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.

Program/Department Name: English

Division Name: Language Arts

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

Name	Department	Position
Scott Lankford	English	Professor
Tess Hansen	English	Professor
Ben Armerding	English	Professor
James Wilson	English	Professor

Number of Full Time Faculty: 15   **Number of Part Time Faculty:** 35

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

SECTION 1: PROGRAM REFLECTION

1A. Program Update: Based on the program review data, please tell us how your program did last year. We are particularly interested in your proudest moments or achievements related to student success and outcomes.

ENGLISH DEPARTMENT OVERVIEW: As one of the largest Departments on campus, with approximately 100 course sections per quarter, the English Department operates five sub-programs--each with its distinctive needs, achievements, and challenges.

- Reading/Writing Basic Skills Program (ENGL 209 Reading; ENGL 110 Writing / Avg. 30 sections)
- English Pathway reading and composition (ENGL 1S, 1T, and 242 / Avg. 6 sections)
- Transfer-level College Reading, Writing and Critical Thinking (ENGL1A, 1B, 1C / Avg. 60 sections)
- Literature Program (American, English, World, and Contemporary Literature / Avg. 4 sections)
- Creative Writing Program (Including Introductory courses, fiction, and poetry / Avg. 2 sections)

Although this document is not a Comprehensive Program Review, we've made efforts to discuss and assess each of these sub-programs individually during this year's Annual Program Review.

ENGLISH DEPARTMENT LEARNING COMMUNITIES OVERVIEW: The English Department is particularly proud of our extensive and expanding efforts to create thriving Learning Communities, fully in line with nationwide best practices, and specifically designed to help reduce the Achievement Gap and improve

student success, equity, and retention campus-wide.

- Puente Program
- English Summer Bridge Program
- First-Year Experience
- English Pathway Program (accelerated Basic-Skills-to-Transfer-Level English sequence)
- Pass-the-Torch (peer-to-peer mentoring program with trained and supervised student tutors)

NEW INITIATIVES 2015-16 PREVIEW: Department faculty have launched a series of new programs and initiatives, each of which will be discussed in greater detail later in this documents.

- **New Umoja Learning Community** to support African American students
  - 2015-16 planning, research, staff development, outreach, campus coordination, faculty recruitment and training
  - Fall 2016 Program successfully launched with full enrollment
- **New Reading Intensive Staff-Development Workshops/Retreats** to improve reading pedagogy
  - 2015-16 Planned and launched
  - Fall 2016 ongoing quarterly retreats
- **Stanford/Foothill EPIC Fellowships** to internationalize the curriculum
  - 2015-16 four English faculty participants
  - Fall 2016 ongoing classroom implementation and improvement
- **New Literature Courses** added/revised
  - English Major Core Courses in American and British Literature streamlined to two quarters; ENGL48A/B now approved for FH General Education credit in American Cultures
  - New course in ENGL34C "Literature into Film" course outline approved
- **New Social Justice ADT** launched to encourage and enhance AA degree completion and facilitate transfer
- **New Spring Qtr Human Library Event** to catalyze conversations between students, faculty, and staff on t

COORDINATED CAMPUS-WIDE STUDENT SERVICES PREVIEW: Although not formally a part of our Department's Program Review, it's crucial to note that the English Department works closely with several Student Services programs, including:

- Foothill Testing Center
- Foothill Teaching Learning Center
- Foothill Library
- Foothill Disabled Students Resource Center
- Foothill Heritage Month Planning Committees

STATISTICAL DATA OVERVIEW: While English Department enrollment has stayed consistent over the past 4 years, our productivity has decreased slightly, primarily due to the reduced seat count of 25 in Basic Skills classes, as negotiated by FA--and in accordance with both District-wide, Statewide, and national Basic Skills instructional standards.

Course success rates have remained relatively flat with less than 3% change over time.

For our online courses, the English department has a lower success rate than that of the college overall. While the college has a 76% success rate for online classes, the English department's overall success rate is 69%.

This gap persists when looking at the targeted groups; specifically, African Americans taking face to face courses have increased success rates from 61% to 71% over 4 years. However, while classes online in the college overall have a 56% success rate for African American Students, in the English Department there is only a 40% success rate for this student population online (down from 63% over a 4 year period). Furthermore, our online Latino students succeed at 56% compared to 67% overall. These student achievement numbers are even more significant when compared to White and Asian students who succeed in English online classes at 76% and 72% respectively.

English Department faculty have continued to take direct leadership in creating in-depth, ongoing, and innovative student learning communities which directly and measurably address the Achievement Gap college-wide --all of which substantially and measurably increase success rates for targeted groups of students (in partnership with other departments, as well as with statewide and nationwide academic organizations, in order to implement widely-recognized best practices directly at the classroom level).

Hence the English Department's list of "Proudest Moments and Achievements related to student success and outcomes" will necessarily be a long one--including in-depth planning for three brand new initiatives in 2016-17; plus annual updates concerning the numerous ongoing programs :

IN-DEPTH ENGLISH DEPARTMENT LEARNING COMMUNITY UPDATES AND ANALYSIS:

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 1ST pathway model. In addition, the Puente cohort continues beyond English 1ST and takes English 1B in the spring quarter to ensure completion of most English requirements for transfer. Students in the Puente Cohort are in a learning community with a counselor and take Counseling classes both quarters .

In addition to the English and Counseling components of the program, students are required to attend a few field trips a year to various local college campuses from the Bay Area to Southern California. They are also required to participate in at least 1 cultural event off campus, usually a play or a visit to an art museum. Lastly, in the spring and winter quarters, each student is paired up with a mentor from the community that they are expected to meet with for a total of 15 hours. Primarily serving Latino/a students, the Puente program has a direct effect on the course completion rates of a targeted group.

The program requires 2 full-time faculty, one English Instructor and one counselor to coordinate the program, from recruitment, to marketing, to planning the mentorship components and securing funds and resources to make field trips possible. The counselor receives .50 release time and the English instructor receives .25 release time to do this work.

On average, the cohort consists of 26-29 students in the fall quarter. Our current cohort started at 29

with 26 still enrolled in the course.

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— encourages 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 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.
Academic Year 2015-16 was the first year for the FYE Pilot Program. The program began with 44 students enrolled in English 209 and English 1S in Fall, 2015. Thirty-six students completed the program in Spring, 2016, a success rate of 82%. For Academic Year 2016-17, the program began with 52 students enrolled in 2 English 209 classes.

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 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: This program offers one-on-one tutoring for students in the following English courses: English 209, English 110, English 1A, English 1S/T, English 242AB, and English 1B. Such individualized support is proven to increase the success rates of targeted groups. There were 81 English Teams during academic year 2015-16. Please note, some of these teams have leaders who had more than one team so we wouldn't be able to assume that there were 162 students total (81x2). Instead the total number of unique individuals served by the program would be less than 162.

New Course, ENGL34C "Literature into Film": With the goal of attracting new English majors and interested students, we developed an exciting new literature course which explores the adaptation of great novels into films. This course will fulfill Humanities GE, AA, and Transfer requirements.

Creative Writing Program: Enrollments and retention in our streamlined Creative Writing course offerings has continued to trend upward. The Department congratulates FH full-time English Professor Lesley Dauer for her newly-published book of poetry, *Carnival Life*, which was awarded the prestigious Adrienne Bond Award by the Mercer University Press.

Social Justice ADT: Many Language Arts faculty have participated in the creation of a TMC in Social Justice Studies. This ADT aims to give students the opportunity to focus in their discipline of interest (i.e. Black Studies; Asian American Studies; Women, Gender, and Sexuality Studies or other majors focusing on Social Justice provided by the CSU). Currently only 70 students from the 112 Community Colleges transfer with a "social justice" major into the CSUs. We hope this Transfer degree option will boost that number. We know that our majors provide more than just a focus on a specific group or topic; they provide skill sets in Social Justice. No major/discipline is being denied or ignored in this TMC and ADT. The committee intends for this major to provide CCCs flexibility on our local level, while ensuring academic rigor, access to, and preparation for a CSU B.A. degree focused in Social Justice.

Human Library: For Spring 2016, several LA faculty and FYE members put together an event called the Human Library. The basic idea was that instead of checking out books, students, faculty, and staff could check out other people and hear their stories. The point of doing this was to reduce prejudice and stereotypes within the community at Foothill College. Held in the Library Quad, the event was well-attended.

Heritage Months: English faculty continue to serve in leadership, participating in the planning, coordinating, and marketing of Heritage Month activities--including November Native American Heritage Month, January Jewish Heritage Month, February Black Heritage Month, March Women's Heritage Month, May Latino Heritage Month, and June LGBT Pride Month.

1B. Program Improvement: What areas or activities are you working on this year to improve your program? Please respond to any feedback from the supervising administrator from last year's program review.

Program Improvement Overview: In conversation with Dean Paul Starer, the Department is aware that small, specifically-targeted Learning Communities inevitably impact only a small percentage of the overall student body enrolled in our courses. Hence we've made a special effort this year to link several of our Goals and Resource Requests to department-wide initiatives designed to serve a wider cross-section of students across the entire department--as well as creating two new Learning Communities--one for students; one for department faculty.

Our overall activities and discussions focus on the following:

- increasing enrollment in our Literature course sequence;
- improving/coordinating common assessment in testing and placement.

- Increasing success rates in Basic Skills and Transfer level classes.
- Increasing persistence from Basic Skills to Transfer-level classes

To accomplish these goals, the Department has initiated the following ongoing discussions:

Consider hybrid classes for English 1A and 1B: We are concerned about the high attrition rate for our online classes, in which only 69% of students successfully complete our courses, (even though this is a 5% point increase in our department over 4 years). When we compare this to a completion rate of 75% in our face-to-face offerings, we see that it is essential that we attempt to close this gap. In part, we believe think a higher attrition rate for online classes is unavoidable, due to misguided expectations about workload. However, in order to narrow this gap, we would like to explore, in conversation with Dean Starer, the possibility of hybrid face-to-face/online courses as a way to increase student success.

Increase Adjunct Participation: In spite of the success of involving adjuncts in the SLO revision process, with 35 adjunct faculty members and 15 full time faculty members, adjuncts are a largely untapped resource to respond to the many needs of our broad program and address many of the goals outlined in this document. To address these concerns:

- New faculty members could meet with full timers in a formalized "partnership" program to develop a deeper connection between our adjunct faculty members and the department. Adjuncts will be able to learn in an informal setting about the curriculum and about the English program at Foothill more broadly. Full timers will learn about strategies and initiatives being implemented successfully at other colleges.
- Specialized professional development would help adjuncts apply their skills and experience to teach our courses, especially ENGL 209 "Introduction to College Reading,", which needs a larger pool of instructors.
- "Teaching teams," where groups of instructors teaching a given course, particularly at the basic skills level, meet monthly to discuss the challenges and successes they are facing in class. This will help with norming; and provide an informal atmosphere to ask questions and share ideas with regards to texts, assignments, and teaching strategies.

For all of these efforts, it will be critical to pay adjuncts on an hourly or stipend basis for any work they do at the college outside their contractual course load. We believe the potential benefits of adjunct participation, especially in terms of meeting the other goals outlined in this document, merit the expense.

Update Faculty Handbook: In service of these goals, our department has also already started creating a "handbook" for new faculty which will contain model syllabi and curriculum for our various course offerings as well as general orientation materials regarding the structure of the department, the various course sequences (e.g. the pathway, the cohorts, etc.), and frequently asked questions. (We have only been doing this in a slow piecemeal fashion and find that compiling a thorough, more helpful document would probably require the dedicated focus of a reassigned faculty coordinator).

Conduct Grade-Norming Sessions for ENGL1A College Writing: In a recent Division meeting, Dean Starer has pointed out a wide disparity in grading outcomes among ENGL1A instructors. To address this concern, the Department will schedule a Grade Norming Session during the 2016-2017 academic year.

Plan Faculty Reading Initiative Retreats: In an ongoing effort to improve Reading pedagogy, several Department faculty have taken the lead in planning a series of Reading Staff-Development workshops during the 2015-16 academic year -- the first of which successfully launched during Fall of 2016.

Collaborate and Confer with De Anza and statewide faculty on Common Assessment Criteria: Several Department faculty, in close collaboration with the Foothill Testing Center, have worked intensively to comment on and implement new common assessment criteria currently under development statewide.

1C. Measures of Success: What data or information will you use to measure your success (e.g. student success rates, changes in student or program learning outcomes)?

Measuring ENGL1A Norming Sessions Success: Decrease the disparity in grading outcomes in ENGL1A for the 2017-2018 Academic year.

Measuring Faculty Reading Initiative Retreats Success: __ faculty already participated in the Fall 2016 retreat on Oct 21. We hope to see equal or better participation in the upcoming Winter 2017 and Spring 2017 retreats. As a longterm result, we hope to see an increased pool of faculty available to teach Basic Skills Reading courses, and increased success and persistence rates for students enrolled in these courses.

Measuring Success for Developing and Implementing Statewide Common Assessment Criteria: In addition to the statistical assessment of testing outcomes provided by the Testing Center, we will work to create improved grading rubrics for our Transfer-level ENGL 1A curriculum; and begin to infuse these new statewide standards into our updated Faculty Handbooks for this course. This, in turn, will help us to improve our on-going efforts to conduct Norming Sessions to decrease grading disparities between various sections.

Measuring Success for Umoja: Initial Fall Qtr. 2016 enrollment in the new Umoja Program has been robust, with over 50 students participating. Based on Umoja outreach, we hope to increase enrollment and success for African American students which has remained flat at 5% over 4 years.

Measuring Success for "Puente-fying" and "Umoja-fying" the English Curriculum: We have already increased enrollment of Latino/a students by 3% over 4 years and hope to further increase this trend. We will monitor success rates for African American students in English to help gauge our results. We define the terms "Puente-fy" and "Umoja-fy" as the integration of Puente and Umoja pedagogies into sections of courses taught outside of the Puente and Umoja learning communities. Ideally, we believe the best practices from these learning communities can help to increase success rates of targeted student populations in courses offered across the department.

1D. EMP Goal: The 2015-2020 Educational Master Plan (EMP) includes the following goal:
"Create a culture of equity that promotes student success, particularly for underserved students."
l
Based on the program review data, tell us some of the things your program will be doing this year to support this goal. You will be asked to report on any accomplishments on your next comprehensive program review.

Data Analysis: Compared to the college overall, our success rates for targeted groups are as follows:

- for Latino/a students, our course success rates are 3-6 percentage points lower than the college as a whole;
- for African Americans, our success rates are the same as the college;
- for Filipino students, our rates are higher by 2 percentage points.

Despite some encouraging and other discouraging numbers, an achievement gap persists in our department. The targeted groups are withdrawing and not succeeding at higher rates than Asian and White students (whose success rates are almost identical). Specifically, the 2015-16 data show that our success rates for Latino and African American students are 67% and 66% respectively, whereas our White and Asian student success rate is at 77% for each group.

In addition, the department is concerned about the Basic Skills to Transfer-level pipeline; and the number of students who do not persist through the sequence of courses. Currently, the success rate in Engl 209 Intro to College Reading is 66% versus a success rate in Engl 110 intro to College Writing at 75%; and 68% for Engl 1A College Reading and Writing.

In our Puente pathway (Engl 1S-1T) success rates for Latino/a students increased by 8% over a one year period. Believing this might be the start of a trend, we aim to translate some of the best practices from the Puente program to other classes offered in our department through a Puente Best Practices Retreat.

To address the achievement gap in all of our classes, including our Basic Skills to Transfer-level sequence, and the high attrition rates in online classes, we propose the following (as listed above in sections 1B and 1C):

- Scheduling Grade Norming Sessions for Winter and/or Spring.
- Reading Initiative Retreats in each of Fall/Winter/Spring 2016-17.
- Continuing to collaborate and confer with De Anza and statewide faculty on Common Assessment criteria.
- Staff-development workshops to "Umoja-fy" and "Puente-fy"our program, by infusing best-practices from the these targeted learning communities across our curriculum.
- Increase pool of qualified instructors to teach Basic Skills Reading, including adjunct faculty; and offer professional development activities for teaching Reading (as listed above)
- Further discussion of potential for offering hybrid instruction for English 1A/1B
- Further explore teaching teams and partnerships between full-time and adjunct faculty

With specific reference to Equity goals, numerous Department faculty have voiced concerns about the increased demand for the computer-lab classrooms. Specifically, the lack of sufficient computer access impacts student retention, especially for the 1S/T pathway (which specifically requires computer use). These impacts are especially severe for financially disadvantaged students who may not have computer or internet access at home. To address this concern, we propose the purchase of a **laptop cart** for classroom use as needed (see Section 2 below). Many of our basic skills students rush out of their classes to work and care for family members and are not able to start their take-home assignments till late at night. Many of our BS students are also sharing a computer at home, or do not have one in the home. A lap top cart will provide the students an opportunity to make progress on their writing assignments during class and in conjunction with specific classroom activities.

SECTION 2: PROGRAM OBJECTIVES & RESOURCE REQUESTS

2A. New Program Objectives: Please list any new objectives (do not list your resource requests).

Program Objective	Implementation Timeline	Progress Measures
Example: Offer 2 New Courses to Meet Demand	*Winter 2016 Term*	*Course Enrollment*
Conduct Grade Norming Session	Winter or Spring 2017	
Convene Staff-Dev retreat to "Umoja-fy" and "Puente-fy" our curriculum	Spring 2017	
Offer Reading Intensive workshops	2017-2018 Academic Year	
Increase success rates of Basic-Skills-to-Transfer and Pathway students	2019-2020 Academic Year	
Increase participation of adjunct faculty in department decisions	Winter/Spring 2017	
Maintain and expand Summer Bridge and increase faculty participation	Summer 2017	
Maintain and expand Umoja Program	2017-2018 Academic Year	
Update Faculty Handbook	Spring 2017	

2B. 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 resource allocation information.

Resource Request	$	Program Objective (Section 2A)	Type of Resource Request			
			Full-Time Faculty/Staff Position	One-Time B-Budget Augmentation	Ongoing B-Budget Augmentation	Facilities and Equipment
Laptop cart	$40,000	Increase success rates of Basic-Skills-to-Transfer and Pathway students				x
Compensation for adjunct faculty participation in workshops, norming session, teaching teams, and retreat	$10,000-$15,000	Increase success rates of Basic-Skills-to-Transfer and Pathway students			x	
Hire of one new full time faculty	$57,066 - $93,722	Increase success rates	x			

member as retirement replacement and to help increase success rates in basic skills, composition, and literature offerings.		of Basic-Skills-to-Transfer and Pathway students	
Reassigned time for English Department Coordinator	$30,000	Conduct Grade Norming Session; Convene Staff-Dev retreat to "Umoja-fy" and "Puente-fy" our curriculum; Coordinate and Plan Reading Intensive workshops;Increase participation of adjunct faculty in department decisions; update faculty handbook	x
Reassigned time for Umoja coordinators	20,000	Maintain and expand Umoja Program	x
Reassigned time for Summer Bridge coordinator	15,000	Maintain and expand Summer Bridge and increase faculty participation	x

2C. Unbudgeted Reassigned Time: Please list and provide rationale for requested reassign time.

English Department Coordinator: Convening and facilitating meetings, scheduling, hiring and evaluation of adjunct faculty, program review, mentoring and training of adjunct faculty, degree promotion, marketing, etc. for one of the largest departments on our campus is currently done in an ad-hoc, patchwork fashion. To address these concerns, the Department feels that the coordinator stipends currently provided are insufficient, as they do not relieve any of the time commitment that comes with a full-time teaching schedule in the pedagogically intensive discipline of reading and composition instruction.

We contend, as we have in 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.

Umoja Program Coordinator: In conformity with statewide program standards, and in the spirit of Equity, the Umoja Program should be funded and faculty coordinated at the same level as the Puente Program.

