

Annual Instructional Program Review Template for 2011-2012
Introduction to The Program Review Process for Instructional Programs

Program Review at Foothill College

Purpose

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

Process

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

Annual review will address five core areas, and include a place for comments for the faculty and the dean or director.

1. Data and trend analysis
2. Outcomes assessment
3. Program goals and rationale
4. Program resources and support
5. Program strengths/opportunities for improvement
6. Administrator's comments/reflection/next steps

Foothill College Program Review Cycle:

2011-2012 All academic programs participate in an annual program review

2012-2013 1/3 of academic programs participate in comprehensive review, remaining 2/3 of programs update their annual program review

Contact: Office of Instruction and Institutional Research, 650-949-7240

Instructions: Complete this template with data on any degree, certificate, or pathway your department offers. Return the completed form to your Dean on the last day of Fall quarter.

Website: <http://foothill.edu/staff/irs/programplans/index.php>

2011-2012 Submission Deadline:

All program review documents are due to Deans by December 16

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Basic Program Information

Department Name: English Department

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

Program review team:

Name	Department	Position
Rosemary Arca	English Department	Department Coordinator
Valerie Fong	"	Instructor
Susie Huerta	"	"
Brian Lewis	"	"
Hilda Fernandez	"	"
Kella Svetich	"	"
Natalia Menendez	"	"
Jordana Finnegan	"	"
Scott Lankford	"	"
Lesley Dauer	English /Creative Writing	"
Doren Robbins	"	"

Programs* covered by this review

Program Name	Program Type (A.S., C.A., Pathway, etc.)	Units**
English	AA	

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

**Certificates of 27 or more units must be state approved. If you have certificates that are 27 or more units that are not state approved, please indicate your progress on gaining state approval, with the tentative timeline for approval, or your plan for phasing out the certificate.

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Section 1. Data and Trend Analysis

1.1. Program Data will be posted on:

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

Transcriptable Program	2008-2009	2009-2010	2010-2011	% Change
English	NA	NA	4	NA

Please provide any non-transcriptable completion data you have available.

Non-Transcriptable Program	2008-2009	2009-2010	2010-2011	% Change
Creative Writing	0	0	0	NA
General Studies/ Humanities	0	0	0	NA

1.2 Department Data

Dimension	2008-2009	2009-2010	2010-2011	% Change
Enrollment	4807	5234	5619	7%
Productivity (Goal: 546)	362	364	349	-1%
Success	75%	75%	75%	0%
Full-time FTEF	21.2	21.4	25.2	18%
Part-time FTEF	13.1	14.1	16.6	18%
Full-time Staff	44%	41%	37%-9%	-9%
Part-time Staff	56%	59%	63%	6%

Department Course Data

Course	2008-2009			2009-2010			2010-2011		
	Enroll.	Prod.	Success	Enroll.	Prod.	Success	Enroll.	Prod.	Success
Ex. ENGL 1A	1,170	363	735	1201	366	74%	1381	364	76%
Ex. ENGL 110	463	400	74%	532	340	70%	573	316	71%

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

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

Enrollment from 09-10 to 10-11 increased 7%, which seems to be holding relatively steady from the 8% increase in enrollment from 08-09 to 09-10. External factors, such

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as economic hardships and increasing fees may be contributing to the slight decrease in FTES, or students may be taking fewer units per quarter to accommodate their need to work.

The department is interested in seeing disaggregated success data of the distinct Targeted Groups. We will continue to track students who enroll in basic skills through transfer-level courses in the program.

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

Given the labor-intensiveness of teaching and assessing reading and writing, the productivity of the English department is lower than the goals for the college overall. Nevertheless, the current seat count for our reading and composition courses currently exceeds what composition research shows to be most effective, as well as that of comparable programs at other institutions. Furthermore, Composition and Reading courses, as “gateway” prerequisite and advisory courses for disciplines across the campus, require appropriate student-teacher ratios to ensure student success and subsequent enrollment across the disciplines.

Nonetheless, the Language Arts Division believes that growth in the Humanities, as well as work to development new curriculum in our course offerings in literature, can increase productivity overall.

