</p> <p>Not as much time was spent on direct practice in recognizing these syntactical structures in published writing. Instruction in annotation tended to focus on the higher order elements such as main ideas.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p>	
<p>Department - English (ENGL) - ENGL 1T - INTEGRATED COMPOSITION & READING</p> <p>- 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))</p> <p>Start Date: 10/17/2014</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Dialectical (double-entry) journal of selected quotes and student analysis.</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target for Success: Students demonstrate increased intention and depth in quote selection and analysis.</p> <p>Assessment Method: Assess research process and use of research findings in an argumentative essay.</p> <p>Assessment Method Type: Research Paper</p> <p>Target for Success: Demonstrated ability to evaluate sources, select and synthesize information, articulate a larger conversation, and develop critical thinking questions/prompts that articulate a clear point-of-view in relation to the</p>	<p>10/20/2015 - This course took a research-based approach that asked students do the following: identify a topic of interest (within some thematic parameters); research and evaluate sources using guidelines from three library workshops; select and present sources in an annotated bibliography; synthesize sources to summarize the larger conversation; write an essay prompt that compels a thesis-based argument in relation to the conversation; and write a 5+ page essay in response to their prompt. Though the execution of the final written essay varied in terms of success,</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>conversation.</p>	<p>93% of students in the course demonstrated ability to complete the first 5 requirements. Because the students were given an opportunity to choose their research topics, they demonstrated high levels of enthusiasm in their research and an authentic interest in locating credible sources on their topics, which ranged from the impact of the ivory trade on elephant populations to racism in soccer to the economic and environmental impact of a Nicaraguan canal. Students were able to craft prompts using verbs from Blooms taxonomy, focusing on analysis, critical thinking, and problem -solving. Annotated bibliographies included citations in MLA format, summary of the source, and evaluation of the source for credibility of both the author and the information.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>GE/IL-SLO Reflection: Communication and Creative/Analytical Thinking</p>	
<p>Department - English (ENGL) - ENGL 1T - INTEGRATED COMPOSITION & READING</p> <p>- 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))</p> <p>Start Date: 10/17/2014</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Review of presentation portfolios and accompanying reflections.</p> <p>Assessment Method Type: Portfolio Review</p> <p>Target for Success: Demonstrated ability, through substantive revision, in understanding and meeting the requirements of the effective essay writing according to the essay rubric.</p>	<p>10/20/2015 - For final portfolios, students were asked to select, revise, and present three of their best works based on the elements of the essay rubric: scope, focus, organization, paragraph focus, paragraph development, sentence fluency, proofreading, and format. In addition, students were asked to write reflective memos explaining the revisions they made and how they improved the outcome in the rubric categories. Many students chose essays from the first of the two-quarter sequence (Eng 1S), and through their revisions, demonstrated an ability to increase an argument in length and complexity. Through their reflective memos, students demonstrated an understanding of the increasing levels of sophistication writers achieve through continued</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>practice and revision.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>GE/IL-SLO Reflection: Communication and Creative/Analytical Thinking</p>	
Department - English (ENGL) - ENGL 209 - INTRODUCTION TO COLLEGE READING - Summary - Student Learning Outcome #1 - Students can summarize arguments in an expository text	<p>Assessment Method: Students will demonstrate an understanding of the structure and main ideas (thesis and supporting claims) of a college-level text by writing a formal summary.</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target for Success: 70% of students can write a clear summary of a college-level text, including the thesis and its supporting claims.</p>		
(Created By Department - English (ENGL)) 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 a formal writing assignment. (Created By Department - English (ENGL)) Start Date: 01/01/2009 Course-Level SLO Status: Active	<p>Assessment Method: Students will demonstrate the ability to synthesize ideas across various college-level texts in a formal writing assignment or reader-response.</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target for Success: 70% of students can write a clear synthesis of the main ideas from several college-level texts.</p>		
Department - English (ENGL) - ENGL 22 - WOMEN WRITERS - SLO 1 - Analyze women's writing within aesthetic and biographical contexts - A successful student will demonstrate analytical comprehension of	<p>Assessment Method: Literary analysis essays assigned throughout the quarter will assess students' success at active and critical reading.</p> <p>Assessment Method Type:</p>	<p>07/01/2015 - ENGL 22 was not offered 2014-2015.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>women's writing, in writing and orally, within aesthetic and biographical contexts. (Created By Department - English (ENGL))</p> <p>Assessment Cycles: End of Academic Year</p>	<p>Essay/Journal</p> <p>Target for Success: 80% of students will receive a B- or higher on at least one formal literary analysis essay.</p>		
<p>Course-Level SLO Status: Active</p> <p>Department - English (ENGL) - ENGL 22 - WOMEN WRITERS - SLO 2 - Multicultural Comparisons - A successful student will be able to analytically compare women's literature across multiple cultural representations. (Created By Department - English (ENGL))</p> <p>Assessment Cycles: End of Academic Year</p>	<p>Assessment Method: At least 80% of students will receive a B- or higher on at least one formal essay.</p> <p>Assessment Method Type: Essay/Journal</p>	<p>07/01/2015 - ENGL 22 was not offered 2014-2015.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p>	