English Summer Bridge Coordinator: The Summer Bridge Program is a vital component of the First Year Experience Program. Its success is dependent upon English faculty to develop curriculum, recruit students, and manage the marketing, planning, faculty training, and annual program assessment.

3A. Attach 2015-2016 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.

3B. Attach 2015-2016 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 4: FEEDBACK AND FOLLOW-UP

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

4A. Strengths and successes of the program as evidenced by the data and analysis:

The English department continues to demonstrate leadership on the campus with many of the faculty involved in a number of innovative projects including the FYE and Umoja learning communities. The department also continues to refine its curriculum and course offerings to ensure that students interested a degree in English are able to earn one in a timely fashion.

The department's plans to look at the disparity in success rates for online vs face-to-face students is noteworthy, and I'm supportive of these efforts. I'm particularly interested in how the department might address the gap in success rates for African American and Latino(a) students.

Declining enrollments in English classes this year may prove to be anomalous. We will need to see how enrollments shape up next year to have a sense of whether the declines are a trend or a blip.

4B. Areas of concern, if any:

I have none at this time

4C. Recommendations for improvement:

I have none at this time

4D. Recommended Next Steps:

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

Upon completion of Section 4, 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.

Foothill College
Department - English (ENGL)

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - English (ENGL) - ENGL 11 - INTRODUCTION TO POETRY - Written Interpretation - Including analysis of Poetic Forms and Theories, the successful student will be able to interpret in writing such elements of poetry as rhyme, meter, figures of speech, assonance, consonance, internal rhyme, et. al. (Created By Department - English (ENGL)) **Start Date:** 10/12/2013 **End Date:** 10/12/2014 **Course-Level SLO Status:** Active	**Assessment Method:** Two exams provide a written method for students' expression of their knowledge of poetry. **Assessment Method Type:** Exam - Standardized **Target for Success:** 80-90% of students will receive a grade of "C" or higher for 25% on each exam.	02/22/2013 - Among those who completed the class--with a high proportion of English majors present--more than 95% of students received a grade of C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Writing Center and Tutorial Support **GE/IL-SLO Reflection:** The assignment strengthened students' skillset in written communication and critical thinking by means of analytic reading and rigorous argumentation.	10/14/2012 - Add sample assignments showing models of successful work to assist students less familiar with these norms -- i.e. those who are not "English Majors" -- targets for successful work to improve retention.
		02/22/2013 - 95% received a grade of C or better, indicating an high success rate. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Writing Center and Tutorial support **GE/IL-SLO Reflection:** Written interpretation strengthened communication skills and cross-cultural knowledge.	10/14/2012 - Add more sample assignments which show successful work to improve retention of struggling students.
	Assessment Method: Accounts 25% of the student's grade. **Assessment Method Type:** Discussion/Participation **Target for Success:** 80-90% of students will receive a grade of "C" or higher.		
	Assessment Method: Three-four page paper on a selected poet,	01/29/2016 - I wonder if 80-90% is too high of a	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	form of poetry, or poetic theory. **Assessment Method Type:** Essay/Journal **Target for Success:** 80-90% of students will receive a grade of "C" or higher for the final 25% of the grade.	minimum threshold for success. Otherwise I do not indicate any needs or suggestions. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016	
		02/22/2013 - 95% of students received a grade of C or better on **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Writing Center and tutorial support **GE/IL-SLO Reflection:** communication and cross-cultural and critical thinking are all strengthened through focused, disciplined written analysis of texts.	10/12/2012 - make sample answers and model responses available online to boost student retention.
		02/22/2013 - Students with prior experience in analysis and interpretation of poetry showed strong results in written assessment. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Writing Center and tutorial support **GE/IL-SLO Reflection:** Communication and critical thinking and cross-cultural thinking are strengthened by written assignments--which require a combination of research, interpretation, and organized reportage.	10/14/2012 - Provide additional examples of successful student work to help guide struggling students and increase overall course retention.
Department - English (ENGL) - ENGL 11 - INTRODUCTION TO POETRY - Evaluate/Interpret - The successful student will be able to evaluate and interpret an international, multicultural selection poets. While focusing on poetry of the last fifty	**Assessment Method:** Accounts 25% of the student's grade. **Assessment Method Type:** Discussion/Participation **Target for Success:** 80-90% of students will receive a grade of	10/11/2012 - 95% of students received a grade of C or higher, indicating a successful class. This cohort included a large percentage of English majors, so their pre-existing skillset was high level. **Result:** Target Met	10/11/2012 - Repeat successful pedagogy.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
years, students also evaluate and write about poetry from Primitive to Modern times. (Created By Department - English (ENGL)) **Start Date:** 10/12/2013 **End Date:** 10/12/2014 **Course-Level SLO Status:** Active	"C" or higher.	**Year This Assessment Occurred:** 2011-2012 **Resource Request:** Writing Center and Tutorial Support **GE/IL-SLO Reflection:** Communication and critical thinking about cross-cultural data were clearly enhanced and strengthened through close-reading analysis of world poetry.	
	Assessment Method: Three-four page paper on a selected poet, form of poetry, or poetic theory. **Assessment Method Type:** Essay/Journal **Target 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.	01/29/2016 - The two exams are quite significant for a student's world, especially when added on top of the exams students take within other courses. The schedule typically works out to a mid-term and final exam, midway and fullway through the quarter. It may be more effective for a student to interpret and evaluate these poets and poems through one exam and one paper that the student can develop overtime, through the process of planning, research, drafting, and revision. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016	
		10/11/2012 - More than 95% of students received a grade of "C" or higher. Numerous "English Majors" took this particular course, and their overall higher skill-level is reflected in these results. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012	04/07/2012 - Add sample answers online to assist in boosting student retention

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Resource Request: Reinstate Writing Center and Tutorial support! **GE/IL-SLO Reflection:** The study and analysis of poetry proves to be an excellent method for teaching communication and critical thinking tools -- and enhances students' cross-cultural knowledge-base.	
		04/17/2012 - Students performed at a very high level. That is, all students received a grade of "C" or higher. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** None. The textbook, handouts, and "Smart Room" facility for viewing poetry readings helped make the course successful. **GE/IL-SLO Reflection:** While students did well in this course, many of them were slow at picking up the vocabulary of the elements of poetry and applying them to their explications. This may be due in part to lack of preparation and exposure to poetry in K-12 or, possibly, from not having taken an English 1B course, or an English 1B course that does not incorporate poetry as a genre.	10/12/2012 - Add sample assignments available online to boost student retention and reduce drop-rate.
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 -	**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	01/29/2016 - This activity (cross-cultural comparison of two poems addressing racial identity) can be an ongoing activity in the course, performed not only in a dialectical journal but also in class discussion, forums on the class website, in-class poem close analysis, and essays, to name a few. This can help broaden and continue the discussion as opposed to confining it to one moment and one activity.	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
English (ENGL)) **Start Date:** 10/12/2013 **End Date:** 10/12/2014 **Course-Level SLO Status:** Active		**Result:** Target Met **Year This Assessment Occurred:** 2015-2016	
Department - English (ENGL) - ENGL 110 - INTRODUCTION TO COLLEGE WRITING - 1. Thesis and Topic Sentence - Articulate clear, arguable main ideas at the essay level (thesis/controlling idea) and paragraph level (topic sentence). (Created By Department - English (ENGL)) **Start Date:** 01/04/2016 **Course-Level SLO Status:** Active	**Assessment Method:** Students will produce a formal essay that is assessed according to the instructor's essay rubric. **Assessment Method Type:** Essay/Journal **Target for Success:** 73% of students pass at C or better	04/08/2016 - Winter 2016: On average across 5 sections, 73% of students achieved this SLO. Instructors reported that it has been effective to begin teaching thesis development by using "Q&A" templates to help students form their thesis. In the beginning, the instructor provides the task questions and templates. As the quarter progresses, the students develop the questions themselves and often move away from the templates. Furthermore, instructors felt as though the semantics of this new SLO (developed during Fall 2015) still needs to be refined. The new proposed SLO reads: "Articulate a clear, arguable thesis as well as topic sentences that develop and support the thesis." This language still needs to be approved by 110 instructors and the English department. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016	
Department - English (ENGL) - ENGL 110 - INTRODUCTION TO COLLEGE WRITING - 2. Quoting and Paraphrasing - Develop focused, evidence-based paragraphs that support the thesis/controlling idea and topic sentence using direct quotes from the text and/or paraphrasing. (Created By Department - English (ENGL)) **Start Date:** 01/04/2016 **Course-Level SLO Status:**	**Assessment Method:** Students will produce a formal essay that is assessed according to the instructor's essay rubric. **Assessment Method Type:** Essay/Journal **Target for Success:** 73% of students pass at a C or better	04/08/2016 - Winter 2016: On average across 5 sections, 80% of students achieved this SLO. It seemed students performed this task more successfully during in-class exams, when they were given a specific source from which they had to select quotes. However, when students were challenged to select quotes from sources that they chose on their own for take-home essays, they avoided quotes all together, or they struggled to select the best quote to develop and support their point with focus and coherence. On the opposite	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Active		end, it's also important to remind students to not reply too heavily on quotations to ensure their essays aren't a patchwork of quotes. Students could benefit from more practice with Quote Sandwiches, PIE structure, and quote integration. Furthermore, instructors felt as though the semantics of this new SLO (developed during Fall 2015) still needs to be refined. The new proposed SLO reads: "Paragraph Development: Develop focused, evidence-based paragraphs that support the thesis and topic sentence using examples, evidence, and reasoning." This language still needs to be approved by 110 instructors and the English department. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016	
Department - English (ENGL) - ENGL 110 - INTRODUCTION TO COLLEGE WRITING - 3. Essay Organization - Develop structured essays that demonstrate overall unity and coherence. (Created By Department - English (ENGL)) **Start Date:** 01/04/2016 **Course-Level SLO Status:** Active	**Assessment Method:** Students will produce a formal essay that is assessed according to the instructor's essay rubric. **Assessment Method Type:** Essay/Journal **Target for Success:** 73% of students pass at C or better	04/08/2016 - Winter 2016: On average across 5 sections, 75% of students achieved this SLO. This SLO seemed to pose the greatest challenge for students. Students tended to succeed when given templates for essay organization at the beginning of the quarter, but when the assignments grew more challenging and templates were no longer provided, then students struggled to develop their thesis (though strong and complex) into a coherent, unified whole. Perhaps students would benefit from more structured assignment prompts throughout the entire quarter. Also a requirement for students to develop and master essay outlines prior to writing each essay has proven successful. Furthermore, instructors felt as though the semantics of this new SLO (developed during Fall 2015) still needs to be refined. The new proposed SLO reads: "Organization: Develop ideas into a logical sequence that demonstrates overall unity and coherence." This language still needs to be approved by 110 instructors and the English	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		department. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016	
Department - English (ENGL) - ENGL 110 - INTRODUCTION TO COLLEGE WRITING - 4. Critical Reading - Demonstrate critical reading in a formal writing assignment that includes summary and/or synthesis. (Created By Department - English (ENGL)) **Start Date:** 01/04/2016 **Course-Level SLO Status:** Active	**Assessment Method:** Students will produce a formal essay that is assessed according to the instructor's essay rubric. **Assessment Method Type:** Essay/Journal **Target for Success:** 73% of students pass at a C or better	04/08/2016 - Winter 2016: On average across 5 sections, 82% of students achieved this SLO. Students were required to annotate reading assignments in-class and out-of-class. This helped students form thoughtful opinions about the text and analyze the author's argument. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016	
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)) **Start Date:** 10/12/2013 **End Date:** 10/12/2014 **Course-Level SLO Status:** Active	**Assessment Method:** in-class presentation requiring analysis and annotated research on a selected poem **Assessment Method Type:** Essay/Journal **Target for Success:** 80% of students will receive a grade of B or better on the in-class presentation	01/29/2016 - The in-class presentation is helpful for students at this level as it brings together composition, participation, preparation, and expression in an important, interested manner. It is helpful to add steps up to the presentation and make the presentation itself part of a larger, research and analysis-based paper. It is also helpful to focus the presentation, given time constraints and the compositional goal of unity and cohesion, on a particular aspect of that research as opposed to simply a summary of the paper it is attached to. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016	
		10/15/2013 - more than 85% of students received a grade of B or better on their in-class presentations. This was an unusually successful class with an unusually high number of English majors. **Result:**	10/14/2012 - Archive successful examples of prior presentations to help guide students who are not English Majors toward the preparation of excellent work within the discipline.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Stipend for The Foothill College Author's Series to bring National poets for paid readings and possiblr workshops. **GE/IL-SLO Reflection:** Students strengthened their communication and critical thinking skills through rigorous presentation of literary analysis and research to their peers.	
Department - English (ENGL) - ENGL 11H - HONORS INTRODUCTION TO POETRY - Evaluate/Interpret - The successful student will be able to evaluate and interpret an international, multicultural selection poets. While focusing on poetry of the last fifty years, students also evaluate and write about poetry from Primitive to Modern times. (Created By Department - English (ENGL)) **Start Date:** 10/12/2013 **End Date:** 10/12/2014 **Course-Level SLO Status:** Active	**Assessment Method:** 5-7 page essay on a single poet, or comparison of poets within movement or period of poetry. **Assessment Method Type:** Essay/Journal **Target for Success:** 90% of students will receive a grade pf B or higher.	01/29/2016 - It may be better to focus this assessment method on a poem or body of poetry, as well as a movement or period of poets, instead of a focus on a poet in particular. Focusing on a poet may suggest to the student that analysis focus on biographical information. That is important, and can be analytically important to an argument, but focusing on the work and the work's effect and context allows for a broader framework for analysis. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016	
		10/17/2013 - 90% of students received a grade of B or better. This was a very strong class with a large number of English majors -- who have a strong skill set for literary analysis. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Funding for bringing in Nationally recognized poets yo our Foothill Dollege Author's Series	10/14/2012 - Provide more samples of successful assignments to aid in retention and success of non-English majors (who enter the course with a less well-developed skill set).

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		GE/IL-SLO Reflection: Students increased their communication and critical thinking skills through structured written interpretation of challenging literary texts and through the application of relevant literary critical toolkits to the explication and analysis of difficult poems.	
		10/17/2013 - 90% of students received a grade of B or higher on the rubric. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Student Writing Center **GE/IL-SLO Reflection:** Through critically reading, writing about, and discussing an array of multicultural and international canonical poems, students absorbed and integrated 3 of the 4 Cs: Communication (Computation, NA), Critical Thinking, Community and Global Consciousness.	10/14/2012 - Provide more samples of successful student work from prior courses to aid in the retention of non-English majors.
Department - English (ENGL) - ENGL 12 - AFRICAN AMERICAN LITERATURE - 1 - Social/Political - Identify significant literary, social, cultural and political issues in 19th-21st century African American writing. (Created By Department - English (ENGL)) **Course-Level SLO Status:** Active	**Assessment Method:** final exam essay which asks students to synthesize various works of literature within social, cultural, and political contexts. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 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.	08/10/2016 - Approximately 90% of students were successful in the areas of class discussion and response paper composition. **Result:** Target Met **Year This Assessment Occurred:** 2016-2017 **GE/IL-SLO Reflection:** The 90% result is consistent with what is prescribed in the Communication rubric; students, through discussion and ultimately, oral presentations, delivered "focused and coherent presentations."	
		10/14/2013 - I was surprised this quarter at the discrepancy in writing levels among the students.	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		While all students were able to meet the SLO goal in rich and dynamic class discussions, there were 3 students (Winter of 2013) who could not develop written arguments in clear and cohesive ways, and thus, the final exam reflected for those students only a partial ability to meet the SLO **Result:** Target Not Met **Year This Assessment Occurred:** 2012-2013 **GE/IL-SLO Reflection:** Though this quarter saw students writing at very high levels, 3 students who reportedly had completed composition classes, either at Foothill or at West Valley, could not develop clear and coherent arguments. I met with these students and worked with them in office hours, but one of them was also in the military and his schedule was limited. The other one suffered the loss of a parent that quarter and was not able to meet with me regularly. Since both students had passed their composition classes, they also did not see why they should spend extra time working on their written arguments. The 3rd student just did not take the class seriously, which is unusual given the subject matter. It did give me pause -- that these students had passed composition classes with almost no idea of how to read an respond to a prompt and develop written arguments was alarming to me. I have had to remediate students in English 12 before, and had always met with success if the student was motivated to change. This time, however, these 3 did not work as hard to strengthen their writing skills.	10/14/2013 - Since now we have the Teaching and Learning Center, I could work with the director to help set up a group workshop for students to re-learn the basics of argumentation.
	Assessment Method: Class participation in discussions; response papers based on reading options provided to students.		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	Assessment Method Type: Discussion/Participation **Target for Success:** Majority (more than 80%) will be able to demonstrate competence with identifying relevant issues within the texts.		
Department - English (ENGL) - ENGL 12 - AFRICAN AMERICAN LITERATURE - 2 - Culture - Identify fundamental elements of African American culture as represented in the literature. (Created By Department - English (ENGL)) **Course-Level SLO Status:** Active	**Assessment Method:** Midterm Exam and Final exam: essay questions which ask students to synthesize important cultural elements in a literary and historical context. **Assessment Method Type:** Exam - Course Test/Quiz **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.	08/10/2016 - While there was moderate success in this area, spending more time on this practice would likely be very helpful for students. Approximately 30% of students encountered some level of difficulty; this was especially apparent with those students who did not appear to possess an adequate frame of reference for black culture. **Result:** Target Met **Year This Assessment Occurred:** 2016-2017 **GE/IL-SLO Reflection:** Despite the aforementioned difficulties, the students who had fewer issues did successfully demonstrate abilities consistent with the institutional goal.	
		10/14/2013 - I was not happy to discover that 3 students could not write and develop their written arguments, though we had had rich and rewarding discussions regarding the SLO all quarter. I had seen the problem early in the quarter with incoming assignments, but was not able to get all 3 students in my office enough times to see a significant change in their writing. They did develop stronger thesis statements, the contents of which did identify fundamental elements of African American culture as represented in the literature, but their final exams deteriorated from there. **Result:** Target Not Met **Year This Assessment Occurred:** 2012-2013	10/14/2013 - Since now we have the Teaching and Learning Center, I could work with the director in advance to help set up a group workshop for students to re-learn the basics of argumentation. (Of course I will be available in office hours as usual, and as indicated on the syllabus.)