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

Enrollment in English 1A increased from a 1% to 11% over three years, while English 1B held steady with 13% and 14% over 3 years. Decreases in the honors program from 09-10 to 10-11 seem to merit further discussion by the department, as does a significant (21% decrease in enrollment in English 100. (This decrease may be the result of the re-numbering of English 100 to English 209 last Spring. It is unclear.)

The English Department is currently discussing opportunities to grow, including developing new course offerings in literature designed to appeal to today’s students, including Creative Writing in the literature grid, and offering creative writing and literature courses online.

In addition, we are creating an English major for transfer sequence of courses, which should add to enrollment.

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

In some cases, our literature courses are under-enrolled. We are discussing the current literature grid that structures how lit courses are scheduled and are exploring new ways to offer courses online and in new time slots. In addition, several new literature courses such as the Graphic Novel and an exploration of Gothic literature are in development. We anticipate that the popularity of such courses will revitalize the literature course enrollment as a whole.

5. Curriculum and SLOs

- a. Comment on the currency of your curriculum, i.e. are all CORs reviewed for Title 5 compliance at least every three years and do all prerequisites, co-requisites and advisories undergo content review at that time? If not, what is your action plan for bringing your curriculum into compliance?

Yes, all curriculum requirements have been met. We have developed, with the help of our Department Coordinator, a calendar cycle of Title 5 updates and SLO reflections and have designated deadlines each quarter for the timely completion of both tasks. In addition, we have deleted English 205 and 215 in response to mandates from the Chancellor's Office and are developing other curricular options for our under-prepared students.

- b. Comment on program mapping and how it ties to the college Mission(s).

The college mission statement acts as a blueprint for all courses in the English Department. Our programs support all missions of the college. See the grid below.

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

Mission	English Department Courses
Basic Skills	English 209, 110, 1A
Career Preparation	English 209, 110, 1A, 1B, 1C, 3 (Technical Writing)
Transfer	English 1A, B, C, all of our Literature courses
Lifelong Learning	All courses in composition, reading, literature

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Identify any other programs with which your program has overlap, and comment on the purpose of the overlap.

None

- c. Comment on any recent developments in your discipline which might require modification of existing curriculum and/or the development of new curriculum?

Current research identifies integrated reading and writing courses and accelerated reading and writing courses as pathways to successful college completion, especially for basic skills students. The department is currently developing an integrated reading and writing pathway for basic skills students that includes a co-requisite course in meta-cognition and portfolio design and management. The goal is to pilot the pathway fall 2012.

- d. Do all of the courses in your program have SLOs identified? Do all programs have program-level student learning outcomes? If not, what is your plan for completing these? Yes

6. Basic Skills Programs (Please describe your Program's connection to this core mission, if applicable):

Basic skills is one of the four areas of focus in the college mission statement. Reading and writing, and the corresponding skills in critical thinking, are fundamental for a well-educated population capable of "sustaining and enhancing a democratic society." By offering pathways such as Punte, Mfumo and Pass the Torch - a critical, integral part of our academic program - the basic skills program provides "access to outstanding educational opportunities for all of our students." The new Pathways also support the goal to increase the number of students from all student populations on the pathway to transfer.

As a department, we are interested in data showing the progression of students in our basic skills sequence to examine what happens to students who enroll in the basic skills classes. We are interested in examining external factors that may be contributing to student decisions to withdraw, particularly from basic skills courses, to determine the extent to which the college, department, and faculty can intervene. Some in the department are interested in discussing pedagogies and integration of student services that can help students overcome some of the external factors.

7. Transfer Programs: Articulation (Please describe your Program's connection to this core mission, if applicable)

Transfer is one of the four areas of focus in the college mission statement. Reading and writing, and the corresponding skills in critical thinking, are fundamental for a well-educated population capable of "sustaining and enhancing a democratic society." Our course sequence of English 1A-1B-1C are required for Transfer to the UC system; English 1A-1B are required for transfer to the CSUs. In addition, our literature courses are often required for specific majors.