<p>Course-Level SLO Status: Active</p> <p>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 (ENGL))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Through journal writing and essay writing students will explore literary theory and how it applies to the graphic novel</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target for Success: 80% of students will be able to see literary theories applied through the novels explored</p>		
<p>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))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Through course essays, students will write in using standard college academic conventions, with MLA style</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target for Success: 80% of students should be able to write at college level</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>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))</p> <p>Course-Level SLO Status: Active</p>	<p>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.</p> <p>Assessment Method Type: Portfolio Review</p> <p>Target for Success: 100% of students enrolled at the end of the quarter will have compiled a formative portfolio that includes specific artifacts.</p>		
<p>Department - English (ENGL) - ENGL 242A - CRITICAL THINKING: STUDENT-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))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Ongoing journals/essays during the quarter in which students reflect on specific strategies/activities.</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target for Success: Successful reflections will meet the following criteria: <ul style="list-style-type: none"> - explains the purpose of the strategy - describes the steps - evaluates effectiveness - articulates plans for improvement or growth </p>		
<p>Department - English (ENGL) - ENGL 242A - CRITICAL THINKING: STUDENT-MANAGED PORTFOLIO DEVELOPMENT - Metacognition-Students improve awareness of their process - 80% of students show improved awareness of their reading/writing/thinking process through portfolio management (Created By Department - English (ENGL))</p>	<p>Assessment Method: A "process portfolio" that includes: <ol style="list-style-type: none"> 1. An introduction to the Portfolio and to the student 2. An Observation Journal/Blog representing reflection over the course of the quarter 3. 1 revised essay from the quarter, with a </p>	<p>05/18/2015 - 81% of students created a portfolio earning a C or better according to the portfolio rubric. Successful students demonstrated thoughtful selection of artifacts from different stages of the process, including pictures of text annotations, dialectical journals, brainstorms, class discussion notes, drafts, peer responses, etc. Students also selected artifacts that captured</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Assessment Cycles: End of Academic Year	self-evaluation of improvement 4. Selected artifacts that demonstrate understanding of reading/writing strategies and processes.	specific reading and writing strategies, such as sentence combining strategies, question stems, and PIE paragraph structure. Most students could describe the purpose of the strategies; students who were more ambitious present examples of their own work using the strategies. Students wrote thoughtful introductions that included their learning objectives and what the portfolio demonstrates of themselves as readers, writers, and students.	
Course-Level SLO Status: Active	<p>Assessment Method Type: Portfolio Review</p> <p>Target for Success: 80% of students create a process portfolio that meets the following rubric for evaluation: Contains all of the required elements Choice: demonstrates thoughtful choices that tell a story and/or convey an overarching theme or metaphor to illustrate growth and learning Variety: A variety of different types of artifacts – those that show student work from different stages in the reading/writing process. Reflection: A portfolio is not just a scrapbook collection of artifacts. At the heart of portfolio is reflection – a “careful look at your work to identify your patterns, strengths, and preferences for negotiating [reading and] writing tasks, for learning new skills, and for putting those skills into practice” (Reynolds 6). The portfolio should explain why you made certain choices and what you meant to convey in those choices. Professionalism: Appealing design for readability, minimal errors (spelling/grammar)</p>	Those students who scored in the C- or lower (18%) submitted portfolios with a limited variety of artifacts and/or were missing required components. <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>GE/IL-SLO Reflection: This SLO relates to Critical Thinking and Communication</p>	
Department - English (ENGL) - ENGL 242A - Assessment Method: CRITICAL THINKING: STUDENT-MANAGED PORTFOLIO DEVELOPMENT - Metacognition-Students improve awareness of the product - Student will improve their understanding of the criteria of good writing,		A final piece of formal writing reflecting substantive revision at the essay level, paragraph level, and sentence level, accompanied by a 1-2 page memo that	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>understanding more clearly what readers want in different academic and other contexts. (Created By Department - English (ENGL))</p> <p>Assessment Cycles: End of Academic Year</p> <p>Course-Level SLO Status: Active</p>	<p>explains how the revisions improve the essay with respect to specific categories on the Essay Rubric.</p> <p>Assessment Method Type: Portfolio Review</p> <p>Target for Success: 80% of students revise their essays in a substantive matter, at the essay level, paragraph level, and sentence level.</p>		