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		GE/IL-SLO Reflection: Though this quarter saw students writing at very high levels, 3 students who reportedly had completed composition classes, either at Foothill or at West Valley, could not develop clear and coherent arguments. I met with these students and worked with them in office hours, but one of them was also in the military and his schedule was limited. The other one suffered the loss of a parent that quarter and was not able to meet with me regularly. Since both students had passed their composition classes, they also did not see why they should spend extra time working on their written arguments. The 3rd student just did not take the class seriously, which is unusual given the subject matter. It did give me pause -- that these students had passed composition classes with almost no idea of how to read and respond to a prompt and develop written arguments was alarming to me. I have had to remediate students in English 12 before, and had always met with success if the student was motivated to change. This time, however, these 3 did not work as hard to strengthen their writing skills.	
Department - English (ENGL) - ENGL 14 - INTRODUCTION TO CONTEMPORARY FICTION - 1 - Students can understand postmodernism in literature and recognize its effect on selected contemporary fiction. (Created By Department - English (ENGL)) **Course-Level SLO Status:** Active	**Assessment Method:** Formal college level essay **Assessment Method Type:** Essay/Journal **Target for Success:** Show understanding through essays	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 **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:**	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		none **GE/IL-SLO Reflection:** The course continues to offer students cross cultural analysis and awareness, through the reading of contemporary world literature.	
		04/12/2013 - Early essays on interpreting short stories and novels from all over the word, including Columbia, France, Syria, Japan, England and Us, demonstrated understanding of postmodernism by analyzing fragmented narratives, intertextual strategies, and the mixing of genre as a way of questioning these categories. 85% of the students demonstrated advanced competence of recognition of postmodernism through their analysis of the short stories. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** none **GE/IL-SLO Reflection:** The course content, Lecture, and activities develop the GE/SLO's Communication, Creative, Critical and Analytical Thinking, and Community/Global Consciousness and Responsibility.	
		09/30/2011 - In this comparison contrast essay which asks students to "Compare or contrast theme/structure/literary device (i.e. character, symbolism, metaphor?) in two or more works, to help you synthesize your thoughts on World Lit," I have found the essay generated by the students establish that the students are clearly using thesis driven organization in their essays, but not necessarily showing how "postmodernism" is alive in the works they analyzed. The essay prompt itself is asking for a new critical or a modernist approach to their analysis, so it makes sense that I'm not getting this explicitly in all the student samples. Some of the student samples, ones that	09/30/2011 - I'm considering changing the prompt, or recognizing that this SLO may be found in other student generated outcomes. Postmodernism is clearly a relevant portion of the course, but I'm not sure that forcing students to analyze literature in this way in this assignment will yield improved learning.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		explicitly take a post modern or post structural theoretical standpoint on analyzing the literature, do include post-modern understanding of lit through this essay, but I estimate this to be 30% of the batch. While the target was met, I would like to improve on this. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** re-instate writing center/tutorial support to help students with assignments **GE/IL-SLO Reflection:** communication critical thinking global citizenship	
Department - English (ENGL) - ENGL 14 - INTRODUCTION TO CONTEMPORARY FICTION - 2 - Students can articulate a main idea at essay level (thesis) (Created By Department - English (ENGL)) **Course-Level SLO Status:** Active	**Assessment Method:** I will be assessing this Student learning outcome with the course's 2nd Essay, a comparative essay which asks them to connect 2 non-western pieces of literature. **Assessment Method Type:** Essay/Journal **Target for Success:** Thesis centered essays	04/24/2015 - 90% of students demonstrated ability to write thesis centered essay when comparing/contrasting 2 works of literature from 2 different continents. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** none **GE/IL-SLO Reflection:** GE Humanities and cross cultural awareness a large part of course SLO's.	
		04/12/2013 - By focusing on comparing and contrasting contemporary literature, 85% of the students demonstrated advanced competency in articulating a specific argument at the essay level in a researched essay requiring multiple sources. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Resource Request: none **GE/IL-SLO Reflection:** The course material which focused on contemporary literature, provided students with an excellent opportunity to connect Global consciousness to their particular experience. It also improves Communication and Creative, Critical, and Analytical thinking through the reading, writing, discussion, group presentation activities.	
		09/30/2011 - In this comparison contrast essay which asks students to "Compare or contrast theme/structure/literary device (i.e. character, symbolism, metaphor?) in two or more works, to help you synthesize your thoughts on World Lit," I have found the essay generated by the students establish that the students are clearly using thesis driven organization in their essays. Because I was able to include some peer response, and gave the student some scaffolding as it relates to their reading/writing process, I feel the essays had strong organizational features in general). I considered removing this portion from my plan, so this SLO gives me pause to reconsider taking peer response and the help/time I spend in class with their "writing." **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** none	09/30/2011 - Continue use of peer response, with emboldened reflection after peer response to further improve essay structure and thesis statements in particular.
Department - English (ENGL) - ENGL 16 - INTRODUCTION TO LITERATURE - SLO 1 - Read a text actively and critically - A successful student will be able to read literary texts of various genres and	**Assessment Method:** Literary analysis essays assigned throughout the quarter will assess students' success at active and critical reading. **Assessment Method Type:**	06/23/2016 - 80% of students received a B- or higher on at least one formal literary analysis essay. The students fell into two groups: English majors adept at literary analysis, and GE students who may or may not have literary analysis	06/23/2016 - More instruction in formal literary theory! Especially when the course is online, students will need to review and demonstrate that they understand literary theory

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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))	Essay/Journal **Target for Success:** 80% of students will receive a B- or higher on at least one formal literary analysis essay.	experience. The grades divided along that dichotomy. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016	principles before they begin the formal essays. _____

Course-Level SLO Status:
Active
		07/01/2015 - 80% of students received a B- or higher.
		Result:
		Target Met
		Year This Assessment Occurred:
		2014-2015
		  GE/IL-SLO Reflection:
		  Students demonstrated communication and critical thinking.	

		07/01/2014 - At least 80% of students received a B- or higher on at least one formal literary analysis.
		Result:
		Target Met
		Year This Assessment Occurred:
		2013-2014
		  GE/IL-SLO Reflection:
		  Findings reflect the communication ILO.	

		07/01/2013 - ENGL 16 has not yet been offered so reflection not possible at this time. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
Department - English (ENGL) - ENGL 16 - INTRODUCTION TO LITERATURE - SLO 2 - 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 -	**Assessment Method:** Students will compose literary analysis essays that demonstrate understanding and application of literary theories. **Assessment Method Type:** Essay/Journal **Target for Success:** 80% of students will receive a B- or better on	06/23/2016 - 80% of students received a B- or higher on at least one formal literary analysis essay. The students fell into two groups: English majors adept at literary analysis, and GE students who may or may not have literary analysis experience. The grades divided along that dichotomy. **Result:**	06/23/2016 - More instruction in formal literary analysis! Especially when the course is online, students will need to review and demonstrate that they understand some key principles of literary analysis before they begin the formal essays.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
English (ENGL)) **Assessment Cycles:** End of Quarter **Start Date:** 12/09/2013 **End Date:** 03/31/2014 **Course-Level SLO Status:** Active	one literary analysis essay incorporating literary theory.	Target Met **Year This Assessment Occurred:** 2015-2016	
		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. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015	07/01/2015 - More online resources specific to theory application will be added to the course website.
		07/01/2014 - While 80% of students received a B- or better on a literary analysis essay incorporating literary theory, the level of engagement with those theories could have been more in-depth. **Result:** Target Not Met **Year This Assessment Occurred:** 2013-2014	09/22/2014 - More substantial discussion of literary theory and its application to texts needs attention for future sections of ENGL 16.
		07/01/2013 - ENGL 16 has not yet been offered, so Assessment Findings / Reflection not available at this time. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
Department - English (ENGL) - ENGL 17 - INTRODUCTION TO SHAKESPEARE - SLO 2 - The Sonnets - A successful student will be able to evaluate and interpret in writing a variety of poetic elements and thematic meanings in Shakespeare's sonnets. (Created By Department - English (ENGL)) **Start Date:** 10/12/2013 **End Date:** 10/12/2014 **Course-Level SLO Status:**	**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		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Active	the sonnet, itself, in regard to the poetic devices it demonstrates, or in regard to the theme it explores. **Assessment Method Type:** Exam - Course Test/Quiz **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.		
	Assessment Method: The Sonnets: A successful student will be able to evaluate and interpret in writing a variety of poetic elements and thematic meanings in Shakespeare's sonnets. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 80% of students will receive a grade of B or higher.	01/29/2016 - To help achieve this SLO, I showed a four-part PBS documentary "In Search of Shakespeare" that does an excellent job of providing personal, cultural, and historical background regarding Shakespeare. Showing this documentary provides students a thorough and useful reference point for his sonnets and plays, too. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016	
Department - English (ENGL) - ENGL 17 - INTRODUCTION TO SHAKESPEARE - SLO 1 - The Plays - A successful student will be able to evaluate and interpret in writing a variety of tragic, comic, and historical plays by Shakespeare. (Created By Department - English (ENGL)) **Start Date:** 10/12/2013 **End Date:** 10/12/2014 **Course-Level SLO Status:** Active	**Assessment Method:** Students discussed each of the four plays 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	10/15/2013 - Socratic seminars proved to be a good way to encourage students' analysis. To prepare students, I asked students to focus on particular ideas when reading an act in a play. Students worked first in small groups to discuss the ideas they focused on in their readings. Students would then share out in a whole class discussion. Another important approach to encouraging students' analysis of the plays was showing students a documentary series, In Search of Shakespeare, a BBC documentary (available on YouTube) about William Shakespeare's life and the social-political context of London. The first two weeks of class did focus primarily on providing students with background on the history and social	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	overall context of the play. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 80% of students will receive a grade of B or higher.	contexts that informed Shakespeare and his works. I also followed this biographical and historical introduction with the sonnets to have students to learn more about the personal experiences that informed Shakespeare's plays. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** Student Writing Center **GE/IL-SLO Reflection:** Through critically reading, writing about, and discussing 2 tragedies, 2 comedies, and one history play students absorbed and integrated 3 of the 4 Cs: Communication (Computation, NA), Critical Thinking, Community and Global Consciousness.	
	Assessment Method: The 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. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 80% of students will receive a grade of B or higher.	01/29/2016 - Students were quizzed on each play, and there was a cumulative final at the end of the quarter. This seemed adequate to test their knowledge of the plays. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016	
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. (Created By Department - English (ENGL)) **Assessment Cycles:** End of Academic Year	**Assessment Method:** Short writing project emphasizing cultural studies reading to explain how historical moments have shaped vampire literature. **Assessment Method Type:** Essay/Journal **Target for Success:** 90% of students will receive a B- or better on this assignment.	06/23/2016 - 90% of students received a B+ or better on this assignment. Students' strongest writing projects tended towards the informal, reflecting the course's lack of an ENGL 1A prerequisite. These shorter writing projects were more manageable than the longer essays. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016	06/23/2016 - Strategies to improve formal writing projects could be gleaned from this assessment; an example--creating a formal writing assignment based on the informal writing assignment will give students more confidence to move into lengthier, deeper essays.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Course-Level SLO Status: Active		05/13/2016 - Students were able to complete a short writing project that clarified their understanding of historical contexts. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016	
		07/17/2015 - ENGL 18A was not offered 2014-2015. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015	
		07/01/2014 - ENGL 18A was not offered during the 2013-2014 academic year, so no reflections are available. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
		07/01/2013 - ENGL 18A was not offered in the 2012-2013 academic year, so assessment findings / reflections are not available. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
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 **Course-Level SLO Status:**	**Assessment Method:** A short analytical writing project that discusses the significance of gender and sexuality in vampire literature. **Assessment Method Type:** Essay/Journal **Target for Success:** 90% of students will receive a B- or better on this project.	06/23/2016 - 90% of students received a B+ or better on this assignment, demonstrating students' greater confidence / success with assignments of seemingly lower stakes; these assignments, despite their eschewing of literary analysis formal structures, presented creative and critical thinking. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016 05/13/2016 - Students were able to clearly	06/23/2016 - Using the shorter writing projects as foundations for the longer essay assignments may boost students' confidence to move forward into longer, deeper essays.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Active		articulate in writing the significance of gender and sexuality in vampire literature; they demonstrate this through a literary analysis essay. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016	
		07/01/2015 - ENGL 18A was not offered 2014-2015. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015	
		07/01/2014 - ENGL 18A was not offered during the 2013-2014 academic year, so no reflections are available. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
Department - English (ENGL) - ENGL 1A - COMPOSITION & READING - 1 - Quoting and Paraphrasing - Students can integrate information from texts to develop a main idea. (Created By Department - English (ENGL)) **Course-Level SLO Status:** Active	**Assessment Method:** Used the department rubric that measures the quality of a thesis statement, both in its focus and placement in the essay **Assessment Method Type:** Essay/Journal **Target for Success:** 90% of students get a C or better on this particular criteria from the rubric		
	Assessment Method: Students will hand in a journal at the end of the quarter. **Assessment Method Type:** Essay/Journal **Target for Success:** 8 entries out of 10 will meet the score of 5 on the rubric.	10/14/2011 - From a review of essays handed into several instructors, we found that all students who were passing English 1A were using quotations and paraphrasing, with varying degrees of competency in style, form, and clarity. **Result:** Target Met **Year This Assessment Occurred:** 2010-2011	10/14/2011 - We are meeting our goals. No further action required for quoting and paraphrasing.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		09/14/2011 - 85% of my students turned in a journal that met the target. **Result:** Target Met **Year This Assessment Occurred:** 2010-2011 **Resource Request:** More pencils.	10/14/2011 - srthrs
		05/13/2011 - 85% of students met the target. **Result:** Target Met **Year This Assessment Occurred:** 2010-2011 **Resource Request:** More books.	
	Assessment Method: Formal, out-of-class argumentative/research essay at the end of the quarter **Assessment Method Type:** Essay/Journal **Target for Success:** 90% of students get a C or better on this particular criteria from the rubric	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 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 conferenced with me prior to submitting a final draft. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015	
		10/17/2014 - 87% of those who submitted a final out-of-class essay earned a C (>72%) in a holistic application of all criteria from the rubric. Of the 13% who earned <73%, the integration of the text support was acceptable to avoid dropped-in quotes. The challenges seemed to be: effective selection from a range of sources to fully develop the overarching thesis and appropriate formal citation in MLA format of the sources. This quarter, I continued to assign a collaborative	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		group research project to encourage the class as a whole to explore a range of issues relating to the overall topic of citizen science. In addition, just as in the winter, I scheduled a research orientation facilitated by a Foothill librarian. This approach worked extremely well in the winter quarter, but less so in the spring. While in the winter, students enthusiastically shared their sources and expanded their arguments, in the spring, students seemed to focus *only* on their own assigned sub-topics, thus limiting the development of their arguments. In my face-to-face class, this seemed to be an extension of an overall lack of cohesion among the students in the class. It is striking that the same pedagogical approaches used in the winter and spring quarters resulted in such different outcomes. In my view, another quarter of assessment is needed to understand the extent to which the outcomes were a result of the content/pedagogy, classroom management, or factors outside the classroom. **Result:** Target Not Met **Year This Assessment Occurred:** 2013-2014	
		06/24/2014 - Through a review of the final drafts of essays in said course over 90% of students have been able to integrate quotes at a C level. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** Department Coordinator **GE/IL-SLO Reflection:** English major and GE for AA and ADT	
		01/27/2013 - 91% of students were able to achieve at least C-level integration of texts in order to develop a main idea. Success was achieved by placing the process of synthesis at the fore of the	01/27/2013 - While the more formal aspects of quotation integration (i.e. "Introduce, Integrate, Explain"/"Quote Sandwich") were

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		writing and reading processes. Students were encouraged to surface and record ideas and positions prior to the reading/inquiry process and to persistently track how ideas from texts related to both their own ideas and to other texts. Students also assessed the purpose and effectiveness of the integration of outside sources in published texts. As a result, students' integration of ideas and quotations from texts was, for the most part, logical, rhetorically effective, and purpose-driven. However, in the final out-of class essay, I noted less success with the more formal aspects of quotation integration (i.e. avoiding freestanding quotations, properly introducing the original context of the quotation, etc.) than I had anticipated. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	in class, I feel that more fully applying an integrated reading and writing approach to these aspects of quoting and paraphrasing would help to improve student performance.
	Assessment Method: Group exercise on integrating quotes smoothly, followed by instructor feedback and student commentary. **Assessment Method Type:** Discussion/Participation **Target for Success:** 80% of students will integrate quotes effectively into the exam using the appropriate format.		
Department - English (ENGL) - ENGL 1A - COMPOSITION & READING - 2 - Thesis - Students can articulate a main idea at essay level. (Created By Department - English (ENGL)) **Course-Level SLO Status:** Active	**Assessment Method:** Using the department rubric to assess the quality of a student's thesis in terms of focus and placement in the essay **Assessment Method Type:** Essay/Journal **Target for Success:** 90% of students achieve a "C" or better in this criterion	10/14/2011 - 87% of students in one course fulfilled this outcome **Result:** Target Not Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** Writing support through Writing Center	10/14/2011 - Reassess outcome in Fall, 2012 to determine if the target is achievable. Conduct departmental conversations on teaching a thesis.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	Assessment Method: Formal, out-of-class argumentative essay at the end of the quarter **Assessment Method Type:** Essay/Journal **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 of the essay.	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 earning 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. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** None **GE/IL-SLO Reflection:** Communications and Creative/Analytical Thinking **GE/IL-SLO Reflection:** Communications and Creative/Analytical Thinking	
		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 earning 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	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		arguments. These students seemed very resistant to breaking out of a 5-paragraph essay format presumably learned in at the pre-collegiate level. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** None **Resource Request:** None **GE/IL-SLO Reflection:** The outcome is related to the Communications and Creative/Analytical Thinking ILOs. **GE/IL-SLO Reflection:** The outcome is related to the Communications and Creative/Analytical Thinking ILOs.	
		10/17/2014 - 87% of those who submitted a final out-of-class essay earned a C (>72%) in a holistic application of all criteria from the rubric. Of the 13% who earned <73%, the thesis was acceptable in terms of articulating a clear assertion in a syntax that guides the organizational logic. However, some students were unable to scope the essay in direct response to the prompt. Unsuccessful students scoped their thesis statements too broadly, and as a result, focused their essays on broad research, while ignoring specific key issues raised in the assigned book-length work. This suggests that more time could have been spent in the reading process for the book-length work. While critical reading strategies and in-class activities implemented in the spring led to very successful outcomes, the same strategies/activities implemented in the spring were not as successful. This may be due to some fundamental differences in the commitment of individual students in completing at-home reading	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		assignments as preparation for class. Over the course of the entire quarter, I observed students fail to prepare adequately for class, and as a result, collaborative critical reading activities suffered. Potential strategies for addressing these challenges include point-based external motivators such as reading quizzes. However, these strategies may not address larger issues with internal motivation and potential distractions from outside the classroom. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
		06/24/2014 - While Students are developing their understanding of the thesis, 80% of students have improved their ability to create a clear topic/point for their essays (thesis statement) in a variety of contexts, developed in the body of the essay. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** Department Coordinator **GE/IL-SLO Reflection:** English Degree and GE for AA and ADT	
		01/27/2013 - 91 percent of students who submitted a formal out-of-class essay at the end of the quarter received a "C" or higher. A key criterion for passing-level work in this essay was an arguable thesis statement that previewed the content and organization of the essay. A variety of approaches contributed to student success. Students examined published arguments to identify thesis statements and supporting evidence; students used their responses to texts as readers to guide their own successful construction and development of thesis	01/27/2013 - Action plan: Collaboration among faculty—sharing of the many different and successful approaches represented in English 1A courses at Foothill—would likely contribute to students' continued successful achievement of this learning

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		statements. Students closely analyzed model thesis statements of varying quality in order to develop their own criteria for successful thesis statements. Students also received some direct instruction detailing the characteristics of excellent thesis statements as typically defined in the academic discourse community. Most importantly, thesis construction and development was deeply embedded in a process of inquiry (reading, class discussion, etc.), and students were encouraged to toggle between this sustained intellectual inquiry and the fashioning and refashioning of a central idea/thesis of their own. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
		10/14/2011 - Overall students demonstrated improvement from the basic level to at least the proficient level based upon the criteria outlined in our English 1A department rubric. **Result:** Target Met **Year This Assessment Occurred:** 2010-2011 **Resource Request:** None	10/14/2011 - Reflection: An integrated reading-writing approach as well as changes in instructional scaffolding elicited success. Thesis development was also approached as a reading strategy where students identified thesis and located places in the text that directly supported all or part of the thesis. Part of that process required students to code rhetorical devices reflecting logical relationships between ideas. Text served as model for effective the thesis development. Thesis was taught after organization and outlining. Students outlined major sections and topics of essay, focusing on relationships of

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
			concession/opposition, causality, etc. Awareness of organizational relationships informed the crafting of the thesis.

Thesis was taught after review of coordination and subordination at sentence level. Used subordinators to model ways to craft thesis to include/reflect logical relationships and complex ideas. Students increased the complexity and sophistication of thesis statements.