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8. CTE Programs: Labor/Industry Alignment (Please describe your Program's connection to this core mission, if applicable)

Clear communication and critical analysis skills are the foundation of success in any career track program or lifelong learning. Thinking and writing clearly are essential to successful citizenship and employment. Courses in the English Department develop and improve these critical skills. For example, in composition courses, students are required to formulate a logical argument supported by specific evidence, to target a designated audience and to achieve a specific purpose in their written communication. These skills are widely applicable across the career spectrum. In addition, in our critical reading courses, students must identify the main ideas of a text, to evaluate the credibility of the writer, to assess the strength of an argument, and to identify the bias and tone of a specific reading. Critical thinkers and informed citizens must master those same skills.

Section 2. Learning Outcomes Assessment Summary

2.1. Attach 2010-2011 Program Level – Four Column Report for PL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.
See attached.

2.2 Attach 2010-2011 Course-Level – Four Column Report for CL-SLO Assessment from TracDat
See attached.

Section 2 Continued: SLO Assessment and Reflection

2.3 Please provide observations and reflection below.

2.3.a Course-Level SLO

What findings can be gathered from the Course Level Assessments?

In many cases, faculty are actively engaged in continuous improving, noting that writing prompts might be refined to elicit more detailed responses or metacognition might be added to peer review to encourage students reflect on what they learned from reviewing their writing with their peer reviewer.

What curricular changes or review do the data suggest in order for students to be more successful in completing the program?

See above examples

How well do the CL-SLOs reflect the knowledge, skills, and abilities students need in order to succeed in this program?

The CL-SLOs accurately reflect the knowledge, skills and abilities students need since most of SLOs are focused on critical reading and analytical writing and the assessments require reading and writing as well.

How has assessment of course-level student learning outcomes led to improvement in student learning in the program?

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Our reflections are completed in a designated department meeting. As a result the reflections and the ensuing conversations are collaborative explorations of pedagogical practice. Faculty share successful activities and identify areas of improvement. These discussions create a coherence of classroom practice and the widespread application of effective practice, thus leading to improvement in student learning.

2.3.b Program-Level SLO

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

In a thesis-based essay, 87% of our students earned an average of 3 or better on a writing rubric of 0-5. Result: Target met

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

Data suggest that further instruction is needed in thesis development and that students were strong in grammar and overall composition skills. As a result faculty are actively seeking professional development in and access to research on thesis development.

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

Action Step	Related SLO assessment (Note applicable data)	Related ESMP Core Mission Goals (Basic Skills, Transfer, Work Force, Stewardship of Resources)	How will this action improve student learning/success?
1 Request new FTE Composition	Need for expertise in composition skills	All	We expect retirements in the next few years that will severely deplete our content expertise and institutional memory as seasoned faculty retire. A new FTE will have more time to participate in design of courses and assessment of outcomes as well as collaborative exercises in professional development than will an adjunct who needs to run to the next college to teach. This
1 Request new FTE Composition	Need for expertise in composition skills	All	We expect retirements in the next few years that will severely

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<p>2 Request funding for stipends to support the continuing development of our integrated reading and writing program and the design of professional development courses that will train faculty to evaluate student portfolios.</p>	<p>This is another method of assessment of our SLOs in composition, one that engages both the students and faculty in continual improvement of learning and teaching.</p>	<p>All, with an emphasis on Basic Skills</p>	<p>The design, implementation, and training required to fully implement a new program is above and beyond the time available within a regular teaching load. Stipends free faculty to work during summer and breaks to develop depth and breadth of a new sequence.</p>
<p>3 Maintain Department Coordinator position</p>		<p>Stewardship of resources</p>	<p>The volume of curricular work, assessment, and innovation completed by the English Department in the last five years demonstrates the value of retaining a Department Coordinator. Courses taught in the English Department provide foundational skills for all courses in the college thus leading to higher college completion rates and student success. Our current department focus on basic skills, an English transfer degree and design of new literature courses to capture student imagination and WSCH requires a facilitator who can navigate the college processes and shepherd the work required to maintain our curricular excellence. In addition, a Department Coordinator maintains the 30,000 ft perspective that helps</p>
<p>3 Maintain Department Coordinator position</p>		<p>Stewardship of resources</p>	<p>The volume of curricular work, assessment, and innovation completed</p>