<p>Department - English (ENGL) - ENGL 242B - Assessment Method: CRITICAL THINKING: PORTFOLIO</p> <p>MANAGEMENT & PUBLICATION - Meta-cognitive Awareness - Artifact Selection - Students will be able to publish selected essays in their own finished portfolios.</p> <p>(Created By Department - English (ENGL))</p> <p>Assessment Cycles: End of Quarter</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Review of portfolio during and at the end of quarter.</p> <p>Assessment Method Type: Portfolio Review</p> <p>Target for Success: A successful portfolio will meet the following criteria:</p> <ul style="list-style-type: none"> - includes thoughtful choices of representative works from English 1S/T and other courses - Organizes and presents the artifacts in a purposeful way 	<p>10/20/2015 - Students used Weebly to create final product/presentation portfolios. While process portfolios in 242A were informal in nature, the students were asked to design, organize, and present their presentation portfolios with a broader academic audience in mind. Students made thoughtful choices with respect to the artifact selection, choosing pieces of written work that resonated with them topically and/or demonstrated already strong writing. Some students chose weaker pieces of writing from earlier in the pathway sequence, specifically to demonstrate their revision skills. In terms of organization, students created maps to visualize the organizational structure, such as chronological, before/after, etc. Using the tools available to them in Weebly, students made thoughtful choices about the presentation. For example, some students chose to highlight specific parts of their essays, and then provide a downloadable link to the essay itself. Many students added elements beyond what was required to convey their writing in the context of their other academic interests.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>GE/IL-SLO Reflection: Creative and Analytical Thinking, Communication.</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - English (ENGL) - ENGL 242B - CRITICAL THINKING: PORTFOLIO MANAGEMENT & PUBLICATION - Metacognitive Awareness - Reflection - Students will be able to reflect upon and articulate how their portfolio demonstrates strengths and weaknesses as readers, writers and critical thinkers. (Created By Department - English (ENGL))</p> <p>Assessment Cycles: End of Quarter</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: A culminating essay at the end of the quarter in which students reflect on their summative portfolio of audience-ready artifacts.</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target for Success: A successful culminating essay/reflection will meet the following criteria:</p> <ul style="list-style-type: none"> - 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 		
<p>Department - English (ENGL) - ENGL 242B - CRITICAL THINKING: PORTFOLIO MANAGEMENT & PUBLICATION - Metacognition-Students improve awareness of their process - 80% of students show improved awareness of their reading/writing/thinking process through portfolio management (Created By Department - English (ENGL))</p> <p>Assessment Cycles: End of Academic Year</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Review of final presentation portfolios, in particular reflective memos relating to each of three selected best works, as well as an introductory memo reflecting upon their reading and writing in the context of the FH</p>	<p>10/20/2015 - For final portfolios, students were asked to select, revise, and present three of their best works based on the elements of the essay rubric: scope, focus, organization, paragraph focus, paragraph development, sentence fluency, proofreading, and format. Students were asked to</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>improve their understanding of the criterion of good writing, understanding more clearly what readers want in different academic and other contexts. (Created By Department - English (ENGL))</p> <p>Assessment Cycles: End of Academic Year</p> <p>Course-Level SLO Status: Active</p>	<p>ILOs.</p> <p>Assessment Method Type: Portfolio Review</p> <p>Target for Success: Demonstrate ability by at least 80% of students to evaluate and articulate their understanding of and ability to meet the criteria for effective academic writing.</p>	<p>write reflective memos explaining the revisions they made and how they improved the outcome in the rubric categories. Many students chose essays from the first of the two-quarter sequence (Eng 1S), and through their revisions, demonstrated an ability to increase an argument in length and complexity. Through their reflective memos, students demonstrated an understanding of the increasing levels of sophistication writers achieve through continued practice and revision. Even those students who did not pass the 1T course were able to articulate what they did learn about effective writing, and how they might focus their continued writing practice to meet the minimum standards of the rubric.</p>	
		<p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>GE/IL-SLO Reflection: Communication and Creative/Analytical Thinking.</p>	
<p>Department - English (ENGL) - ENGL 250A - Assessment Method: NARRATIVE READING AND WRITING -</p> <p>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.</p> <p>(Created By Department - English (ENGL))</p> <p>Start Date: 09/26/2011</p> <p>Course-Level SLO Status: Active</p>	<p>- "Backwards outline" of the text that identifies author's thesis and main ideas</p> <p>- Presentations on sections of a text that summarize the author's main idea</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target for Success: At least 90% of the class will be able to identify sections.</p> <p>At least 75% of the class will be able to articulate the author's thesis and main ideas in their own words.</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>PUENTE - Analysis - Analyze a text in depth by considering author's worldview, bias, purpose and perspective. (Created By Department - English (ENGL))</p> <p>Course-Level SLO Status: Active</p>	<p>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.</p>		
<p>Course-Level SLO Status: Active</p> <p>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?)</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target for Success: 85% of students will understand the purpose of using SOAPS to analyze the rhetorical context of a particular reading.</p>	<p>Assessment Method: Students will write an essay that has an explicitly stated thesis and integrates other texts to support and develop that argument.</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target for Success: 90% of students will write a text-based essay with an explicitly stated thesis that is developed and supported with effective</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Active	examples, evidence and reasoning.		