Action Plan:
In the next assessment cycle for this SLO we will refine our assessment method to gather more quantitative results. |
| | **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.
Assessment Method Type:
Essay/Journal
Target for Success:
80% of students will have a clear thesis in the final paper. | | |
| Department - English (ENGL) - ENGL 1A - COMPOSITION & READING - 3 - Inference - Student can make inferences from college-level texts. (Created By Department - | **Assessment Method:**
In-class essay test
Assessment Method Type:
Exam - Course Test/Quiz | 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 | |

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
English (ENGL)) **Course-Level SLO Status:** Active	**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.	paragraph level in a five paragraph essay format. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015	
		06/24/2014 - Through the in-class essay 80% of students were able to use information to prove their point logically; in addition they were able to make logical inferences (explanation) which correlated to both the paragraph point and the main idea (thesis). **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** Need Department Coordinator **GE/IL-SLO Reflection:** GE and English major for AA and ADT	
		10/14/2011 - Student success levels at or above faculty expectations. **Result:** Target Met **Year This Assessment Occurred:** 2010-2011	
	Assessment Method: Formal, out-of-class research/argumentative essay at the end of the quarter **Assessment Method Type:** Essay/Journal **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.	01/27/2013 - Students were able to make logical inferences from college-level texts. Success was achieved through extensive modeling and practice of inductive reasoning, metaphorical thinking, and inference. Inference skills were also practiced collaboratively in small groups. One particularly effective strategy was to merge students' visual literacy with their textual literacy. Students practiced drawing inferences from the details in a visual text (an advertisement, for example); students were then able to transfer this thinking process to other less immediately accessible written texts and more successfully draw inferences from them. **Result:**	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Target Met **Year This Assessment Occurred:** 2012-2013	
	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. **Assessment Method Type:** Discussion/Participation **Target for Success:** 75% of students will be able to articulate their findings in the text with detailed evidence and analysis.		
Department - English (ENGL) - ENGL 1A - COMPOSITION & READING - 4 - Topic Sentence - Students can articulate and develop a main idea at paragraph level. (Created By Department - English (ENGL)) **Course-Level SLO Status:** Active	**Assessment Method:** Short essay turned in mid-quarter will assess ability to use a topic sentence to articulate and develop a main idea. **Assessment Method Type:** Essay/Journal **Target for Success:** 85% of students will score 3 or higher on the Topic Sentence Rubric.	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. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015	
		10/17/2014 - 90% of students demonstrated ability, in a timed writing assessment mid-quarter, to articulate clear topic sentences (discussable points and arguable assertions) and develop a main idea at the paragraph level. Instruction in topic sentence crafting included critical reading strategies to identify key concepts, strategic questioning to focus on key questions relating to the concepts, and the use of focused questions as the foundation for crafting topic sentences in response. Students demonstrated	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		their ability to identify these concepts and articulate key points about them. One change implemented this quarter that may have helped students succeed in this area was a collaborative midterm prep workshop with very guided questions to help students "unpack" the readings. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
	Assessment Method: Formal, out-of-class research/argumentative essay at the end of the quarter **Assessment Method Type:** Essay/Journal **Target for Success:** Students are able to articulate and develop main ideas at paragraph level using topic sentences.	10/17/2014 - Through use of paragraphing strategies like PIE, and highly scaffolded in-class outlining and writing of topic-sentence-driven paragraphs, a majority of students were able to articulate and develop main ideas at paragraph level using topic sentences. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
		01/27/2013 - A majority of students were able to articulate and develop main ideas at paragraph level using topic sentences. Students examined model paragraphs in order to develop criteria for successful paragraphing. Students were introduced to the PIE paragraphing strategy, which helps students to create focused paragraphs guided by a controlling idea that clearly supports the thesis. Students were also required to complete "blocking plans," which encourage students to organize their supporting paragraphs around controlling ideas/topic sentences. During collaborative peer review sessions, students also assessed one another's paragraph focus and topic sentences. Essay feedback regularly assessed the effectiveness of topic sentences and provided strategies for improvement. **Result:** Target Met **Year This Assessment Occurred:**	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		2012-2013	
	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. **Assessment Method Type:** Essay/Journal **Target for Success:** 75% will be able to craft multiple topic sentences for a narrow essay task.		
Department - English (ENGL) - ENGL 1A - COMPOSITION & READING - 5 - Essay Organization - Students can develop a main idea at the essay level. (Created By Department - English (ENGL)) **Course-Level SLO Status:** Active	**Assessment Method:** Formal, out-of-class research/argumentative essay at the end of the quarter **Assessment Method Type:** Essay/Journal **Target for Success:** Students demonstrate the ability to substantiate thesis statements using supporting evidence, achieving a unified and focused statement with their essays.	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 earning a passing grade on the final essay, the challenge seemed to be in scoping beyond the basic 5-paragraph structure, and this, in turn, prevented them from sufficiently developing the essay to meet the requirements of the prompt. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **GE/IL-SLO Reflection:** Communication, Creative/Analytical Thinking	
		10/17/2014 - For this culminating assignment for the course, students are asked by the prompt and corresponding class lectures/activities to move beyond a basic 5-paragraph essay to utilize classical and Rogerian structures of argumentation, including background/context, definitions, and complex logical reasoning (analogy, degree, precedence). Students are also	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		challenged to use stasis theory to scope arguments of fact, definition, evaluation, and proposal. Given the challenging nature of this culminating assignment, the organization in some essays sometimes veered from clear logic, but students overall demonstrated that they are up to the challenge of dealing with complexity - that they are willing to expand beyond what is comfortable (the 5-paragraph essay) and experiment with more complex structures. Many students crafted two-paragraph introductions in order to first frame the essay in terms of a broad topic (biotechnology), then narrow the frame to a particular focus (citizen science). Many students organized thoughtfully to include background/historical context, key definitions, and analogies. Those students for whom the complexity was beyond their "zone of proximal development" demonstrated an ability to scope and organize essays that were within their capabilities. For example, while many students opted to organize in a "pro/con" structure, many also articulated thesis assertions based on condition and circumstance - an indication that they were able to consider topics and debates with complexity and avoid fallacies of bifurcation. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
		06/24/2014 - Through a review of student portfolios, students have shown marked improvement in structuring essays; by reverse outlining and revising with a "reader" or "audience" in mind, students have broadened their essays to more fully develop their main idea. **Result:** Target Met	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Year This Assessment Occurred: 2013-2014 **Resource Request:** Need Department Coodinator **GE/IL-SLO Reflection:** Class fulfills English Major and GE for AA and ADT	
		01/27/2013 - 91 percent of students were able to achieve at least C-level essay organization in the final out-of-class essay. Success was due in part to students' successful application of the PIE paragraphing strategy. Perhaps most importantly, students engaged in a writing process—inquiry, invention, planning, drafting, and revision—each stage of which steered students toward the creation of a unified, focused, fully developed and well-organized argument. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
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)) **Start Date:** 09/24/2012 **End Date:** 12/14/2012 **Course-Level SLO Status:** Active	**Assessment Method:** 1500 word formal academic essay based on interpretation and analysis of assigned reading. **Assessment Method Type:** Essay/Journal **Target for Success:** Grade of "B" or better on the assigned essay.	03/21/2013 - All students who completed the course received an average grade of B or better on a series of 3 take-home 1500 word essays -- including one sourced research paper. However, 40% of the students originally enrolled did not complete the course. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Writing Center and Tutorial Support **GE/IL-SLO Reflection:** Students' abilities in written communication and formal academic critical thinking were measurably strengthened through a carefully graduated and calibrated series of	03/31/2012 - I will substantially revise the syllabus to more thoroughly scaffold essay-writing skills in the first six weeks of the quarter. I also plan to experiment with the use of a different textbook to support student writing at the Honors level. Hopefully these changes will help to reduce the high drop-rate for this course without compromising standards. **Follow-Up:** 02/03/2013 - Fall 2012 and Winter 2013 essays were more carefully scafolded to provide

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		interlocking essay assignments.	**Follow-Up:** more support for articulating a clear thesis during the first six weeks of the course. 02/01/2013 - I assigned a different writing textbook (John Trimble's "Writing with Style" in both Fall 2012 and now again in Winter 2013. The new textbook has triggered much more thoughtful responses from students, who report that it seems more useful to them in preparing for major essay assignments.
Department - English (ENGL) - ENGL 1AH - HONORS COMPOSITION & READING - SLO 1 - Information Integration - Students can integrate information from texts to develop a main idea (quoting and paraphrasing) (Created By Department - English (ENGL)) **Start Date:** 09/25/2012 **End Date:** 12/14/2012 **Course-Level SLO Status:** Active	**Assessment Method:** Take-home final 1000-word essay exam to be completed during week 12 of the quarter. **Assessment Method Type:** Essay/Journal **Target for Success:** Students who receive a grade of "B" or better will be considered successful.	10/08/2012 - All students who completed the course received a grade of B or better, reflecting a 100% pass rate. However, the drop rate for the course was 40% -- so not all students who originally enrolled completed the course **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** Writing Center and Tutorial Support **GE/IL-SLO Reflection:** Students improved their skills in communication and critical thinking substantially through a series of rigorous assignments culminating in the Final Exam (assessment).	10/08/2012 - I have revised the course syllabus substantially for 2012-2013 to present a different set of skills in the early weeks of the course--thereby hoping to increase the retention rate for the 30 students originally enrolled.
	Assessment Method: 1500 word formal academic essay based on interpretation and analysis of assigned reading. **Assessment Method Type:** Essay/Journal	03/05/2013 - 92% of students successfully received a grade of B or better on the advanced assignment requiring inclusion and explanation of quoted information from the book "Half the Sky" **Result:** Target Met	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	Target for Success: Grade of "B" or better on the assigned essay.	**Year This Assessment Occurred:** 2012-2013 **GE/IL-SLO Reflection:** Builds skills in responding to college-level non-fiction issue-based reading in the context of interdisciplinary academic environments	
Department - English (ENGL) - ENGL 1B - COMPOSITION, CRITICAL READING & THINKING - 2 - Students will be able to formulate an arguable thesis. (Created By Department - English (ENGL)) **Course-Level SLO Status:** Active	**Assessment Method:** During the writing process, students draft (typed) a working thesis in response a specific writing prompt. Class discusses 7-10 student-generated thesis statements and assess and workshop/revise based on requirements of prompt, including inherent logic. **Assessment Method Type:** Case Study/Analysis **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. Students must be able to assess and revise their own thesis statement based on the class workshop. A "successful" thesis will do all of the following: Responds to prompt Articulates a specific argumentative assertion Conveys organizational schema Demonstrates college-level vocabulary, syntax, and grammar	02/29/2012 - This exercise was very effective. It slows down and reviews the important work of reading a prompt and inductively teaches students to let the logic of the prompt help create their thesis. Students seemed very open to having their work evaluated; in many cases other students offered helpful suggestions. The vast majority of the papers I received did have a clear thesis (other argument problems in the body of the paper notwithstanding). **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** none at this time	
	Assessment Method: During writing process, students define	09/23/2013 - 98% of students were able to formulate an arguable thesis on their final exams.	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	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.	Students worked in small groups to identify topics and then wrote individual statements. Applying established criteria, the students then critiqued each other's statements and offered suggestions for improvement. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
	Assessment Method Type: Case Study/Analysis **Target for Success:** Students understand criteria for successful thesis and can apply understanding to assessment and workshop of selected thesis statements Students can determine and articulate (verbally or in writing) next steps for revision of their own thesis, including a return to critical reading process.	01/25/2012 - Students developed criteria for thesis statements that were appropriate for instructor to codify in the formal essay rubric for the assignment. Instructor observed that in small groups and in the whole-class workshop, students were able to provide meaningful, constructive, and explicit/specific feedback that applied clear criteria for assessment. Students were able to articulate plans for revision that included steps to revisit critical reading of assigned texts. By doing this, the students demonstrated an internalized understanding of reading-writing as recursive, interrelated processes. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** None **GE/IL-SLO Reflection:** Communication: Students demonstrated written communication through thesis statements, but also collaborative verbal communication through discussion and workshop. Analytical/Critical Thinking: Evaluation of thesis as an arguable claim tied to larger contexts requires critical thinking based on understanding of logical relationship and interpretation of course readings.	01/25/2012 - A next step for this method of assessment would be to formally document revisions from the class workshop using an online tool such as CourseStudio or Etudes.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - English (ENGL) - ENGL 1B - COMPOSITION, CRITICAL READING & THINKING - 1 - Students will be able to make logical inferences to arrive at an interpretation. (Created By Department - English (ENGL)) **Course-Level SLO Status:** Active	**Assessment Method:** In-class collaborative discussion with documentation and/or presentation of findings on course website. Criteria for learning: An interpretative response supported by quoted material from text. Interpretation: summary of content, application of theoretical models studied in class, and development of student-generated critical thinking questions to make meaning in relation to larger contexts (individual, social, political, historical, etc.) **Assessment Method Type:** Discussion/Participation **Target 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.	01/25/2012 - By asking students to document a discussion in response to a carefully crafted discussion prompt, the depth of the discussion was deepened, and students were exposed to diverse interpretations of the text. At the essay drafting stage, student returned to the documented discussion generated during the reading process and instructor observed clear application of the discussion/reading process to formal essay (final product). **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** None	
	Assessment Method: A series of 1-hour in-class essay exams on assigned readings. Criteria for learning: An interpretative response supported by quoted material from text. Interpretation: summary of content, application of theoretical models studied in class to make connections between content and larger contexts. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** Graded on a 30 point scale, with opportunity for revision. 24 = "successful" learning	02/01/2013 - Students took an in-class essay exam based on Alice Walker's "Everyday Use." The results of the exam demonstrated the students' ability to apply theoretical models studied in class and to make connections between content and larger contexts. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
Department - English (ENGL) - ENGL 1BH - HONORS COMPOSITION, CRITICAL READING, & THINKING - 1. Logical Inferences - Students will be able to make	**Assessment Method:** Students will demonstrate in writing recognition of patterns within and among literary and editorial texts; formal essay	10/18/2013 - 100% of students received a B- or higher on at least one formal analysis essay. **Result:** Target Met	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
logical inferences to arrive at an interpretation. (Created By Department - English (ENGL)) **Course-Level SLO Status:** Active	assignments throughout the quarter will assess students' skills in logic and interpretation. **Assessment Method Type:** Essay/Journal **Target for Success:** 80% of students will receive a B- or higher on at least one formal analysis essay.	**Year This Assessment Occurred:** 2012-2013	
		06/30/2012 - 100% of students received a B- or higher on at least one formal analysis essay. This was a very strong Honors 1B class who met and exceeded the performance of many Honors 1B classes I have had in the past. Were I to encounter another class of this caliber, I may consider "raising the bar" in terms of assignment difficulty in order to further challenge such fine students' skills at logical inference and interpretation. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012	10/14/2012 - Choose slightly less-challenging for the first few weeks of the quarter so that students get some practice in basic analysis early.
		04/01/2011 - 100% of students received a B- or higher on at least one formal analysis essay. **Result:** Target Met **Year This Assessment Occurred:** 2010-2011 **GE/IL-SLO Reflection:** Honors English 1B proved a successful learning environment for students to learn and practice logical, critical thinking and textual interpretation, closely linking this course to the Communication and Critical Thinking IL-SLOs.	10/14/2012 - Replace point-of-view analysis with symbolic analysis.
Department - English (ENGL) - ENGL 1BH - HONORS COMPOSITION, CRITICAL READING, & THINKING - 2. Thesis Formulation - Students will be able to formulate an arguable thesis. (Created By Department - English (ENGL)) **Course-Level SLO Status:** Active	**Assessment Method:** Students' formal essay assignments will reveal their success in constructing a coherent, arguable thesis; the development of these essays will also assess their delivery of the thesis. **Assessment Method Type:** Essay/Journal **Target for Success:** 80% of students will receive a B- or higher	10/18/2013 - 100% of students received a B- or higher on at least one formal analysis essay. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
		06/30/2012 - 100% of students received a B- or higher on at least one formal analysis essay, demonstrating an overall strong grasp of thesis	10/14/2012 - Replicate remarkable success with future students...hopefully.