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<p>4 Request augmentation of B Budget for more copies</p>	<p>Research shows that basic skills students especially require much scaffolding in the form of handouts and texts that they can annotate.</p>	<p>Basic Skills</p>	<p>Basic skills students need hands-on materials to support their new learning and to apply new skills. Copies of materials and handouts that structure student responses to readings are essential for student success.</p>
<p>5 Work with the college to provide support for ESL and Basic Skills students, support provided by defunct programs such as the Academic Skills lab and the Writing Center.</p>	<p>Assessment data suggest that our under-prepare and Basic Skills students still struggle complete college courses and to persist through a sequence.</p>	<p>All</p>	

Section 3: Program Goals and Rationale

Program goals should be broad issues and concerns that incorporate some sort of measurable action and should connect to Foothill’s core missions, Educational & Strategic Master Plan (ESMP), the division plan, and SLOs.

3.1 Program relation to college mission/core missions

The English program includes foundational instruction in basic skills, core general education reading, writing, and critical thinking courses for transfer. The English major supports institutional outcomes of communication, critical thinking, and community. We are in the process of Re-evaluate student population to align program the program more closely with Global Awareness and citizenship by creating new literature courses that reflect the interests and cultural issues of our diverse populations.

3.2 Previous Program Goals from last academic year

Goal	Original Timeline	Actions Taken	Status/Modifications
Re-evaluate student population to align program	On-going	Began development of an English AA for Transfer Students as well as a re-alignment of the literature program to capture new English majors.	In progress
Discuss success rate, including target groups, and evaluate coding implications	Spring 2011	Courses coded to meet state requirements	Completed
Discuss number of graduates and certificates	On-going	Development of a new English AA for transfer students.	In-progress: A new English-Transfer degree using the state standards. Re-envisioning a new certificates list to attract students and refocus the certificate
Examine systemic support for underrepresented groups	On-going	Reasserted the department’s commitment to Pass the Torch and Mfumo as courses that meet the needs of under-represented students.	Curriculum for academic support for students who need both acclimation to the college environment and more work in basic skills is under development.
Solicit more data on		Collaborative Division	On-going

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ESL/English 100 placement		meeting between English and ESL	
Course alignment: 1A-1B-1C		Work Group met to define critical elements and develop and administer a faculty survey identifying common approaches, vocabulary and activities. Presented findings to the department with alignment plan to be developed in 2012-2013.	In progress
Training in instructional tech and new media to increase online retention.		Developed and presented workshops in Classroom Salon, an online discussion forum	Each Department meeting begins with Two-Minute Tech Strategy showcasing innovative online tools and online activities that lead to formative assessment of student work.
Workshops on cross-disciplinary faculty collaboration for increased success/retention in 1A	Spring 2011	Department Retreat provided an opportunity to begin the discussion about shared concerns in 1A classes.	Focus shifted to Integrated Reading and Writing Curriculum Development and articulation
Workshop on 209/110 curriculum/pedagogy	Spring 2011	Department Retreat discussion highlighted some issues.	On-going and focused discussion planned for Winter and Spring 2012 after Fall's curricular avalanche.
LAL Goals/Measurement			Lab and Writing Center closed (administrative decision)

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3.3 New Goals: Goals can be multi-year

Goal	Timeline (long/short-term)	Supporting Action Steps from section 2.4 (if applicable)	How will this goal improve student success or respond to other key college initiatives
1 Basic Skills Pathways	Target launch Fall 2012,		Pathways through to transfer from Basic Skills
2 Review Literature Grid	Winter 2012 for review		Increased Enrollment and Productivity
PGA course in portfolio design and	Winter 2012		Student success through metacognition and portfolio approach
3 Transfer Degree in English	Outline presented to the department in Fall 2011. Work to continue in 2012		In progress

Section 4: Program Resources and Support

4.1 Using the tables below, summarize your program’s resource requests.

Full Time Faculty and/or Staff Positions

Position	\$ Amount	Related Goal from Table in section 3.3	Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.)
FTE			

Reassigned Time

Position	\$ Amount	Related Goal from Table in section 3.3	Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.)
Department Coordinator			

B Budget Augmentation

B Budget FOAP	\$ Amount	Related Goal from Table in section 3.3	Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.)
Copy Costs			

Facilities and Equipment

Facilities/Equipment Description	\$ Amount	Related Goal from Table in section 3.3	Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.)
NA at this time			

One-time/Other: (Release time, training, etc.?)