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	<p>Assessment Method: Students will be able to effectively use and integrate sentences that use coordination, subordination and verbal phrases.</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target for Success: 90% of students will effectively use and integrate sentences that used coordination, subordination and verbal phrases.</p>		
Department - English (ENGL) - ENGL 3 - 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 - 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.	<p>Assessment Method: Students will conduct a research project related to various literary movements, social, political and historical eras to help analyze various texts.</p> <p>Assessment Method Type:</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>(Created By Department - English (ENGL))</p> <p>Course-Level SLO Status: Active</p>	<p>Presentation/Performance</p> <p>Target for Success: 85% of students will be able to identify literary, social and political events and movements in the 19th and 21st century to explain impact on contemporary Latino/a American literature.</p>		
<p>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.</p> <p>(Created By Department - English (ENGL))</p> <p>Course-Level SLO Status: Active</p>	<p>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.</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target for Success: 85% of the students will demonstrate understanding of at least 3 major concepts by leading a thoughtful, text-based, research -enhanced presentation on a text by a Latino -American author.</p> <p>Assessment Method: Students are given journal questions to answer for each of the writers who write about Latino/a identity in the U.S.</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target for Success: 85% of students are able to describe the</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>writers' interpretation of their Latino/a identity in terms of the various cultural perspectives (e.g., assimilation, cultural pluralism, bi-culturalism, and the Latino/s Diaspora).</p>		
<p>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))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Literary analysis essays assigned throughout the quarter will assess students' success at active and critical reading.</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target for Success: 80% of students will receive a B- or higher on at least one formal literary analysis essay.</p>	<p>07/01/2015 - ENGL 40 was not offered 2014-2015.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p>	
<p>Department - English (ENGL) - ENGL 40 - ASIAN AMERICAN LITERATURE - SLO 2 - Differentiation between Asian American historical and cultural contexts - Students will demonstrate (in discussion and in writing) understanding of ethnic and other differences between the historical and cultural content of Chinese American, Japanese American, Filipino American, Korean American, Pacific Islander American, South Asian American, and Southeast Asian writings. (Created By Department - English (ENGL))</p> <p>Assessment Cycles: End of Academic Year</p> <p>Start Date: 04/07/2014</p> <p>End Date: 06/24/2014</p> <p>Course-Level SLO Status:</p>	<p>Assessment Method: Students will write a comparative essay discussing ethnic groups.</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target for Success: 80% of students will receive a B- or better on this comparative essay.</p>	<p>07/01/2015 - ENGL 40 was not offered 2014-2015.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Active</p> <p>Department - English (ENGL) - ENGL 40H - HONORS ASIAN AMERICAN LITERATURE</p> <p>- 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 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))</p> <p>Start Date: 09/01/2010</p> <p>End Date: 07/01/2011</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Literary analysis essays assigned throughout the quarter will assess students' success at active and critical reading.</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target for Success: 80% of students will receive a B- or higher on at least one formal literary analysis essay.</p>	<p>07/01/2015 - ENGL 40H was again not offered, and has been deactivated as of Summer 2015.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p>	
<p>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))</p> <p>Course-Level SLO Status: Inactive</p>			
<p>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))</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - English (ENGL) - ENGL 43A - SURVEY OF BRITISH LITERATURE I: BEOWULF TO THE LATE 18TH CENTURY - SLO 1 - Knowledge of writers and texts - Students will be able to demonstrate knowledge of major writers, key texts, and documents of British literature from Beowulf to the late 18th century. (Created By Department - English (ENGL))</p> <p>Assessment Cycles: End of Academic Year</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Students will take at least one test/quiz covering period writers and texts, including quote identification, document recognition, identification of writers within their historical contexts.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: At least 80% of students will earn a B- or better on said quiz.</p>	<p>07/01/2015 - ENGL 43A was not offered 2014-2015.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p>	
<p>Department - English (ENGL) - ENGL 43A - SURVEY OF BRITISH LITERATURE I: BEOWULF TO THE LATE 18TH CENTURY - SLO 2 - Literary genres and forms - Students will be able to identify major literary genres and explain the development of literary forms during these periods. (Created By Department - English (ENGL))</p> <p>Assessment Cycles: End of Academic Year</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Students will take at least one test/quiz covering literary genres and forms, including quote identification, document recognition, identification of works considered canonical to historically specific forms.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: At least 80% of students will earn a B- or better on quiz.</p>		