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

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - English (ENGL) - ENGL 1BH - HONORS COMPOSITION, CRITICAL READING, & THINKING - 4. Research methods and information competency - Student will demonstrate knowledge of research methods, including proper citation and documentation; student will also demonstrate information competency. (Created By Department - English (ENGL)) **Course-Level SLO Status:** Active	**Assessment Method:** final exam in essay format **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 80% of students will receive a grade of B- or better.	10/18/2013 - 100% of students received a B- or higher on the final exam. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
		10/18/2013 - 100% of students received a B- or higher on the final exam. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
		10/14/2012 - Pass rate was 86%. Only four of 29 students did not receive a grade of B or better. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** Writing Center and Tutuorial Support **GE/IL-SLO Reflection:** Students strengthened communication and critical thinking skills by formulating written essays on challenging problems applying literary critical tools to literary texts.	10/14/2012 - To assist with retention paper and online examples of successful answers from piror classes will be provided.
Department - English (ENGL) - ENGL 1BH - HONORS COMPOSITION, CRITICAL READING, & THINKING - 5. Comparative critical thinking skills - Students will demonstrate the ability to draw comparisons between written works and the contexts (historical, social) of those works. (Created By Department - English (ENGL)) **Course-Level SLO Status:** Active	**Assessment Method:** Students will use a dialogic journal or comparative essay to compare/contrast at least two of the assigned authors in the course employing relevant literary/critical tools. **Assessment Method Type:** Essay/Journal **Target for Success:** 80% of students will receive a grade of B or better on the assignment.	10/18/2013 - 100% of students received a B- or higher on a synthesis essay comparing two texts. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
		10/14/2012 - 86% of students received a grade of B or better, with only 4 students receiving a grade of C or D **Result:** Target Met **Year This Assessment Occurred:**	10/14/2012 - To assist in retention and success for failing / dropped students, more sample / example answers will be provided online and on paper.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		2011-2012 **Resource Request:** Restore Writing Center and Tutorial Support **GE/IL-SLO Reflection:** Students strengthened both their Communication and Critical Thinking Skills through written essays and journals required analysis of difficult historical/literary text using relevant literary terminology and tools.	
Department - English (ENGL) - ENGL 1C - ADVANCED COMPOSITION - SLO 2 - Reasoning Fallacies - A successful student will be able to identify and avoid common fallacies in reasoning. (Created By Department - English (ENGL)) **Start Date:** 01/03/2012 **End Date:** 03/31/2012 **Course-Level SLO Status:** Active	**Assessment Method:** Midterm short-answer exam on Fallacies (definitions and applications) **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 80% pass rate with grade of B or better	03/13/2013 - 92% of students successfully passed the short-answer exam on common Fallacies, including ad hominem, post hoc ergo procter hoc, slippery slope, and straw man fallacies. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **GE/IL-SLO Reflection:** Successfully reinforces student facility and comprehension of common fallacies in ongoing everyday political and academic discourse	
		10/08/2012 - Pass rate was considerably above 80% with a grade of B or better. However, the drop-rate for the class remains quite high **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** Reinstate Writing Center and Tutorial Support **GE/IL-SLO Reflection:** Analytic thinking is strengthened by knowledge of and practice in the application of common logical fallacies.	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - English (ENGL) - ENGL 1C - ADVANCED COMPOSITION - SLO 1 - Critical thinking - A successful student will be able to demonstrate mastery of critical thinking techniques and analysis. (Created By Department - English (ENGL)) **Start Date:** 01/03/2012 **End Date:** 03/31/2012 **Course-Level SLO Status:** Active	**Assessment Method:** Critical comparative essay requiring critical analysis and original critical response to competing claims by assigned authors **Assessment Method Type:** Essay/Journal **Target for Success:** Grade of B of better	02/19/2013 - 94% of enrolled students received a grade of B or better on the analytic response essay assignment. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **GE/IL-SLO Reflection:** Assignment successfully enables students to identify and master typical formats for effective written communication within their prospective major.	
		06/30/2012 - more than 80% of students who completed the course received a grade of B or better on this major assignment. However, the drop rate within this course remains quite high -- tied, in large part, to the acceptance/rejection letters students receive from their targeted universities (which impacts the "required" nature of the course for individual students midway through the quarter. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** Restore Writing Center and Tutorial Support **GE/IL-SLO Reflection:** students written communication and critical thinking skills are strengthened by rigorous instruction in academic writing at an advanced undergraduate level.	10/08/2012 - Course syllabus and assignments will be revised to focus on individual writing-for-the-disciplines focus custom-tailored for each student's interests 10/08/2012 - The course syllabus will be revised to reflect greater emphasis on writing within the disciplines -- allowing students the ability to "customize" the writing instruction to their own individual needs within their target major. In this way the "relevance" of the course in the view of the students can be enhanced, and the drop rate reduced (without compromising standards).
Department - English (ENGL) - ENGL 1CH - HONORS ADVANCED COMPOSITION - Analytical Writing - Substantiate thesis through analysis, logical and systematic	**Assessment Method:** Final exam: in class essay which argues for a course of action based on analysis of specific case.	06/18/2013 - 88% of students received a grade of "B" or higher **Result:** Target Met	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
organization, supporting evidence and clarity of language (Created By Department - English (ENGL)) **Start Date:** 09/20/2010 **End Date:** 10/21/2011 **Course-Level SLO Status:** Active	**Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 85% students achieve "B" or higher	**Year This Assessment Occurred:** 2012-2013 **GE/IL-SLO Reflection:** Tests students" abilities to apply critical reasoning skills to complex real-world situations **GE/IL-SLO Reflection:** Tests students" abilities to apply critical reasoning skills to complex real-world situations	
		10/08/2012 - Course will be modified to increase the across-the-disciplines emphasis in all assignments so that students have greater flexibility in tailoring the course to their specific needs and interests. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012	
		10/18/2011 - Students given modified Harvard Business School case in which they need to decide upon - and justify - a course of action dealing with a complex personnel issue. They must write an essay that conveys their plan of action to a superior. **Result:** Target Met **Year This Assessment Occurred:** 2010-2011	
Department - English (ENGL) - ENGL 1CH - HONORS ADVANCED COMPOSITION - Critical Thinking - Make logical inferences towards an interpretation (Created By Department - English (ENGL)) **Start Date:** 09/20/2010 **End Date:** 10/21/2011 **Course-Level SLO Status:**	**Assessment Method:** Students are grouped into teams; each team assigned a case study to apply a specific reasoning framework for analysis. **Assessment Method Type:** Case Study/Analysis **Target for Success:** 85% active participation (presenting, discussing, writing) by ALL team members	06/13/2013 - 94% of student teams received a grade of B or better for their team reports **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **GE/IL-SLO Reflection:** Enhances skills in written and oral communication and academic analysis.	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Active		10/18/2011 - Student teams presented analyses of the play "Trifles" using different frameworks. All students on each team presented, fielded questions, and wrote up their positions. Students made many assumptions about the characters, much of which was not supported by a close reading of the text. **Result:** Target Met **Year This Assessment Occurred:** 2010-2011	10/18/2011 - Prior to this assignment, students may need one more additional "close reading" practice to identify their own logical biases.
Department - English (ENGL) - ENGL 1S - INTEGRATED COMPOSITION & READING - Paragraph Focus - Recognize and develop topics and main ideas at the paragraph level (Created By Department - English (ENGL)) **Course-Level SLO Status:** Active	**Assessment Method:** Use reading analysis strategies, including annotation, sectioning, and reverse outline to identify topics and main ideas. Write paragraphs with clear topic sentences focused on discussable or arguable points on a single topic. **Assessment Method Type:** Essay/Journal **Target for Success:** Students demonstrate improvement from draft to final essay.	02/26/2016 - Fall 2015: An average of 80-85% of students across 4 sections achieved this SLO. Instructors noted that modeling focused reading of the qualities of professional writing at the paragraph level helped students to achieve the SLO. Also, sectioning was a particularly helpful strategy. For particularly complex texts, it was helpful to create small breakout groups and have each group present one section of the text. These presentations teased out the main ideas and details of a particular section, enabling the entire class to then create a holistic outline for the entire text. Furthermore, it was noted that the use of critical thinking "Question Stems" helped students to analyze direct quotes as well as subtext. Finally, the instructors also discussed how the target for success should be more specific: 75% of students should demonstrate improvement from draft to final essay. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016	
		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	05/17/2015 - More time will be spent in structural analysis of reading, including sectioning and reverse outlining.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		more sophisticated levels, using syntactical structures to show logical relationships. 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. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **GE/IL-SLO Reflection:** This outcome is related to critical thinking and communication.	
		01/26/2013 - Students were able to demonstrate understanding of expository/argumentative structure in their own writing. It's unclear the relationship between demonstrating this in their writing and identifying in the writing of others. Both sections seemed to focus more on reading analysis in terms of paragraph development, including the range of information used to develop a point. For example, section 2 conducted case study analyses of cases presented in the text, looking specifically at the facts and opinions, and were asked to draw their own conclusions about those cases. This enabled them to articulate their own points in their own writing, but they did not necessarily identify the main point the author was making about those cases. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** None	01/26/2013 - Determine additional assessments for reading analysis at the topic/main idea level. 01/26/2013 - Determine an additional assessment method for demonstrating reading analysis, focusing specifically on topics and main ideas.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		GE/IL-SLO Reflection: Communication and critical thinking	
	Assessment Method: Use reading analysis strategies, including annotation, sectioning, and reverse outline to identify topics and main ideas. Write paragraphs with clear topic sentences focused on discussable or arguable points on a single topic. **Assessment Method Type:** Essay/Journal **Target for Success:** 75% of students demonstrate improvement from draft to final essay.		
Department - English (ENGL) - ENGL 1S - INTEGRATED COMPOSITION & READING - Syntactical structure - Identify syntactical structures and apply to the editing of writing to achieve sentence variety and maturity. (Created By Department - English (ENGL)) **Course-Level SLO Status:** Active	**Assessment Method:** Annotation of text to identify compound and complex sentence structure. Revision of student writing using compound and complex sentence structures. **Assessment Method Type:** Observation/Critique **Target for Success:** Students demonstrate meaningful revision of sentence crafting using compound and complex sentence structures.	02/26/2016 - Fall 2015: The instructors agreed that the formal teaching of syntactical structures is an area that could use more attention in 1S than it is currently given. More knowledge should be shared regarding how we can contextualize it and make it more meaningful for students. Currently, it seems that the focus in 1S is more on content, while syntactical structure is visited in more depth in 1T. This is not to say that formal instruction on sentence-level work is not done in 1S. It is addressed through Peer Review. Students identify the purpose of a sentence-level strategy and then correct their own sentence using that strategy. There was a suggestion that a Canvas module be created for sentence-level editing. We hope that this will reinforce the idea of sentence-level work as a reading and writing skill (e.g., how punctuation can change meaning). **Result:** Target Met **Year This Assessment Occurred:** 2015-2016	
		05/17/2015 - Students demonstrated significant improvement in recognizing errors in syntactical	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		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. 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. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015	
		01/26/2013 - Both sections did not instruct in this SLO as much as the instructors would have liked. Analysis: This SLO was created to foster a deeper understanding of the connections between reading and writing, specifically at the sentence level. Instructors for both sections found that much time and energy was spent working on these connections between reading and writing in terms of the higher order elements, such as organization, main ideas, and information/support. This created difficulties in fitting in this same approach at the sentence level. **Result:** Target Not Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** None **GE/IL-SLO Reflection:** Critical thinking and communication.	01/26/2013 - Our plan is to address this SLO earlier in the reading/writing process and to do so in the context of reading difficulties. By highlighting complex syntax as a source of reading difficulty, we can introduce the strategies for syntactical complexity earlier and provide the context for later work in sentence crafting in student writing.

03/17/2017 6:23 PM   Generated by TracDat a product of Nuventive.   Page 49 of 100

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - English (ENGL) - ENGL 1T - INTEGRATED COMPOSITION & READING - Reading analysis and synthesis - Analyze college-level expository, narrative, and argumentative non-fiction prose for use as source information and/or model for writing (Created By Department - English (ENGL)) **Start Date:** 10/17/2014 **Course-Level SLO Status:** Active	**Assessment Method:** Dialectical (double-entry) journal of selected quotes and student analysis. **Assessment Method Type:** Essay/Journal **Target for Success:** Students demonstrate increased intention and depth in quote selection and analysis.	10/17/2014 - By the end of the second quarter in this pathway, the majority of students did demonstrate the ability to select pertinent and relevant quotes and passages from a text. Specifically, students learned how to use the purpose of their reading to determine what quotes and passages mattered in relation to that purpose. This was done throughout the reading and writing process. The majority of students could select pertinent quotes and were able to articulate the importance and relevancy of that quote in their written responses. Some students struggled with clearly conveying their quote analysis in their final essay drafts. The English 242B class allows for more time so that students can think meta-cognitively about why/how they select "evidence" or quotes/passages from various texts. Because the majority of students were able to demonstrate a solid understanding of the texts themselves, it would perhaps be beneficial to allow students to work together and articulate the connections between the quotes selected and their overall arguments. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** Room request for an English 1T/242B cohort collaboration and share out of text analysis and discussion processes.	
	Assessment Method: Assess research process and use of research findings in an argumentative essay. **Assessment Method Type:** Research Paper **Target for Success:**	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	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	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 conversation.	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, 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. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **GE/IL-SLO Reflection:** Communication and Creative/Analytical Thinking	
Department - English (ENGL) - ENGL 1T - INTEGRATED COMPOSITION & READING - Essay Development - Read and write extended expository compositions, increasing in length and complexity, that articulate a perspective in relation to and informed by whole texts and class discussion. (Created By Department - English (ENGL)) **Start Date:** 10/17/2014	**Assessment Method:** Review of presentation portfolios and accompanying reflections. **Assessment Method Type:** Portfolio Review **Target for Success:** Demonstrated ability, through substantive revision, in understanding and meeting the requirements of the effective essay writing according to the essay rubric.	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	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Course-Level SLO Status: Active		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. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **GE/IL-SLO Reflection:** Communication and Creative/Analytical Thinking	
Department - English (ENGL) - ENGL 209 - INTRODUCTION TO COLLEGE READING - 1. Summary - Students can summarize arguments in an expository text. (Created By Department - English (ENGL)) **Start Date:** 01/01/2009 **Course-Level SLO Status:** Active	**Assessment Method:** Students will write a 1-page summary twice during the quarter. **Assessment Method Type:** Essay/Journal **Target for Success:** That the majority of students can write a clear summary of a college level text, including the thesis and main arguments.	01/08/2016 - Fall 2015: An average of 78% of students across 4 sections achieved this SLO. All instructors assigned several summary assignments. Some instructors noted that students achieved the SLO for earlier assignments, but failed to complete later assignments. This may be more related to decreased student motivation as the quarter progressed, rather than the students' ability to achieve the SLO. Several instructors shared that sectioning and outlining a text helped students to accurately summarize it. This was particularly useful in allowing students to recognize patterns of organizations. However, some students still struggled with summarizing longer texts and tended to focus only on ideas that they found important, rather than looking at the text holistically. Some "classroom activity" suggestions included sectioning or reverse outlining using a "dot-to-dot" visual representation of how all of the main ideas in a text are connected. Another suggestion was to workshop the student summaries as a whole class to ensure that the author's thesis is accurately captured. Several instructors also noted that they used "They Say/I Say" as a text, focusing on the "They Say" sections for summary-writing. All instructors	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		also noted that the original assessment method for this SLO (Students will write a 1-page summary twice during the quarter) did not accurately measure the learning objective. Instead, the assessment method was changed to: "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." Also, the original target for success (That the majority of students can write a clear summary of a college level text, including the thesis and main arguments) was too vague. It was changed to: "70% of students can write a clear summary of a college-level text, including the thesis and its supporting claims." **Result:** Target Met **Year This Assessment Occurred:** 2015-2016	
		01/06/2014 - This quarter, upwards of 90% of the students who completed the summary assignments wrote passing level, clear summaries. The most important ingredient in the success this quarter (other than high student motivation) is that I reviewed directions for writing a clear summary and the list of transitions to be used in writing a summary several times. I was worried that it was overkill, but I believe that the repetition may have been helpful. The use of the transitions on the list I provide allows students to see logical relationships between the sections and arguments, which helps build clarity. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **GE/IL-SLO Reflection:** This success relates directly to critical thinking and communication.	
	Assessment Method: Students will demonstrate an understanding	04/08/2016 - Winter 2016: On average across 4	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	of the structure and main ideas (thesis and supporting claims) of a college-level text by writing a formal summary. **Assessment Method Type:** Essay/Journal **Target for Success:** 73% of students can write a clear summary of a college-level text, including the thesis and its supporting claims.	sections, 84% of students achieved this SLO. The practice that was most successful for students was an integrated reading and writing approach. Allow time in-class for students to debate and discuss the author's thesis, main points, and supporting evidence in order to help them think critically about how authors develop arguments. Then have students outline the text and workshop (as a class) student-generated main idea sentences based on a template or rubric. This process of peer review and revision proved to produce improved summaries. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016	
Department - English (ENGL) - ENGL 209 - INTRODUCTION TO COLLEGE READING - 2. Synthesis - Students can synthesize a variety of ideas from various texts in a formal writing assignment. (Created By Department - English (ENGL)) **Start Date:** 01/04/2016 **Course-Level SLO Status:** Active	**Assessment Method:** Students will demonstrate the ability to synthesize ideas across various college-level texts in a formal writing assignment or reader-response. **Assessment Method Type:** Essay/Journal **Target for Success:** 73% of students can write a clear synthesis of the main ideas from several college-level texts.	04/08/2016 - Winter 2016: On average across 4 sections, 78% of students achieved this SLO. Overall, it seemed that students struggled more with synthesizing texts. Some helpful strategies were to assigned "themed" readings that make it easier for students to extract similar concepts within a larger, shared conversation. They Say / I Say, with Readings was a commonly used text that achieved this purpose. Also, having students create a hypothetical dialogue or exchange between authors also allowed students to practice synthesis. In addition, students find it helpful to read sample student essays that successfully synthesize texts. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016	
Department - English (ENGL) - ENGL 22 - WOMEN WRITERS - SLO 1 - Analyze women's writing within aesthetic and biographical contexts - A successful student	**Assessment Method:** Literary analysis essays assigned throughout the quarter will assess students'	07/01/2015 - ENGL 22 was not offered 2014-2015. **Result:** Target Met	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
will demonstrate analytical comprehension of women's writing, in writing and orally, within aesthetic and biographical contexts. (Created By Department - English (ENGL)) **Assessment Cycles:** End of Academic Year **Course-Level SLO Status:** Active	success at active and critical reading. **Assessment Method Type:** Essay/Journal **Target for Success:** 80% of students will receive a B- or higher on at least one formal literary analysis essay.	**Year This Assessment Occurred:** 2014-2015 07/01/2014 - ENGL 22 was not offered during the 2013-2014 academic year, so no reflections are available. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 07/01/2013 - ENGL 22 was not offered during the 2012-2013 academic year, so assessment findings / reflections are not available. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
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)) **Assessment Cycles:** End of Academic Year **Course-Level SLO Status:** Active	**Assessment Method:** At least 80% of students will receive a B- or higher on at least one formal essay. **Assessment Method Type:** Essay/Journal	07/01/2015 - ENGL 22 was not offered 2014-2015. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 07/01/2014 - ENGL 22 was not offered during the 2013-14 academic year, so there are no assessment findings. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
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)) **Course-Level SLO Status:** Active	**Assessment Method:** Through journal writing and essay writing students will explore literary theory and how it applies to the graphic novel **Assessment Method Type:** Presentation/Performance **Target for Success:** 80% of students will be able to see literary	06/14/2016 - Through a group project, where the students analyzed Watchmen with different literary lenses (by Group), the effectively demonstrated several different but valid reading of the entirety of the novel. **Result:** Target Met **Year This Assessment Occurred:**	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	theories applied through the novels explored	2015-2016 **Resource Request:** none **GE/IL-SLO Reflection:** This outcome relates to both the GE Humanities and Communications/ Critical thinking, and even Global consciousness, in that issues of Gender and inequality are related to the content, depending on the literary theory one was using to analyze the content of the novel.	
		06/24/2014 - 80% of students successfully applied literary theory to Watchmen, demonstrating understanding of the literary theory and its applicaiton **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** none **GE/IL-SLO Reflection:** The course is a part of the Degree and the transfer model for English Majors	
Department - English (ENGL) - ENGL 24 - UNMASKING COMICS: THE DAWN OF THE GRAPHIC NOVEL - Writing - Demonstrate thesis driven essay writing about the graphic novel. (Created By Department - English (ENGL)) **Course-Level SLO Status:** Active	**Assessment Method:** Through course essays, students will write in using standard college academic conventions, with MLA style **Assessment Method Type:** Essay/Journal **Target for Success:** 80% of students should be able to write at college level	06/14/2016 - Through their 2 essays in the class, students demonstrated their ability to write at the college level, using the graphic novel as content. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016 **Resource Request:** none **GE/IL-SLO Reflection:** Communication and Creative Thinking apply to the writing and constructing of thesis driven essays in this course.	
		06/24/2014 - Through both journal writing and	

		finished essays handed in, 80% of students demonstrated command of thesis driven essay writing. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** none **GE/IL-SLO Reflection:** This course is a part of the electives offerings for the major and degree, AA/ADT	
Department - English (ENGL) - ENGL 242A - CRITICAL THINKING: STUDENT-MANAGED PORTFOLIO DEVELOPMENT - Meta-cognitive Awareness - Artifact Selection - Student will select artifacts that illustrate purposeful and effective use of strategies or activities in different stages of the reading/writing process. (Created By Department - English (ENGL)) **Course-Level SLO Status:** Active	**Assessment Method:** A formative portfolio of reading and writing strategies, including selections of process artifacts (e.g., drafts, outlines, annotations, concept maps, descriptions of activities) that illustrate purposeful and effective strategies/activities in different stages of the reading writing process. **Assessment Method Type:** Portfolio Review **Target for Success:** 100% of students enrolled at the end of the quarter will have compiled a formative portfolio that includes specific artifacts.	02/26/2016 - Fall 2015: Though an average of 80-85% of students across 4 sections were able to achieve this SLO, the instructors were interested in the different approaches to teaching students how to organize and design a portfolio. It was suggested that instructors create a generic rubric for what a portfolio should consist of at minimum, and then show several examples of former students' portfolios. One suggestion was to challenge students to think about how they want to represent their identity as a college student. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016	
		01/26/2013 - 100% of students compiled a formative portfolio that included specific artifacts. Strengths: Students selected relevant artifacts that were clearly tied to various steps of the reading and writing process. In section 1, students were asked to maintain a file (portfolio) that organized work in terms of reading and writing, and further in terms of process steps (before/during/after reading and all steps of writing process). This enabled them to identify specific strategies and associate strategies with various steps of the process. In	01/26/2013 - 100% of students compiled a formative portfolio that included specific artifacts. Strengths: Students selected relevant artifacts that were clearly tied to various steps of the reading and writing process. In section 1, students were asked to maintain a file (portfolio) that organized work in terms of reading and writing, and further in terms of process steps

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		section 2, students were provided reflection prompts that asked them to consider where they were in the process in terms of their past (what they'd done so far), present (their current conditions), and future (what they want to do next). Students were then provided time to work on some activity of their choosing related to their reading/writing goals. Then, they were asked to reflect on what they had accomplished (whether they met their goals, adjusted their goals, or changed their goals).

Challenges: While students in section 1 could identify specific strategies and associate them with steps in the process, they were less able to articulate clear justifications or rationales for using them (unable to articulate purpose). In section 2, they were able to locate themselves in the process and select artifacts, but like section 1, they were less able to reflect deeply on the strategies that they took to try and meet their goals.
Result:
Target Met
Year This Assessment Occurred:
2012-2013
Resource Request:
This course requires scheduling in a computer classroom. We'd like to explore subscription to ePortfolio technology platforms.
GE/IL-SLO Reflection:
This outcome supports the ILO of critical thinking and communication. | (before/during/after reading and all steps of writing process). This enabled them to identify specific strategies and associate strategies with various steps of the process. In section 2, students were provided reflection prompts that asked them to consider where they were in the process in terms of their past (what they'd done so far), present (their current conditions), and future (what they want to do next). Students were then provided time to work on some activity of their choosing related to their reading/writing goals. Then, they were asked to reflect on what they had accomplished (whether they met their goals, adjusted their goals, or changed their goals).

Challenges: While students in section 1 could identify specific strategies and associate them with steps in the process, they were less able to articulate clear justifications or rationales for using them (unable to articulate purpose). In section 2, they were able to locate themselves in the process and select artifacts, but like section 1, they were less able to reflect deeply on the strategies that they took to try and meet their goals.

Next steps: We'd like to continue using the frame of "past, present, future" to help frame their understanding of process and the recursive nature of movement through the steps. We'd like to |

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
			continue asking students to collect and organize process work in terms of the process steps. The two of us who taught these sections this quarter (fall 2012) would like to use the approach used by the other and combine them into one more comprehensive approach. We also plan to introduce the published portfolio sooner, during 242A, to provide students with a vision of the published outcome.
Department - English (ENGL) - ENGL 242A - CRITICAL THINKING: STUDENT-MANAGED PORTFOLIO DEVELOPMENT - Metacognition - Process Awareness - Students will show improved awareness of their reading/writing/thinking process through portfolio management (Created By Department - English (ENGL)) **Assessment Cycles:** End of Academic Year **Course-Level SLO Status:** Active	**Assessment Method:** A "process portfolio" that includes: 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 self-evaluation of improvement 4. Selected artifacts that demonstrate understanding of reading/writing strategies and processes. **Assessment Method Type:** Portfolio Review **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	02/26/2016 - Fall 2015: An average of 80-85% of students across 4 sections achieved this SLO. It was noted that this kind of metacognition should first happen as a verbal conversation--students should have a rationale for why they've made particular artistic choices for their portfolio. It was also noted that much of the process and product reflection is combined as summaries/responses in online blog entries or via analog (kept in a binder). Though the idea of the reflections are to discuss the most meaningful part of the process (i.e., their effort), the question that instructors had was: how can we keep it purposeful for students? Are students comfortable sharing their unpolished reflections? Also, how can we separate process from product? It was also discussed that this SLO is redundant with SLO #2 "Meta-cognitive Awareness - Reflection: Students will be able to explain the purpose, describe the steps, and evaluate the effectiveness of reading-writing strategies." As such, it was suggested that we delete SLO #2 and keep this SLO (#3). **Result:** Target Met **Year This Assessment Occurred:**	

		2015-2016	
	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)	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 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. Those students who scored in the C- or lower (18%) submitted portfolios with a limited variety of artifacts and/or were missing required components. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **GE/IL-SLO Reflection:** This SLO relates to Critical Thinking and Communication	
Department - English (ENGL) - ENGL 242B - CRITICAL THINKING: PORTFOLIO MANAGEMENT & PUBLICATION - Meta-cognitive Awareness - Artifact Selection - Students will be able to publish selected essays in their own finished portfolios. (Created By Department - English (ENGL))	**Assessment Method:** Review of portfolio during and at the end of quarter. **Assessment Method Type:** Portfolio Review **Target for Success:** A successful portfolio will meet the following criteria:	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	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Assessment Cycles: End of Quarter **Course-Level SLO Status:** Active	- includes thoughtful choices of representative works from English 1S/T and other courses - Organizes and presents the artifacts in a purposeful way	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. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **GE/IL-SLO Reflection:** Creative and Analytical Thinking, Communication.	
		07/09/2014 - Students wrote reflective essays that explain their selection of exemplary essays. In these essays, students demonstrated understanding of the rubric elements for academic writing. Students used a range of self-selected media (including blog platforms, websites, etc.) to present their work. 80% were able to present their work in ways that were audience-ready, professional in look and feel. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** Dedicated computer classroom for all 242A/B sections. English department coordinator **GE/IL-SLO Reflection:** Students met the ILO of communication and	

		critical thinkiing	
		10/13/2013 - Students used a range of blog platforms to present representative works from two quarters. Along with selected essays, student portfolios included vocabulary/personal dictionaries and reflections. Student portfolios did not, overall, include work from other courses. In terms of artifact selection, students demonstrated thoughtful assessment of their own work based on a shared understanding of writing criteria developed over the two quarters. It was interesting that many students chose earlier works (from quarter 1) as their "best" work, demonstrating that students may be most proud of work based on what they know to have been their own level of investment in the work. It also demonstrates that, for various reasons, work produced later in the course may not necessarily be the best work, as we instructors often hope/assume. At the same time, some students deliberately chose work from the beginning of the course, the middle of the course, and the end of the course in order to demonstrate growth over time. These choices in selecting works directly inform the organization of the portfolio and demonstrate purposeful organizational decisions. Having said that, the blog platforms were not always supportive of organizational variety. For example, some students presented work in chronological fashion, simply adding new works over time. This chronological presentation may also be due to the fact that students were working on their blogs over the course of the quarter, posting reflections, personal dictionaries, etc. In this way, the culminating portfolio didn't necessarily reflect culminating, end-of-quarter reflection as it did ongoing reflection. This is not necessarily bad, but for this instructor, it confused the distinction	10/13/2013 - Introduce more formal ePortfolio software to provide greater consistency of portfolios for grading purposes while still enabling students to make choices with respect to organization and design. Invite experts from Foothill Global Access to guest lecture in other e-tools for artifact collection, e.g., google drive or drop box. This will enable students to focus attention during the quarter to collection of artifacts and reflections. Then, at the end of the quarter, students can select from this collection to include in the presentation/product portfolios. _____

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		between process and product portfolio. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Two banks of laptop computers to be used by the 242A/B courses. **GE/IL-SLO Reflection:** This outcome supports the ILO of critical thinking and global consciousness.	
Department - English (ENGL) - ENGL 242B - CRITICAL THINKING: PORTFOLIO MANAGEMENT & PUBLICATION - Meta-cognitive 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)) **Assessment Cycles:** End of Quarter **Course-Level SLO Status:** Active	**Assessment Method:** A culminating essay at the end of the quarter in which students reflect on their summative portfolio of audience-ready artifacts. **Assessment Method Type:** Essay/Journal **Target for Success:** A successful culminating essay/reflection will meet the following criteria: - Identifies the qualitative differences among artifacts - Evaluates quality based on the conventions and expectations across disciplines - Evaluates quality based on individual student goals - Articulates a plan for growth	10/13/2013 - The culminating essay/reflection was written as an in-class essay final. The prompt asked students to review the stated outcomes for the 1S/T course and Foothill College's Institutional Learning Outcomes. Students then wrote a reflective essay evaluating the degree to which they met these stated outcomes. Students wrote thoughtfully and honestly about their growth over the quarter though some adjustments to the prompt could help students tie the reflection more directly to specific elements of the portfolio. The extent to which students made connections between 1S/T, 242A/B, and their other coursework (expectations across disciplines) was demonstrated in their review of the ILOs. Students were able to see how their various courses worked together to meet these broad outcomes. Many students also reflected upon these skills in relation to their non-academic life. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **GE/IL-SLO Reflection:** This outcome supports the ILO of critical thinking and global consciousness.	10/13/2013 - Introduce this type of reflective essay tied to course outcomes and ILOs earlier in the quarter, as an in-class essay midterm. This will help students apply their awareness of these outcomes earlier to their reading/writing. This should also encourage students to bring in more of their interdisciplinary work into their process collections and product portfolios. _____

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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 managment (Created By Department - English (ENGL)) **Assessment Cycles:** End of Academic Year **Course-Level SLO Status:** Active			
Department - English (ENGL) - ENGL 242B - CRITICAL THINKING: PORTFOLIO MANAGEMENT & PUBLICATION - Metacognition-Students improve awareness of the product - Through the creation of a finished product portfolio, student will 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)) **Assessment Cycles:** End of Academic Year **Course-Level SLO Status:** Active	**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 ILOs. **Assessment Method Type:** Portfolio Review **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.	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 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. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **GE/IL-SLO Reflection:**	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Communication and Creative/Analytical Thinking.	
Department - English (ENGL) - ENGL 250A - NARRATIVE READING AND WRITING - PUENTE - Reading comprehension - Identify a writer's logical progression of ideas by determining section boundaries, where distinct points developed start and stop as well as where points are repeated, and paraphrase/express in writing main points as applicable to particular sections of the text. (Created By Department - English (ENGL)) **Start Date:** 09/26/2011 **Course-Level SLO Status:** Active	**Assessment Method:** - "Backwards outline" of the text that identifies author's thesis and main ideas - Presentations on sections of a text that summarize the author's main idea **Assessment Method Type:** Presentation/Performance **Target for Success:** At least 90% of the class will be able to identify sections. At least 75% of the class will be able to articulate the author's thesis and main ideas in their own words.	01/24/2012 - Although all students demonstrated the ability to section a text by identifying topics and main ideas, only about 65% of the class was able to accurately paraphrase and articulate the author's ideas in his/her own words. Nearly all of the backward outlines submitted indicated that students could differentiate distinct sections of a text and they outlined those ideas accordingly. However, many students had a difficult time learning how to write out the author's thesis and main ideas (by section) on the outline. Students were more successful in articulating and paraphrasing an author's thesis and main ideas when presenting their sections in groups. 100% of the students demonstrated an ability to put the author's point into their own words by working together in groups and choosing particular quotes that supported their interpretation of that section. Students also selected a visual to demonstrate that particular main idea and how it connected to the author's thesis. **Result:** Target Not Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** Revision of outlines and summary of the author's thesis and main ideas requires that students have access to a smart classroom. Specifically, it would be ideal for students to be in a computer lab so as to allow them to go back and revise outlines. **GE/IL-SLO Reflection:** Students need more explicit instruction on using their own words to accurately express the main idea of a particular section of a	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		text. Although they could easily identify those sections, their ability to express the main idea was more difficult for a larger percentage of the class. More workshopping of ideas (outlines) would be helpful. Focusing on one particular section of a text (as a group) proved to be a useful approach in getting students to talk out their ideas and orally communicate their comprehension. Perhaps more of these presentations could have lead to stronger outlining. I would like to have students outline, then present then return to outlines and revise their paraphrases of the text based upon others' presentations. I missed the last step which was to go back and revise.	
Department - English (ENGL) - ENGL 250A - NARRATIVE READING AND WRITING - PUENTE - Analysis - Analyze a text in depth by considering author's worldview, bias, purpose and perspective. (Created By Department - English (ENGL)) **Course-Level SLO Status:** Active	**Assessment Method:** - Presentation based upon "SOAPS" analysis: students identify author's purpose, biases and worldview by examining textual support and language. "SOAPS" is an acronym that students will use to examine the rhetorical context of a reading. S= Speaker (author's credentials, biographical information etc.) O= Occasion (social, political or personal experiences, events that prompted the writer to write this particular piece) A= Audience (intended audience based on information regarding original publication, author's language and/or affiliations and credentials) P= Purpose (closely tied to the author's thesis-- what does the writer want his/her intended audience to believe, think, or do with the ideas and information presented in this text?)	01/24/2012 - All students in the class were able to use the SOAPS acronym to explore the rhetorical context of a particular reading. Working collaboratively, students expressed their findings on the author's worldview, bias and purpose by referring directly to the text and demonstrating how that text supported their analysis. Students worked closely in groups to represent these findings with selected quotes and key concepts from the text. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** Presentations of students' ideas were valuable in teaching students how to analyze a text rhetorically. It is important for students to have access to computers to integrate media and create power-point presentations to help them analyze. **GE/IL-SLO Reflection:**	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	S= Support (what type of support does the writer use to help him/her develop the thesis and how does this support demonstrate his/her worldview and/or experience?) **Assessment Method Type:** Presentation/Performance **Target for Success:** 85% of students will understand the purpose of using SOAPS to analyze the rhetorical context of a particular reading.	In comparison to demonstrating comprehension through outlining and summarizing, students excelled in demonstrating their understanding of analysis of rhetorical contexts. Students seem to grasp the idea of author's worldview, bias and purpose more easily and were able to show how such contexts are reflected in the ideas, language and organization of a text. It would be beneficial to explore ways that students can use their practice in analysis of author's worldview, purpose and bias to help them revise their comprehension of the text. Perhaps this analysis can lead back to a revision of outlines and/or formal summaries of the text.	
Department - English (ENGL) - ENGL 250B - ANALYTICAL READING AND WRITING - PUENTE - Expository Writing - Write text-based, expository essays with an explicitly stated central argument; effective examples, evidence, and reasoning; and logical sequencing. (Created By Department - English (ENGL)) **Course-Level SLO Status:** Active	**Assessment Method:** Students will write an essay that has an explicitly stated thesis and integrates other texts to support and develop that argument. **Assessment Method Type:** Essay/Journal **Target for Success:** 90% of students will write a text-based essay with an explicitly stated thesis that is developed and supported with effective examples, evidence and reasoning.	09/28/2012 - Although most students were able to write an essay that developed a central idea with text-based support (examples, evidence and reasoning), not all students were able to clearly and effectively communicate that central idea as an explicitly stated thesis. **Result:** Target Not Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** Students greatly benefit from the type of one-on-one tutoring that Pass the Torch offers. More funding for more tutors! **GE/IL-SLO Reflection:** Communication Creative, critical and analytical thinking	
Department - English (ENGL) - ENGL 250B - ANALYTICAL READING AND WRITING -	**Assessment Method:** Students will be able to effectively use and	09/28/2012 - Students were able to use and effectively integrate sentences that used	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
PUENTE - Sentence Development - Write sentences that demonstrate an understanding of sentence coordination. (Created By Department - English (ENGL)) **Course-Level SLO Status:** Active	integrate sentences that use coordination, subordination and verbal phrases. **Assessment Method Type:** Essay/Journal **Target for Success:** 90% of students will effectively use and integrate sentences that used coordination, subordination and verbal phrases.	coordination, subordination and verbal phrases. They had varied sentences that furthered their reasoning and logical organization. However, not all students were able to accurately punctuate these sentences. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** Students greatly benefit from the type of one-on-one tutoring that Pass the Torch offers. More funding for more tutors! **GE/IL-SLO Reflection:** Communication Creative, Critical and Analytical Thinking	
Department - English (ENGL) - ENGL 31 - LATINO/A LITERATURE - Social/Political - Identify major literary, social and political events and movements in the 19th and 21st century and explain their impact/influence on contemporary Latino/a American literature. (Created By Department - English (ENGL)) **Course-Level SLO Status:** Active	**Assessment Method:** Students will conduct a research project related to various literary movements, social, political and historical eras to help analyze various texts. **Assessment Method Type:** Presentation/Performance **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.	09/30/2014 - Students presented research on various cultural topics (e.g., santería), historical events (e.g., Cuban Revolution), political movements (e.g., Puerto Rican Independence), and social movements (e.g., the Young Lords). Each presentation coincided with a novel, short story, or play, and most students were able to make connections between the research they conducted and the literary work we were reading. I think next time I should make a more explicit requirement to connect to the readings. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
		12/10/2013 - All students presented on various literary, social and political movements that impacted and influenced a particular author. Students presented throughout the quarter, offering research about various historical contexts that also shaped particular writers in order to better understand given readings. **Result:**	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Target Met **Year This Assessment Occurred:** 2012-2013 **GE/IL-SLO Reflection:** This SLO meets both the communication and global citizenship IL-SLO.	
Department - English (ENGL) - ENGL 31 - LATINO/A LITERATURE - Cultural Interpretations in Literature - Examine the various cultural interpretations of United States society (e.g., assimilation, cultural pluralism, melting pot, the Latino/a Diaspora) and interpret their impact on Latino/a writers. (Created By Department - English (ENGL)) **Course-Level SLO Status:** Active	**Assessment Method:** Multi-media group presentation: At the end of the quarter, students will apply various cultural interpretations (concepts) to a given text (poem, short fiction) to present a literary analysis that demonstrates an accurate connection between that concept and the literary and thematic elements used by a particular author. In other words, students will work together to demonstrate how a particular concept can "frame " our understanding of a particular text. Students must define that concept, provide historical/political connections (research) that pertain to that concept, and conduct a discussion that ties these concepts to literary elements in a given text. **Assessment Method Type:** Presentation/Performance **Target 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.	12/10/2013 - Students collaborated in their analysis of an assigned text to demonstrate their understanding of that text based upon concepts they discussed all quarter. Specifically, these concepts (assimilation, cultural pluralism, melting pot, Latino/a Diaspora, femininity and masculinity, gender and sexuality) were used as a "lens" through which students were able to make meaning of diverse texts. Students selected various genres to analyze through these lenses and were able to arrive a a particular interpretation of the text based upon these concepts. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
		10/14/2011 - Most students were able to demonstrate an understanding of various cultural interpretations as they relate to and influence Latino literature in the United States. Through lectures and non-fiction, historical, sociological texts, students added to their reading of literature by finding connections between various concepts related to the Latino experience in the United States and the work of Latino authors. Students produced presentations that integrated research and multi-media connections (music, videos, poetry readings) that enhanced a close-read analysis of a particular text and demonstrated connections between their interpretive claims and the concepts they focused on for analysis (e.g., assimilation, cultural pluralism, melting pot, the	10/17/2011 - Although the majority of students demonstrated an understanding of how various cultural interpretations can add to our analysis of a text, some of their connections were too surface-level or lacked in-depth, critical analysis. Using more models of critical analyses that focus on such cultural interpretations will help enhance students' understanding. In addition, it would be helpful for students to have a more hands-on lesson on literary analysis research.

| | | Latino/a Diaspora, Chicana feminism etc.). Students used these concepts to discuss the author's use of various literary devices and to analyze particular thematic connections.