<p>Department - English (ENGL) - ENGL 43A - SURVEY OF BRITISH LITERATURE I: BEOWULF TO THE LATE 18TH CENTURY - SLO 2 - Theoretical frameworks - Students will demonstrate, in writing, application of relevant critical and theoretical frameworks to evaluate the literature. (Created By Department - English (ENGL))</p> <p>Assessment Cycles: End of Academic Year</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Students will compose a formal essay that applies critical and theoretical frameworks to literary analysis.</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target for Success: At least 80% of students will earn a B- or better on essay.</p>		
<p>Department - English (ENGL) - ENGL 43B - SURVEY OF BRITISH LITERATURE II: THE</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>ROMANTIC PERIOD TO THE PRESENT - SLO 1 - Knowledge of writers and texts - Students will be able to demonstrate knowledge of major writers, key texts, and documents of British literature from the Romantic Period to the present. (Created By Department - English (ENGL))</p> <p>Assessment Cycles: End of Academic Year</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Students will take at least one test/quiz covering period writers and texts, including quote identification, document recognition, identification of writers within their historical contexts.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: At least 80% of students will earn a B- or better on said quiz.</p>	<p>07/01/2015 - ENGL 43B was not offered 2014-2015.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p>	
<p>Department - English (ENGL) - ENGL 43B - SURVEY OF BRITISH LITERATURE II: THE ROMANTIC PERIOD TO THE PRESENT - SLO 2 - Literary genres and forms - Students will be able to identify major literary genres and explain the development of literary forms during these periods. (Created By Department - English (ENGL))</p> <p>Assessment Cycles: End of Academic Year</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Students will take at least one test/quiz covering literary genres and forms, including quote identification, document recognition, identification of works considered canonical to historically specific forms.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: At least 80% of students will earn a B- or better on quiz.</p>		
<p>Department - English (ENGL) - ENGL 43B - SURVEY OF BRITISH LITERATURE II: THE ROMANTIC PERIOD TO THE PRESENT - SLO 2 - Theoretical frameworks - Students will demonstrate, in writing, application of relevant critical and theoretical frameworks to evaluate the literature. (Created By Department - English (ENGL))</p> <p>Assessment Cycles: End of Academic Year</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Students will compose a formal essay that applies critical and theoretical frameworks to literary analysis.</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target for Success: At least 80% of students will earn a B- or better on essay.</p>		
<p>Department - English (ENGL) - ENGL 45A - SURVEY OF AMERICAN LITERATURE I: BEGINNINGS TO 1865 - Apply Literary</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Criticism - 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.</p> <p>(Created By Department - English (ENGL))</p>			
<p>Department - English (ENGL) - ENGL 45A - SURVEY OF AMERICAN LITERATURE I: BEGINNINGS TO 1865 - 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 15th to 19th century contexts for denotative and connotative meaning, structure and development, and connections between literal and figurative detail. (Created By Department - English (ENGL))</p>			
<p>Department - English (ENGL) - ENGL 45B - SURVEY OF AMERICAN LITERATURE II: 1865 TO PRESENT - Apply Literary Criticism - 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.</p> <p>(Created By Department - English (ENGL))</p>			
<p>Department - English (ENGL) - ENGL 45B - SURVEY OF AMERICAN LITERATURE II: 1865 TO PRESENT - Develop critical thinking skills by evaluating, understanding, and interpreting major literary texts (fiction,</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>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 to 21st century contexts for denotative and connotative meaning, structure and development, and connections between literal and figurative detail. (Created By Department - English (ENGL))</p>			
<p>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))</p> <p>Start Date: 09/27/2011</p> <p>End Date: 12/15/2011</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Three-part final exam, consisting of identifications/definitions; passage identification and analysis; overall essay question</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: - 85% score "B" or higher - Average Grade = B or higher</p>	<p>10/29/2015 - Average grade on three-part final was 83%. 79% of students earned a B or above on the exam. The goal was very nearly met.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p>	
<p>Department - English (ENGL) - ENGL 46A - MONSTERS, MADNESS & MAYHEM: ENGLISH LITERATURE FROM ITS EARLIEST BEGINNINGS TO MILTON - SLO 2: Critical Analysis - Student will demonstrate critical thinking and analysis of the literature within historical, (multi)cultural, and philosophical contexts. (Created By Department - English (ENGL))</p> <p>Assessment Cycles: End of Quarter</p> <p>Start Date: 09/08/2014</p> <p>End Date:</p>	<p>Assessment Method: Literary analysis / critical ("close") reading essay of ~750 words</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target for Success: 80% of students will receive a B- or higher on this essay.</p>	<p>05/14/2015 - This target was met in Fall 14. 87% of students received a B- or higher on the close reading assignment.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
06/26/2015 Course-Level SLO Status: Active	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 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))	<p>Assessment Method: Three part final exam to test general content (id's, terms), literary works within their genres (paragraph answer), and overall themes (essay).</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 85% pass rate; 75% grade = B or higher</p>	<p>10/29/2015 - On three part final exam: Pass rate was 95%; number of students with B grade or high was 79%.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p>