Result:
Target Met
Year This Assessment Occurred:
2010-2011
Resource Request:
Multi-media classrooms for presentations | |
| | **Assessment Method:**
Students are given journal questions to answer for each of the writers who write about Latino/a identity in the U.S.
Assessment Method Type:
Essay/Journal
Target for Success:
85% of students are able to describe the 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). | 09/30/2014 - Students were able to describe the writers' interpretations of their identities and were able to connect the writers' ideas to the students' own identities as Latinos/as and as Americans. The students read aloud from their own autobiographies, which added to the richness of the discussions.
Result:
Target Met
Year This Assessment Occurred:
2013-2014 | |

Department - English (ENGL) - ENGL 34C - LITERATURE INTO FILM - SLO 1 Reading - Situate film adaptations of novels, short stories, poems, and plays in global, historical, and literary contexts. (Created By Department - English (ENGL))

Assessment Cycles:
End of Quarter

Course-Level SLO Status:
Active

Department - English (ENGL) - ENGL 34C - LITERATURE INTO FILM - SLO 2 Writing - Apply basic literary terminologies, theories, categories, motifs, and genres appropriate to

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
an introductory college-level discussion of literature. (Created By Department - English (ENGL)) **Assessment Cycles:** End of Quarter **Course-Level SLO Status:** Active			
Department - English (ENGL) - ENGL 34C - LITERATURE INTO FILM - SLO 3 Reading - Appraise the value, cross-cultural significance, and meaning of contemporary literature to film adaptations. (Created By Department - English (ENGL)) **Assessment Cycles:** End of Quarter **Course-Level SLO Status:** Active			
Department - English (ENGL) - ENGL 40 - ASIAN AMERICAN LITERATURE - SLO 1 - Identify significant literary, social, cultural, and political issues in 20th century Asian American writing. - Students will understand Asian American literature's place within the American literary canon, will identify and assess social issues, including dynamics of family, gender, class,and ethnicity. Students will also identify and analyze historical and legal contexts (such as immigration) shaping literature by Asian Americans. (Created By Department - English (ENGL)) **Course-Level SLO Status:** Active	**Assessment Method:** Literary analysis essays assigned throughout the quarter will assess students' success at active and critical reading. **Assessment Method Type:** Essay/Journal **Target for Success:** 80% of students will receive a B- or higher on at least one formal literary analysis essay.	07/01/2015 - ENGL 40 was not offered 2014-2015. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 07/01/2014 - At least 80% of students received a B- or higher on at least one formal literary analysis essay. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **GE/IL-SLO Reflection:** Students demonstrated communication skills. **GE/IL-SLO Reflection:** Students demonstrated communication skills. 07/01/2013 - ENGL 40 was not offered during the 2012-2013 academic year, so assessment findings / reflections are not available. **Result:**	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Target Met **Year This Assessment Occurred:** 2012-2013	
		07/01/2011 - 94% of students who completed this course in Winter 2011 received a B- or higher on at least one formal literary analysis essay. **Result:** Target Met **Year This Assessment Occurred:** 2010-2011	03/30/2011 - Students' literary critical thinking skills could be even further strengthened by the instructor's use of supplementary texts, such as literary analysis handbooks and critical theory texts, to ensure students' literary analysis foundations. Adding assignments such as play attendance or museum visits could enhance students' understanding of cultural and historical contexts of the literary works.
Department - English (ENGL) - ENGL 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)) **Assessment Cycles:** End of Academic Year **Start Date:** 04/07/2014 **End Date:** 06/24/2014 **Course-Level SLO Status:** Active	**Assessment Method:** Students will write a comparative essay discussing ethnic groups. **Assessment Method Type:** Essay/Journal **Target for Success:** 80% of students will receive a B- or better on this comparative essay.	07/01/2015 - ENGL 40 was not offered 2014-2015. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 09/22/2014 - At least 80% of students received a B- or better on the essay comparing ethnic groups. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **GE/IL-SLO Reflection:** Students demonstrated communication and community competence.	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - English (ENGL) - ENGL 40H - HONORS ASIAN AMERICAN LITERATURE - SLO 1 - Identify significant literary, social, cultural, and political issues in 20th century Asian American writing. - Students will gain an advanced understanding of Asian American literature's place within the 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))	**Assessment Method:** Literary analysis essays assigned throughout the quarter will assess students' success at active and critical reading. **Assessment Method Type:** Essay/Journal **Target for Success:** 80% of students will receive a B- or higher on at least one formal literary analysis essay.	07/01/2015 - ENGL 40H was again not offered, and has been deactivated as of Summer 2015. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015	
		09/22/2014 - ENGL 40H was not offered during the 2013-2014 academic year, so no reflections are available. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
Start Date: 09/01/2010 **End Date:** 07/01/2011 **Course-Level SLO Status:** Active		10/18/2013 - ENGL 40H was not offered during the 2012-2013 academic year, so assessment findings / reflections are not available. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
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)) **Assessment Cycles:** End of Academic Year **Course-Level SLO Status:** Active	**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. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** At least 80% of students will earn a B- or better on said quiz.	07/01/2015 - ENGL 43A was not offered 2014-2015. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015	
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	**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		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
genres and explain the development of literary forms during these periods. (Created By Department - English (ENGL)) **Assessment Cycles:** End of Academic Year **Course-Level SLO Status:** Active	to historically specific forms. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** At least 80% of students will earn a B- or better on quiz.		
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)) **Assessment Cycles:** End of Academic Year **Course-Level SLO Status:** Active	**Assessment Method:** Students will compose a formal essay that applies critical and theoretical frameworks to literary analysis. **Assessment Method Type:** Essay/Journal **Target for Success:** At least 80% of students will earn a B- or better on essay.		
Department - English (ENGL) - ENGL 43AH - HONORS SURVEY OF BRITISH LITERATURE I: BEOWULF TO THE LATE 18TH CENTURY - Critical Theory - Students will be able to analyze period literature within the contexts of critical theoretical lenses, including theories of literary structure, history, gender and sexuality, socioeconomic class, race and ethnicity. (Created By Department - English (ENGL)) **Assessment Cycles:** End of Quarter	**Assessment Method:** Students will write a research essay that analyzes the survey literature within a range of critical analyses, including those of style, history, and identity. **Assessment Method Type:** Research Paper **Target for Success:** At least 80% of students will receive a B- or better on a research essay that frames the period literature within critical theoretical analysis.		
Start Date: 01/08/2017 **End Date:** 03/31/2017 **Course-Level SLO Status:** Active			
Department - English (ENGL) - ENGL 43AH - HONORS SURVEY OF BRITISH	**Assessment Method:** Students will create at least one journal (or		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
LITERATURE I: BEOWULF TO THE LATE 18TH CENTURY - Globalization - Students will be able to contextualize the period literature within the beginnings of globalization as an historical and political force inextricable from modern colonialism. (Created By Department - English (ENGL)) **Assessment Cycles:** End of Quarter **Start Date:** 01/09/2017 **End Date:** 03/31/2017 **Course-Level SLO Status:** Active	short written) assignment that addresses the period literature within the contexts of globalization and colonialism. **Assessment Method Type:** Essay/Journal **Target for Success:** At least 80% of students will demonstrate proficient understanding, in writing, of the forces of globalization and colonialism within the literature.		
Department - English (ENGL) - ENGL 43B - SURVEY OF BRITISH LITERATURE II: THE 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)) **Assessment Cycles:** End of Academic Year **Course-Level SLO Status:** Active	**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. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** At least 80% of students will earn a B- or better on said quiz.	07/01/2015 - ENGL 43B was not offered 2014-2015. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015	
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)) **Assessment Cycles:** End of Academic Year **Course-Level SLO Status:**	**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. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** At least 80% of students will earn a B- or better on quiz.		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Active			
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)) **Assessment Cycles:** End of Academic Year **Course-Level SLO Status:** Active	**Assessment Method:** Students will compose a formal essay that applies critical and theoretical frameworks to literary analysis. **Assessment Method Type:** Essay/Journal **Target for Success:** At least 80% of students will earn a B- or better on essay.		
Department - English (ENGL) - ENGL 43BH - HONORS SURVEY OF BRITISH LITERATURE II: THE ROMANTIC PERIOD TO THE PRESENT - Critical Theory - Students will be able to analyze period literature within the contexts of critical theoretical lenses, including theories of literary structure, history, gender and sexuality, socioeconomic class, race and ethnicity. (Created By Department - English (ENGL)) **Assessment Cycles:** End of Quarter **Start Date:** 01/09/2017 **End Date:** 03/31/2017 **Course-Level SLO Status:** Active	**Assessment Method:** Students will write a research essay that analyzes the survey literature within a range of critical analyses, including those of style, history, and identity. **Assessment Method Type:** Research Paper **Target for Success:** At least 80% of students will receive a B- or better on a research essay that frames the period literature within critical theoretical analysis.		
Department - English (ENGL) - ENGL 43BH - HONORS SURVEY OF BRITISH LITERATURE II: THE ROMANTIC PERIOD TO THE PRESENT - Globalization - Students will be able to contextualize the period literature within the historical continuity of globalization and colonialism	**Assessment Method:** Students will create at least one journal (or short written) assignment that addresses the period literature within the contexts of globalization and colonialism. **Assessment Method Type:** Essay/Journal		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
from the end of the 18th century to the present. (Created By Department - English (ENGL)) **Start Date:** 01/09/2017 **End Date:** 03/31/2017 **Course-Level SLO Status:** Active	**Target for Success:** At least 80% of students will demonstrate proficient understanding, in writing, of the forces of globalization and colonialism within the literature.		
Department - English (ENGL) - ENGL 45AH - HONORS SURVEY OF AMERICAN LITERATURE I: BEGINNINGS TO 1865 - 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)) **Assessment Cycles:** End of Academic Year **Start Date:** 12/01/2016 **Course-Level SLO Status:** Active			
Department - English (ENGL) - ENGL 45AH - HONORS 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 16th to 19th century contexts for denotative and connotative meaning, structure and development, and connections between literal and figurative detail.			

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 **Start Date:** 12/01/2016 **Course-Level SLO Status:** Active			
Department - English (ENGL) - ENGL 45BH - HONORS SURVEY OF AMERICAN LITERATURE II: 1865 TO THE PRESENT - Apply Literary Criticism - Students can select an appropriate literary-critical vocabulary and concept (from a variety of possible approaches) and apply the vocabulary/concept to the interpretation of an assigned piece of historical fiction. (Created By Department - English (ENGL)) **Start Date:** 12/01/2016 **Course-Level SLO Status:** Active			
Department - English (ENGL) - ENGL 45BH - HONORS SURVEY OF AMERICAN LITERATURE II: 1865 TO THE 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 to 21st century contexts for denotative and connotative meaning, structure and development, and connections between literal and figurative detail. (Created By Department - English (ENGL)) **Start Date:** 12/01/2016			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Course-Level SLO Status: Active Department - English (ENGL) - ENGL 46A - MONSTERS, MADNESS & MAYHEM: ENGLISH LITERATURE FROM ITS EARLIEST BEGINNINGS TO MILTON - Student Learning Outcome #1 - Knowledge Acquisition - Acquire knowledge of the historical and cultural period, major writers, and key texts produced from 650-1620s CE (Created By Department - English (ENGL)) **Start Date:** 09/27/2011 **End Date:** 12/15/2011 **Course-Level SLO Status:** Active	**Assessment Method:** Three-part final exam, consisting of identifications/definitions; passage identification and analysis; overall essay question **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** - 85% score "B" or higher - Average Grade = B or higher	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. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015	
		09/22/2014 - ENGL 46A was not offered during the 2013-2014 academic year, so no reflections are available. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
		10/18/2013 - Adjunct faculty will provide data. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
		01/20/2012 - N = 16 Average Grade: 83% (target met) Percentage Passing: 94% **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** NONE **GE/IL-SLO Reflection:** The 3-part exam works well in assessing BOTH content acquisition and critical thinking skills. The term definitions and identifications require students to learn the concepts of the literary period; the passage identifications require students to perform critical reading tasks; the essay portion requires critical thinking skills. In going	10/07/2012 - Instructors teaching the ENGL46 Brit Lit series will continue to meet and confer to compare and further improve our means of reaching the target SLO. 01/20/2012 - English 46A is a challenging course to teach since it encompasses ~ 1000 years of English literary history, three languages (Old English, Middle English, and Early Modern English), and ALL of the major literary genres (epic, romance, lyric, Elizabethan drama, etc.) Simply put, there is too much material to be covered during a 12-week course. In going forward,

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		forward, perhaps weekly reading quizzes may augment the critical reading instruction.	it might be more efficient to: - organize the course around a single theme; - approach the course from late 20th-c/21st century film treatments of the literature; - Focus solely on "10 great works" Such approaches may allow deeper analysis and more extended class discussions. Also, students found it useful to read a brief historical overview of the period, i.e. "Anglo-Saxon England." Perhaps finding similar materials for the Medieval and Renaissance period would be helpful. Finally, another project would be a field visit to the Rare Book Library at Stanford University to see up close manuscript materials from the period.
Department - English (ENGL) - ENGL 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))	**Assessment Method:** Literary analysis / critical ("close") reading essay of ~750 words **Assessment Method Type:** Essay/Journal **Target for Success:** 80% of students will receive a B- or higher on this essay.	05/14/2015 - This target was met in Fall 14. 87% of students received a B- or higher on the close reading assignment. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015	

Assessment Cycles:
End of Quarter

Start Date:
09/08/2014

End Date:

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)) **Course-Level SLO Status:** Active	**Assessment Method:** Three part final exam to test general content (id's, terms), literary works within their genres (paragraph answer), and overall themes (essay). **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 85% pass rate; 75% grade = B or higher	10/29/2015 - On three part final exam: Pass rate was 95%; number of students with B grade or high was 79%. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015	
		09/22/2014 - ENGL 46B was not offered during the 2013-2014 academic year, so no reflections are available. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
		10/18/2013 - Adjunct faculty will provide data. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
		04/28/2012 - Targets achieved: 7 students received "A"; 7 students received "B"; 3 students received a "C". **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **GE/IL-SLO Reflection:** English 46B offers a unique teaching opportunity to make English literature of that period (1660 - 1834) particularly relevant to today's society. Women emerge in literature, first as readers, then as authors; in the UK, slavery comes, thrives, and dies within the period; the progenitors of today's political parties emerge (Tory/Conservative/Republican) and Whig/Liberal/Democrat; the emergence of	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		science and technology (Bacon, Hobbes, Newton, etc., up to Erasmus Darwin), and finally modernity itself (Hobbes, Locke, Hume, etc). Rather than organize the course around chronological periods, it is best to organize around these historic events. Greater emphasis on historical/ cultural context - as well as post-colonial/psychological approaches - may lead to greater success.	
Department - English (ENGL) - ENGL 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)) **Assessment Cycles:** End of Quarter **Start Date:** 09/08/2014 **End Date:** 06/26/2015 **Course-Level SLO Status:** Active	**Assessment Method:** Final exam with section of short answer and identification questions to test knowledge of the literature. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 80% with B- or better.	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. **Result:** Target Not Met **Year This Assessment Occurred:** 2014-2015	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.
Department - English (ENGL) - ENGL 46C - WARS & WASTELANDS: ENGLISH LITERATURE FROM THE VICTORIAN PERIOD TO THE PRESENT - 1. Evaluating, understanding, and interpreting major literary texts - A successful student will be able to read literary texts of various genres and subsequently actively and critically assess those works within 19th and 20th century contexts for denotative and connotative meaning, structure and development, and connections between literal and figurative detail. (Created By	**Assessment Method:** Literary analysis essays assigned throughout the quarter will assess students' success at active and critical reading. **Assessment Method Type:** Essay/Journal **Target for Success:** 80% of students will receive a B- or higher on at least one formal literary analysis essay.	10/29/2015 - 85% of students received a B- or higher on at least one formal essay. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 09/22/2014 - ENGL 46C was not offered during the 2013-2014 academic year, so no reflections are available. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - English (ENGL)) **Assessment Cycles:** End of Academic Year **Course-Level SLO Status:** Active		10/18/2013 - Adjunct faculty will provide data. **Result:** Target Not Met **Year This Assessment Occurred:** 2012-2013	
		06/30/2012 - 100% of students in Spring 2012 46C received a B- or higher on the major literary research project of the quarter. This quarter the writing projects emphasized one major writing project while still requiring shorter written assignments; this seemed to produce stronger essays at the end of the quarter. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012	
		06/30/2012 - 92% of students who completed English 46C in Spring 2011 received a B- or higher on at least one formal literary essay. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **GE/IL-SLO Reflection:** SLO - 1 for ENGL 46C affirmed Foothill's ILs of Communication, Creativity, and Conscience.	03/21/2012 - While students have demonstrated excellent interpretive skills in these essays, more attention could be given to those students having problems with the literary analysis essay as a genre. The instructor has already initiated special website assistance and resources for students who need extra help with the conventions of literary analysis. --- 03/01/2012 - Students' literary critical thinking skills could be even further strengthened by the instructor's use of supplementary texts, such as literary analysis handbooks and critical theory texts, to ensure students' literary analysis foundations. Adding assignments such as play attendance or museum visits could enhance students' understanding of cultural and

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
			historical contexts of the literary works.
Department - English (ENGL) - ENGL 46C - WARS & WASTELANDS: ENGLISH LITERATURE FROM THE VICTORIAN PERIOD TO THE PRESENT - 2. Critical and theoretical applications - Students will demonstrate sophisticated application of critical and theoretical criteria to literary analysis. (Created By Department - English (ENGL)) **Course-Level SLO Status:** Active	**Assessment Method:** Formal literary analysis essays given over the course of the quarter will measure students' proficiency in the application of critical theory (as discussed in class) to literary texts. Essay assignments will explicitly ask students to read literary texts within critical theoretical frameworks. **Assessment Method Type:** Essay/Journal **Target for Success:** 80% of students will achieve a grade of B- or better on one literary analysis during the quarter.	10/29/2015 - 90% of students earned a B- or higher on essays that specifically targeted applications of critical theory. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015	
		09/22/2014 - ENGL 46C was not offered during the 2013-2014 academic year, so no reflections are available. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
		10/18/2013 - Adjunct faculty will provide data. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
		06/30/2012 - 100% of students in Spring 2012 ENGL 46C received a B- or better on the major research literary analysis project for the quarter. Reflecting on this assignment, I feel that, although the students demonstrated knowledge of critical theory and its application, I could create a more structured method of teaching critical theory that may open up further possibilities for variations analysis. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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)) **Course-Level SLO Status:** Active	**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. **Assessment Method Type:** Presentation/Performance **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 professional oral presentation.	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. **Result:** Target Not Met **Year This Assessment Occurred:** 2014-2015	10/29/2015 - In future, include a presentation on authors and their historical contexts.
		09/22/2014 - ENGL 46C was not offered during the 2013-2014 academic year, so no reflections are available. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
		10/18/2013 - Adjunct faculty will provide data. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
		06/30/2012 - This assignment was effective at measuring students' ability to contextualize literary texts and their authors historically and culturally. However, this assessment also revealed students' oral presentation skills, which are indeed part of a students' academic professionalization, and revealed some issues (specifically, timing, ability to identify significant information versus insignificant, others). I feel compelled to add more in-depth instruction in speech to the students-- issues of timing, practice, preparation, etc. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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))	**Assessment Method:** Students will demonstrate awareness through exams on global literatures. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 80% of students will receive a B- or better on a midterm or final exam on global literatures.	12/04/2015 - 95% of students received a grade of B- or higher on the Target Test. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016	
Assessment Cycles: End of Quarter **Start Date:** 12/10/2013 **End Date:** 03/31/2014 **Course-Level SLO Status:** Active		07/01/2015 - ENGL 47A was not offered 2014-2015. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015	
		07/01/2014 - ENGL 47A was not offered during the 2013-2014 academic year, so no reflections are available. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
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))	**Assessment Method:** Students will compose literary analysis essays demonstrating competent use of common literary terms. **Assessment Method Type:** Essay/Journal **Target for Success:** 80% of students will achieve a grade of B- or better on at least one literary analysis essay.	12/04/2015 - 95% of students received a cumulative grade of B- or better on the target essay assignment sequence. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016	
Assessment Cycles: End of Academic Year **Course-Level SLO Status:** Active		07/01/2015 - ENGL 47A was not offered 2014-2015. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015	
		07/01/2014 - ENGL 47A was not offered during the 2013-2014 academic year, so no reflections are available. **Result:** Target Met	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Year This Assessment Occurred: 2013-2014	
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))	**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. **Assessment Method Type:**	07/01/2015 - ENGL 47B was not offered 2014-2015. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015	
Assessment Cycles: End of Academic Year **Course-Level SLO Status:** Active	Exam - Course Test/Quiz **Target for Success:** 80% of students will receive a grade of B- or better on the assessment.	07/01/2014 - ENGL 47B was not offered during the 2013-2014 academic year, so no reflections are available. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
		07/01/2013 - ENGL 47B has not yet been offered, so Assessment Findings / Reflection is not possible at this time. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
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))	**Assessment Method:** Students will compose literary analysis essays demonstrating competent use of common literary terms. **Assessment Method Type:**	07/01/2015 - ENGL 47B was not offered 2014-2015. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015	
Assessment Cycles: End of Academic Year **Course-Level SLO Status:** Active	Essay/Journal **Target for Success:** 80% of students will achieve a grade of B- or better on at least one literary analysis essay.	07/01/2014 - ENGL 47B was not offered during the 2013-2014 academic year, so no reflections are available. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - English (ENGL) - ENGL 48A - SURVEY OF EARLY AMERICAN LITERATURE: 1492-1864 - Apply Literary Criticism - Students can select an appropriate literary-critical vocabulary and concept (from a variety of possible approaches) and apply the vocabulary/concept to the interpretation of an assigned piece of historical fiction. (Created By Department - English (ENGL)) **Start Date:** 10/04/2011 **End Date:** 12/09/2011 **Course-Level SLO Status:** Active	**Assessment Method:** Weekly take home essay test approximately 1000 words. **Assessment Method Type:** Essay/Journal **Target for Success:** Students will achieve a grade of "B" or above.	01/29/2016 - I'm not sure I would change anything about the curriculum, however this is my first quarter teaching this class. I think I would need to teach the class at least one more time to get a better feel for what (if any) changes might be necessary. I found that having students all present on one critical approach to reading/writing about literature gave them the chance to take ownership of some very difficult material. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016	
		01/12/2012 - 12 out of a total of an original enrollment of 21 students achieved a grade of "B" or better on at least one of the weekly take-home essay tests. Although this shows success for at least 70% of students who remained enrolled for the entire 12-week quarter, it shows the need for further support and instruction for the 50% of students who either dropped the course or who did not achieve the target grade/skill level. **Result:** Target Not Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** Additional Tutorial support -- such as once existed in the English Dept Writing Center. In addition, I would like to see the scope of the Pass the Torch student tutorials extended beyond ENGL 110 and ENGL1A to include literature courses. **GE/IL-SLO Reflection:** Critical and Creative Thinking is clearly enhanced by the application of theoretical models to enhance textual interpretation -- especially given the range of possible models made available as options.	10/07/2012 - Instructors assigned to the English 48 American Literature series will continue to meet and confer to compare our approaches to reaching the target SLO -- as well as to consider broader changes in the overall alignment of these courses to the CU/CSU system. ──────────────── 04/30/2012 - I've now given additional extensive thought to the difficulties students face in framing adequate critical/theoretical responses to texts -- especially in a generation more accustomed to standardized testing and rote memorization. I've also discussed this problem/phenomenon in depth with other colleagues who teach advanced literature courses. Based on that reflection and conversation, I plan to increase the amount of class time given to introducing and directly practicing these interpretive methods and skills (as opposed to