Course-Level SLO Status: Active	Department - English (ENGL) - ENGL 46B - REASON, REBELLION & ROMANTICISM: ENGLISH LITERATURE FROM 1660 - 1830'S - SLO 2 - Knowledge of the literature - Acquire knowledge of the historical and cultural period, major writers, and key texts produced from 1660-1830 CE (Created By Department - English (ENGL))	<p>Assessment Method: Final exam with section of short answer and identification questions to test knowledge of the literature.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 80% with B- or better.</p>	<p>05/14/2015 - Some students, particularly those who had poor attendance during the quarter, did not do well on this first section of the final exam. 6 students earned C's or below on this portion of the exam. 13 earned B's or above. 72% B- or above.</p> <p>Result: Target Not Met</p> <p>Year This Assessment Occurred: 2014-2015</p>
<p>Assessment Cycles: End of Quarter</p> <p>Start Date: 09/08/2014</p> <p>End Date: 06/26/2015</p> <p>Course-Level SLO Status: Active</p>			<p>05/14/2015 - Reading quizzes after class discussion could assess language comprehension and improve retention of knowledge about the literature throughout the quarter, as well as improve attendance.</p>
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	<p>Assessment Method: Literary analysis essays assigned throughout the quarter will assess students' success at active and critical reading.</p> <p>Assessment Method Type: Essay/Journal</p>	<p>10/29/2015 - 85% of students received a B- or higher on at least one formal essay.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>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))</p> <p>Assessment Cycles: End of Academic Year</p> <p>Course-Level SLO Status: Active</p>	<p>Target for Success: 80% of students will receive a B- or higher on at least one formal literary analysis essay.</p>		
<p>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))</p> <p>Course-Level SLO Status: Active</p>	<p>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.</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target for Success: 80% of students will achieve a grade of B- or better on one literary analysis during the quarter.</p>	<p>10/29/2015 - 90% of students earned a B- or higher on essays that specifically targeted applications of critical theory.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p>	
<p>Department - English (ENGL) - ENGL 46C - WARS & WASTELANDS: ENGLISH LITERATURE FROM THE VICTORIAN 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))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Students will be assessed via a presentation on one of the authors we discuss over the quarter--they will be required to describe the author's life and career as situated within historical and cultural contexts.</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target for Success: 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</p>	<p>10/29/2015 - Not having seen TracDat before the quarter began, I was not aware of this assessment and did not include it in the course. Informally, students conducted research on Victorian authors and their historical context, and shared this information in class. This session was successful, but not formally assessed.</p> <p>Result: Target Not Met</p> <p>Year This Assessment Occurred: 2014-2015</p>	<p>10/29/2015 - In future, include a presentation on authors and their historical contexts.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	professional oral presentation.		
Department - English (ENGL) - ENGL 47A - WORLD LITERATURE I - SLO 1 - Global literary awareness - A successful student will demonstrate awareness of literary forms and texts across multiple cultures, not limited to Western. (Created By Department - English (ENGL))	<p>Assessment Method: Students will demonstrate awareness through exams on global literatures.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 80% of students will receive a B- or better on a midterm or final exam on global literatures.</p>	<p>07/01/2015 - ENGL 47A was not offered 2014-2015.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p>	
<p>Assessment Cycles: End of Quarter</p> <p>Start Date: 12/10/2013</p> <p>End Date: 03/31/2014</p> <p>Course-Level SLO Status: Active</p>			
Department - English (ENGL) - ENGL 47A - WORLD LITERATURE I - SLO 2 - Use of academic literary discourse - Define common literary terms and apply these to analysis of texts. (Created By Department - English (ENGL))	<p>Assessment Method: Students will compose literary analysis essays demonstrating competent use of common literary terms.</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target for Success: 80% of students will achieve a grade of B- or better on at least one literary analysis essay.</p>	<p>07/01/2015 - ENGL 47A was not offered 2014-2015.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p>	
<p>Assessment Cycles: End of Academic Year</p> <p>Course-Level SLO Status: Active</p>			
Department - English (ENGL) - ENGL 47B - WORLD LITERATURE II - SLO 1 - Global literary awareness - SLO 1 - Demonstrate awareness of literary forms and texts across multiple cultures, not limited to Western. (Created By Department - English (ENGL))	<p>Assessment Method: Students will demonstrate awareness of global literatures (across the second half of this survey course) through a midterm or final on international texts.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 80% of students will receive a grade of B- or better on the assessment.</p>	<p>07/01/2015 - ENGL 47B was not offered 2014-2015.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p>	
<p>Assessment Cycles: End of Academic Year</p> <p>Course-Level SLO Status: Active</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - English (ENGL) - ENGL 47B - WORLD LITERATURE II - SLO 2 - Use of academic literary rhetoric - Define common literary terms and apply these to analysis of texts. (Created By Department - English (ENGL))</p> <p>Assessment Cycles: End of Academic Year</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Students will compose literary analysis essays demonstrating competent use of common literary terms.</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target for Success: 80% of students will achieve a grade of B- or better on at least one literary analysis essay.</p>	<p>07/01/2015 - ENGL 47B was not offered 2014-2015.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p>	
<p>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))</p> <p>Start Date: 10/04/2011</p> <p>End Date: 12/09/2011</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Weekly take home essay test approximately 1000 words.</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target for Success: Students will achieve a grade of "B" or above.</p>		