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
			"covering the material" from a more historical and/or factual basis during lectures and discussions). We've also designed a departmental response in the form of a new ENGL16 "Intro to Lit" course which will focus exclusively on the kinds of skills, tools, vocabularies, and concepts which students need to do advanced interpretive work of this kind. Hence on both an individual and a departmental level, I feel that this exercise has been a fruitful one in terms of not only promoting "discussion" but implementing concrete responses to the data generated by the assessment cycle.
Department - English (ENGL) - ENGL 48B - AMERICAN LITERATURE IN THE GILDED AGE: 1865-1914 - Critical Thinking Synthesis - Students will be able to apply crucial critical concepts from the work of one author to the work of another author from the same historical period (for example, applying ideas presented in W.E.B. Dubois' "The Souls of Black Folk" to an analysis of Booker T. Washington's "Up from Slavery) as evidenced by a graded essay or graded journal. (Created By Department - English (ENGL)) **Start Date:** 01/10/2012 **End Date:** 03/29/2012 **Course-Level SLO Status:** Active	**Assessment Method:** In a written two-hour final exam, students are asked to use the work of one author assigned during the course to critique and discuss key concepts in the work of an another assigned author. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 80% pass rate on final exam.	03/30/2016 - The target was met, as 90% of students passed. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016 07/02/2012 - Based on three years of data (Winter 2010, Winter 2011, and Winter 2012), the three different instructors assigned to the course (Lankford, Sperry, Treanor) all reported greater than 95% pass rate on the final exam directly measuring students' ability to successfully complete this SLO. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** 1) Professor Sperry mentioned that Chabot College uses Flex Days to enable faculty to	10/07/2012 - Instructors assigned to the English 48 American Literature series will continue to meet and confer to compare our approaches to reaching the target SLO -- as well as to consider broader changes in the overall alignment of these courses to the CU/CSU system. 07/02/2012 - All three instructors assigned to the course recently (Lankford 2010, Sperry 2011,

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		meet to discuss/complete SLOs; 2) Individual and Group Tutoring will assist in retnention of students who drop the course due to the challenging nature of the task	Treanor 2012) agreed that we should increase our reliance on Project Based Learning assessments such as oral presentations and structured student debates in addition to written examinations in order to increase student participation and retention. We're also interested in using SFSU Professor Suge Goen's "Difficulty Paper" as an assignment in literature survey classes as a way to help increase student retention, reducing the rate at which students drop the course, as well as student reading comprehension and persistence for those who do complete the course.
Department - English (ENGL) - ENGL 48C - MODERN AMERICAN LITERATURE: 1914-PRESENT - Develop critical thinking skills by evaluating, understanding, and interpreting major literary texts (fiction, poetry, drama, biography, autobiography, essays as appropriate). - A successful student will be able to read literary texts of various genres and literary movements and subsequently actively and critically assess those works within 19th and 20th century contexts for denotative and connotative meaning, structure and development, and connections between literal and figurative detail. (Created By Department - English (ENGL)) **Course-Level SLO Status:** Active	**Assessment Method:** Midterm test based on close reading and analysis **Assessment Method Type:** Essay/Journal **Target for Success:** Students can apply post-colonial theoretical models to assigned texts in formal written assessments of selected passages from the required textbook.	10/07/2012 - Spring Quarter class yielded an unusually high pass rate on midterm tests -- perhaps due to the high percentage of advanced English majors taking the course this quarter. 95% of students received a grade of B or better on the midterm test. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Writing Center tutorial support. **GE/IL-SLO Reflection:** Students showed improvement in their analytic abilities as well as improved confidence and skill in constructing written academic essays under the given time constraints.	10/14/2012 - Add more samples of successful student work on prior tests to boost overall retention (to help lessen the gap in experience between English majors and non-English majors)

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	Assessment Method: Students will be able to write a 3-5 page literary analysis applying close-reading, historical/cultural context, literary theory, and/or intertextuality. Students will be able to support a central, compelling analytical claim by interpreting quotations attentively and applying standard tools for literary analysis. **Assessment Method Type:** Essay/Journal **Target for Success:** 85% of students achieving a passing grade on a 3-5 page literary analysis essay.	09/19/2016 - On the second of two out of class essays, due at the end of the quarter, 87% of students submitted a passing-level essay. The assessment target was met by using a variety of pedagogical techniques. For each assigned text, students wrote a short, highly scaffolded interpretation. Techniques of interpretation were presented via direct instruction in class, modeled by the instructor, and practiced extensively in class discussion. Students, in small groups, prepared and delivered presentations and led discussions using the interpretive techniques practiced in class. Through extensive practice of literary interpretation, both written and verbal, most students were able to successfully deliver a written literary analysis. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016	
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))	**Assessment Method:** Final exam essay **Assessment Method Type:** Essay/Journal **Target for Success:** 80% of students will receive a grade of B or better.	10/18/2013 - English 5 was not offered during the 2012-2013 academic year, so no assessment findings / reflections are available. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
Start Date: 12/08/2011 **End Date:** 12/08/2011 **Course-Level SLO Status:** Active		10/14/2012 - 86% of students completed the final exam with a grade of B- or better. However, out of 34 students 8 didn't complete the quarter. Note that a higher-than-average attrition rate is typical for online courses. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** Restore Writing Center and Tutorial Support **GE/IL-SLO Reflection:**	10/14/2012 - Provide more sample assignments to help guide/encourage students in danger of dropping or failing the course.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Students strengthened their critical thinking and communication skills through written interpretation of challenging historical texts requiring the selection and application of appropriate literary critical and historical analytic tools for contextualization and analysis.	
Department - English (ENGL) - ENGL 5 - GAY & LESBIAN LITERATURE - SLO 1 - Interpretation - Interpret gay and lesbian literary works within the structure of relevant racial, ethnic, gender, class, aesthetic, and cultural contexts. (Created By Department - English (ENGL))	**Assessment Method:** Literary analysis essay assigned over the quarter will assess students' ability to interpret gay and lesbian works within a variety of contexts. **Assessment Method Type:** Essay/Journal	10/18/2013 - English 5 was not offered during the 2012-2013 academic year, so no assessment findings / reflections are available. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
Course-Level SLO Status: Active	**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.	12/30/2010 - 91% of students who completed ENGL 5 in Fall 2010 achieved a grade of B- or higher on at least one formal literary analysis essay. **Result:** Target Met **Year This Assessment Occurred:** 2010-2011 **Resource Request:** Restore Writing Center and Tutorial Support **GE/IL-SLO Reflection:** ENGL 5 students successfully demonstrated the Institutional Learning Outcomes of Communication, Creative Thinking, and Social Awareness.	10/14/2012 - Add more sample answers to allow students who are not succeeding to see models of successful work.
Department - English (ENGL) - ENGL 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))	**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	07/26/2016 - 50% of students achieved a total of 80% in their discussion/participation grade. 25% of students stopped "attending" after the drop date, thus impacting their overall discussion grade. During the time of full class participation, 90% of students did earn 8 points or higher. However, I noticed a marked decrease from past quarters in many student's abilities to imagine themselves in	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Course-Level SLO Status: Active	responses. **Assessment Method Type:** Discussion/Participation **Target for Success:** 90% weekly participation graded at 8 points or higher.	case study scenarios, and thus were challenged to think critically about rhetorical decisions based on context/purpose that was unfamiliar to their own personal experiences. I'm not sure if this was unique to the students this quarter or indicative of a trend. Further assessment and reflection in subsequent quarters is needed. Students this quarter, more so than others, seemed challenged by the work load, as participation, which started out strong, decreased as the quarter progressed. I believe that in this course, which is offered exclusively online, could benefit from more verbal guided modeling, as well as more problem-solving discussion among students, using approaches such VoiceThread or video. **Result:** Target Not Met **Year This Assessment Occurred:** 2015-2016 **Resource Request:** Funds for closed captioning for video and VoiceThread to ensure ADA compliance, thus aiding faculty to integrate these important "humanizing" approaches into their online classes. **Resource Request:** Funds for closed captioning for video and VoiceThread to ensure ADA compliance, thus aiding faculty to integrate these important "humanizing" approaches into their online classes. **Resource Request:** Institutional funds/resources for closed captioning for video and VoiceThread to ensure ADA compliance, thus aiding faculty to integrate these important "humanizing" approaches into their online classes. **GE/IL-SLO Reflection:** This SLO relates to communication and critical thinking. The ability to empathize is of particular concern with respect to both of	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		these ILOs with respect to audience awareness (needs, values) and contextual awareness.	
		12/12/2013 - 90% of students contributed consistently to discussions, scoring 8 points or higher. Depth of the responses was impressive, as students thought critically about their own workplace writing, challenging ethical situations for workplace writing, collaborative writing, website analysis (including accommodations for multicultural users and users with disabilities), use of graphics (including for multicultural audiences). I found that students shared very honest and authentic rhetorical contexts from their own lives, and this enriched the overall class awareness of how technical writing manifests across a range of fields and industries. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
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)) **Course-Level SLO Status:** Active	**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. **Assessment Method Type:** Portfolio Review **Target for Success:** Student work will demonstrate increasing in complexity, utilizing developing skills in effective sentences, document design, organization, and use of graphics.	07/26/2016 - 20% of students stopped submitting work after the drop date, and so did not have a full body of work available to assess. Of these 3 students 1 demonstrated proficiency in producing workplace writing using skills in effective sentences, document design, organization, and use of graphics, while 2 of these students struggled significantly in these skills. Of the 80% with a full body of work available for assessment, 8/12 students demonstrated consistent proficient skills of increasing complexity in a range of workplace writing. 2/12 students demonstrated proficiency, but inconsistently, and 2/12 students were challenged by skills in rhetorical appeals based on audience, document design, and effective sentences, even when the task required relatively straightforward adherence	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		to document conventions provided in a range of models. It is also notable that many students struggled with distinguishing between various graphics for presenting quantifiable data. Given the extent and nature of the challenges, we might consider adding the English 1A pre-requisite back in to the COR, a pre-requisite that was removed to better enable enrollment by those students who are taking the course for professional development or career skills, and not on a traditional transfer path. Further reflection in subsequent quarter is needed to make this determination. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016 **Resource Request:** None **GE/IL-SLO Reflection:** This SLO supports the ILOs of communication, critical thinking, and to some extent with respect to graphics, computation.	
		12/12/2013 - This particular quarter represented a change in the scaffolding of assignments from previous quarters, as well as a greater balance between case study, editing sample documents, and production of original documents. The course began with foundational skills at the sentence and paragraph levels (editing for sentence concision and bias), descriptions, and definitions. The course then built up from basic correspondence (email, letters) to more complex research proposals and reports. The goal was to encourage students to apply the concepts learned each week to increasingly complex rhetorical situations and document genres. The pacing seemed much more comfortable for students, even in the accelerated summer session, and I observed students actively applying feedback from previous assignments to subsequent assignments. I found the quality of	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		work, especially in the final stages, was of a higher quality than previous quarters. At the end of the quarter, I shared a class portfolio of student work, and some students gave feedback that they appreciated seeing the range of work produced. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
Department - English (ENGL) - ENGL 5H - HONORS GAY & LESBIAN LITERATURE - SLO 1 - Interpretation - Interpret gay and lesbian literary works within the structure of relevant racial, ethnic, gender, class, aesthetic, and cultural contexts. (Created By Department - English (ENGL)) **Course-Level SLO Status:** Active	**Assessment Method:** Literary analysis essays throughout the quarter will assess students' interpretive skills of gay and lesbian literature and its social contexts. **Assessment Method Type:** Essay/Journal **Target for Success:** 80% of students completing this course will achieve a grade B- or higher on at least one formal essay.	07/01/2015 - ENGL 5H was again not offered, and has been deactivated as of Summer 2015. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015	
		09/22/2014 - ENGL 5H was not offered during the 2013-2014 academic year, so no reflections are available. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
		10/18/2013 - ENGL 5H was not offered during the 2012-2013 academic year, so assessment findings / reflections are not available. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
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))			

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

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			
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)) **Assessment Cycles:** End of Academic Year **Course-Level SLO Status:** Active	**Assessment Method:** Students are asked to complete TASKS in the Discussion section of the class website. These TASKS challenge the students to apply the characteristics of each genre to a specific text and to discuss and analyze the book in terms of genre characteristics. **Assessment Method Type:** Discussion/Participation	10/18/2013 - Students wrote a literary analysis essay that addresses aspects of genre. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **GE/IL-SLO Reflection:** SLO needs rhetorical adjustment to acknowledge activities common to different sections of the course, although the thrust of this SLO is still apparent in existing sections.	
		10/18/2013 - Students analyzed the cross-cultural variations of fairy tales to note commonalities and also note differences shaped by culture. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **GE/IL-SLO Reflection:** SLO needs rhetorical adjustment to acknowledge activities common to different sections of the course, although the thrust of this SLO is still apparent in existing sections. **GE/IL-SLO Reflection:** SLO needs rhetorical adjustment to acknowledge activities common to different sections of the course, although the thrust of this SLO is still apparent in existing sections.	
Department - English (ENGL) - ENGL 8 - CHILDREN'S LITERATURE - SLO 2 -	**Assessment Method:** The Cross-cultural Analysis of a Folktale is	07/01/2015 - The readings for the class were expanded to include children's texts from Chicano,	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Cross-cultural analysis - Analyze the cross-cultural variants in a folktale archetype. (Created By Department - English (ENGL)) **Assessment Cycles:** End of Academic Year **Course-Level SLO Status:** Active	an analytical essay requiring that the students look at two variants of a folktale archetype and discuss each in terms of common or different folktale motifs, cultural values, and variations in setting or plot that reflect their countries of origin. **Assessment Method Type:** Essay/Journal **Target 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.	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 comparisons, with at least 85% of students writing a formal essay receiving a B- or better. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015	
		04/26/2012 - In Summer 2011, the last time the course was taught online, about 70% of the students demonstrated mastery of this analysis. The instructor's caution about using Cinderella or Disney variants and the model of effective analysis provided, resulted in more effective and analysis and more original thinking than in past classes. Students should be challenged to seek unique folktale archetypes in order to meet this objective. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **GE/IL-SLO Reflection:** This assignments meets the ILO of global consciousness since it challenges students to consider the effects of cultural values, mores, and traditions/rituals on the common stories we tell.	04/26/2012 - Gather models of effective responses to this assignment so students can see the depth of analysis required.
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	**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	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
End Date: 07/01/2015 **Course-Level SLO Status:** Active		**Year This Assessment Occurred:** 2014-2015	
Department - English (ENGL) - ENGL 80 - INTRODUCTION TO TRAVEL WRITING - Characteristics of travel writing - The student will be able to: Recognize, evaluate, and produce characteristics of travel writing. (Created By Department - English (ENGL)) **Assessment Cycles:** End of Academic Year	**Assessment Method:** Students write journal-formatted essays in response to a specific assigned reading, paired with field-trip observations on site. **Assessment Method Type:** Essay/Journal **Target for Success:** Grade of B or better.	10/14/2016 - 90% of students received a grade of B or better. Students who did not successfully complete the assessment were hampered by illness. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016	
Start Date: 12/04/2015 **End Date:** 12/04/2015 **Course-Level SLO Status:** Active			
Department - English (ENGL) - ENGL 80 - INTRODUCTION TO TRAVEL WRITING - Reflection and cultural analysis - The student will be able to: employ skills in reflection and cultural analysis to draw meaning from observation and research (Created By Department - English (ENGL)) **Assessment Cycles:** End of Academic Year **Start Date:** 12/04/2015 **End Date:** 12/04/2015 **Course-Level SLO Status:** Active	**Assessment Method:** Timed in-class essay exam. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** Passing grade of B or better	12/04/2015 - 90% of students passed the in-class essay exam with a grade of B or better **Result:** Target Met **Year This Assessment Occurred:** 2015-2016	

Primary Core Mission: Basic Skills

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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. **SLO Status:** Active	**Assessment Method:** Thesis-based essay. **Assessment Method Type:** Essay/Journal **Target:** 85% of students will receive an average rating of 3 or better on the rubric ranging 0-5.	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. 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. In light of this new information about our students' enrollments patterns, our goals for the 2013-14 year are to identify a capstone class for future PLO assessment cycles and to reassess our PLO	

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		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. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
		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. **Result:** Target Met **Year This Assessment Occurred:** 2010-2011 **Resource Request:** Access to research and reference workshops.	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. 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. 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.

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.
Program (LA-ENGL) - English AA - 2 - Upon completion of this program, students will demonstrate, in writing, comprehension and critical analysis of college-level texts. **SLO Status:** Active	**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. **Assessment Method Type:** Essay/Journal **Target:** Students will demonstrate competency in applying a close reading to a text.	06/20/2016 - English Department plans to discuss the relevance of the two active PL-SLOs currently used for the English AA degree (program) as well as further refine the associated assessment methodology. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015	
		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. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** Writing center and tutorial support **GE/IL-SLO Reflection:** Communication Critical Thinking Global Citizenship	

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		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. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** Writing center and tutorial support **GE/IL-SLO Reflection:** Communication Critical Thinking Global Citizenship	