<p>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))</p>	<p>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.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 80% pass rate on final exam.</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>(ENGL)</p> <p>Start Date: 01/10/2012</p> <p>End Date: 03/29/2012</p> <p>Course-Level SLO Status: Active</p>	<p>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))</p>	<p>Assessment Method: Midterm test based on close reading and analysis</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target for Success: Students can apply post-colonial theoretical models to assigned texts in formal written assessments of selected passages from the required textbook.</p>	
<p>Course-Level SLO Status: Active</p>	<p>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))</p>	<p>Assessment Method: Final exam essay</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target for Success: 80% of students will receive a grade of B or better.</p>	<p>Start Date: 12/08/2011</p> <p>End Date: 12/08/2011</p> <p>Course-Level SLO Status: Active</p>
<p>Department - English (ENGL) - ENGL 5 - GAY & LESBIAN LITERATURE - SLO 1 - Interpretation - Interpret gay and lesbian</p>	<p>Assessment Method: Literary analysis essay assigned over the quarter will assess students' ability to</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>literary works within the structure of relevant racial, ethnic, gender, class, aesthetic, and cultural contexts. (Created By Department - English (ENGL))</p> <p>Course-Level SLO Status: Active</p>	<p>interpret gay and lesbian works within a variety of contexts.</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target for Success: 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.</p>		
<p>Department - English (ENGL) - ENGL 50C - 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))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Students will contribute to weekly guided discussions, including (but not limited to), case study analysis and editing of sample documents based on analysis of rhetorical context, audience, and purpose. Discussions (in online section) are graded on 1-10 point scale based on depth of the responses.</p> <p>Assessment Method Type: Discussion/Participation</p> <p>Target for Success: 90% weekly participation graded at 8 points or higher.</p>		
<p>Department - English (ENGL) - ENGL 50C - 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))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Over the course of the quarter, students will create a body of work representing diverse types of workplace writing, including (but not limited to) extended definitions, descriptions, instructions, email, letters, and report.</p> <p>Assessment Method Type: Portfolio Review</p> <p>Target for Success: Student work will demonstrate increasing in complexity, utilizing developing skills in effective sentences, document design, organization, and use of graphics.</p>		
Department - English (ENGL) - ENGL 5H - HONORS GAY & LESBIAN LITERATURE -			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>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))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Literary analysis essays throughout the quarter will assess students' interpretive skills of gay and lesbian literature and its social contexts.</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target for Success: 80% of students completing this course will achieve a grade B- or higher on at least one formal essay.</p>	<p>07/01/2015 - ENGL 5H was again not offered, and has been deactivated as of Summer 2015.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p>	
<p>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))</p> <p>Assessment Cycles: End of Academic Year</p> <p>Course-Level SLO Status: Active</p>			
<p>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))</p> <p>Assessment Cycles: End of Academic Year</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - English (ENGL) - ENGL 7H - HONORS NATIVE AMERICAN LITERATURE - SLO 1 - interpretation - Interpret Native American literary works</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>within the structure of relevant religious, historical, political, and cultural contexts through the application of analysis, synthesis, and evaluation. (Created By Department - English (ENGL))</p> <p>Assessment Cycles: End of Academic Year</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - English (ENGL) - ENGL 7H - 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))</p> <p>Assessment Cycles: End of Academic Year</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - English (ENGL) - ENGL 8 - CHILDREN'S LITERATURE - SLO 1 - Genre identification - Identify the characteristics in each genre of children's literature. (Created By Department - English (ENGL))</p> <p>Assessment Cycles: End of Academic Year</p> <p>Course-Level SLO Status: Active</p>	<p>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.</p> <p>Assessment Method Type: Discussion/Participation</p>		
<p>Department - English (ENGL) - ENGL 8 - CHILDREN'S LITERATURE - SLO 2 - Cross-cultural analysis - Analyze the cross-cultural variants in a folktale archetype. (Created By Department - English (ENGL))</p>	<p>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</p>	<p>07/01/2015 - The readings for the class were expanded to include children's texts from Chicano, Asian American, African American, and Arab American works, which proved an excellent environment for studying cross-cultural analysis. Students wrote essays directed at cross-cultural</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Assessment Cycles: End of Academic Year Course-Level SLO Status: Active	reflect their countries of origin. Assessment Method Type: Essay/Journal Target for Success: Uncommon choices for folktale variants, beyond Cinderella and Disney. Detailed analysis that reflects a careful study of the folktale and the country of origin.	comparisons, with at least 85% of students writing a formal essay receiving a B- or better. Result: Target Met Year This Assessment Occurred: <u>2014-2015</u>	
Department - English (ENGL) - ENGL 8 - CHILDREN'S LITERATURE - SLO 3 - Literary analysis - Students will demonstrate critical thinking skills through formal literary analysis of children's texts. (Created By Department - English (ENGL)) Assessment Cycles: End of Academic Year Start Date: 09/01/2014 End Date: 07/01/2015 Course-Level SLO Status: Active	Assessment Method: Students will compose formal literary analysis essays. Assessment Method Type: Essay/Journal Target for Success: At least 85% of students will receive a B- or better on a formal literary analysis essay.	07/01/2015 - The class did meet the target, but there is, nonetheless, underdevelopment of formal essay skills in the class. This is likely because the class has only an Advisory of "Eligibility" for ENGL 1A. While Resources for Writing are posted in the Etudes Modules for this online class, more specific instruction towards those resources will be foregrounded in future children's literature classes. Result: Target Met Year This Assessment Occurred: <u>2014-2015</u>	

Unit Assessment Report - Four Column

Foothill College Program (LA-ENGL) - English AA

Primary Core Mission: Basic Skills

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Program (LA-ENGL) - English AA - 1 - Upon completion of this program, students will be able to compose a thesis-based essay that clearly communicates a logical, evidence-supported argument.</p> <p>SLO Status: Active</p>	<p>Assessment Method: Thesis-based essay.</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target: 85% of students will receive an average rating of 3 or better on the rubric ranging 0-5.</p>	<p>10/11/2013 - For the 2012-13 academic year the department assessed English 1C as the capstone class for the program. In the spring 2013 assessment of the final take-home essay in English 1C, 88% of students succeeded by receiving a score of 3 or higher on the thesis rubric. While the department is pleased with the results of this assessment, the larger question of whether English 1C is the best class for a program-level assessment remains.</p> <p>While the English major is in flux since only a handful of students graduate as English majors each year, the department expects that number to increase dramatically once the English AAT is finalized and approved. In the interim, additional enrollment changes are exacerbating our difficulty in assessing the program. We were under the impression that most students completed English 1B and as such, 1B or 1C could be considered capstone classes. However, during our department meeting discussions during the 2012-13 year we discovered that many students—more than previously thought—are taking various combinations of courses. Additionally, some students are bypassing 1B and are only taking 1A and 1C.</p> <p>In light of this new information about our students' enrollment patterns, our goals for the 2013-14 year are to identify a capstone class for future PLO assessment cycles and to reassess our PLO</p>	

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>assessment timeline. In addition, the department will discuss the best way to assess the program once the AAT degree is approved. In light of the ongoing conversations about the English 1 sequence, the department will continue to discuss and update the course outlines for English 1A, 1B and 1C.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p>	
		<p>06/09/2011 - 87% received an average of 3 or better on the rubric. Weaknesses were supporting their thesis with evidence. Strengths were grammar and composition.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p> <p>Resource Request: Access to research and reference workshops.</p>	<p>04/27/2012 - Although students demonstrate the ability to develop a logical argument connected to the thesis, the connection is more topical than logical. Thesis doesn't necessarily reflect the complexity of the argument in the body of the essay.</p> <p>In addition, students have difficulty discussing the evidence they provide as support. The analysis doesn't explicitly connect evidence to their argument. They will often substitute using a direct quotation in place of adding their own interpretation of that quotation to the argument.</p> <p>To address this deficiency, perhaps faculty can provide more models of effective discussion of evidence and focus on reading critically in order to understand how author's integrate sources to support argument.</p>

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
			03/19/2012 - We are pleased with the overall level of mastery of this learning outcome and note that PLO2 focuses on a close reading which will support continued improvement of writing thesis-based essays supported by evidence. We have also begun to explore options for supplemental instruction in these program areas and in our course level learning outcomes.
<p>Program (LA-ENGL) - English AA - 2 - Upon completion of this program, students will demonstrate, in writing, comprehension and critical analysis of college-level texts.</p> <p>SLO Status: Active</p>	<p>Assessment Method: Faculty teaching literature courses in Spring Quarter 2012 will assign a close reading to the class and the results of this assignment will be reviewed as a collaborative group.</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target: Students will demonstrate competency in applying a close reading to a text.</p>	<p>09/21/2012 - Students chose essay prompts relating to analysis of gender, race, class, historical contexts, character, etc. 90% of students succeeded by demonstrating full understanding of plot and variety of themes. Students seemed to benefit from the ability to choose essay focus.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>Resource Request: Writing center and tutorial support</p> <p>GE/IL-SLO Reflection: Communication Critical Thinking Global Citizenship</p> <p>09/21/2012 - Students did dialectical journals and in-class free-writes; students attended to the details of the text and connected to larger topic. 90 % of students succeeded in this assessment. Next steps will be to incorporate meta-cognitive reflection and connect on personal level in addition to historical/cultural levels.</p> <p>Result: Target Met</p>	

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>Year This Assessment Occurred: 2011-2012</p> <p>Resource Request: Writing center and tutorial support</p> <p>GE/IL-SLO Reflection: Communication Critical Thinking Global Citizenship</p>	