Description	\$ Amount	Related Goal from Table in section 3.3	Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.)
Stipends for IRW training and development			

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Section 5: Program Strengths/Opportunities for Improvement

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

	INTERNAL FACTORS	EXTERNAL FACTORS
Strengths	<p>Enrollment from 09-10 to 10-11 increased 7%, which seems to be holding relatively steady from the 8% increase in enrollment from 08-09 to 09-10.</p> <p>We have dedicated and thoughtful adjunct faculty who participate regularly in department meetings and work collaboratively with full-time faculty.</p> <p>Lastly, the launching of the new integrated reading/writing pathway (English 42ST and co-requisite portfolio course, English 242AB) will offer students another option for their education plans.</p>	<p>Because our program includes English 1A, a pre-requisite for many other courses, certificates and transfer, students prioritize our program no matter what their educational plan.</p>
Weaknesses	<p>There are decreases in the following: the honors program, English 100 (perhaps because it is now English 209), and various literature courses.</p> <p>Because of block scheduling and the distances that most faculty live from campus (90 minute+ commutes), the department is challenged to schedule meetings outside of the required department and division meetings so that faculty can meet to work collaboratively to develop new curriculum and assess the old.</p>	<p>Decrease in FTES can be responsible for the decreases in these courses; many students today have to take on more work hours during the week.</p> <p>Students often have a lack of understanding about how an English certificate can be beneficial and preferable to many popular majors other than English.</p>
Opportunities	<p>The English department is currently discussing opportunities to grow, including developing new course</p>	

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	<p>offerings in literature designed to appeal to today's students, including Creative Writing in the literature grid, and offering creative writing and literature courses online.</p> <p>In addition, we are creating an English major for transfer sequence of courses, which should add to enrollment.</p> <p>Lastly, the department is currently developing an integrated reading and writing pathway for basic skills students that includes a co-requisite course in meta-cognition and portfolio design and management. The goal is to pilot the pathway fall 2012. Data used to design this program suggests higher success and persistence rates in English 1A for students who test into English 209 and/or English 110</p>	
<p>Threats</p>	<p>Budget limitations can pose a threat to various elements of our program. Specifically, programs like Mfumo and PUENTE might be threatened because they serve ONE cohort each year and can therefore be seen as expendable in terms of productivity. These programs are central to our college mission and to the support of Basic Skills. For example, the data attached validates the vital role these programs play in Basic Skills student success and in transfer courses. For example, for the past three academic years, student success rates for students involved in Pass the Torch have averaged 70%.</p>	

5.2 Are there any critical issues you expect to face in the coming year? How will you address those challenges?

As mentioned, we will be piloting a new English pathway next year (English 42ST and English 242AB). Because this is a new approach to teaching English 1a, we anticipate finding new challenges in the both the pedagogy and the logistics of the program. However, we are

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anticipating these challenges by offering a PGA course in the winter of 2012 for faculty interested in teaching 242AB, the portfolio course that is central to the success of this new pathway. In addition, we will be working closely with student outreach, counseling and marketing in order to meet these challenges.

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

The English Department passed a formal resolution in support of the Mfumo and Pass the Torch Programs crucial to student equity and student success for at-risk and non-traditional students in our English 1A and English 1B transfer and degree courses. The resolution, which has been (and continues to be) discussed at length in the Faculty Senate, strongly objects to recent termination of the classified support position for Mfumo, effectively ending the program, as well as sudden and clearly counterproductive decisions to relocate Pass the Torch to a new facility which does not meet the programs core goals.

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

- 1 Re-evaluate the changing our student population and how the English program fits needs of the changing population:
 - a. This is an on-going discussion that happens in the context of discussing pedagogical approaches, course offerings and support for programs such as Pass the Torch, Mfumo and Puente.
- 2 Examine how quickly students want to finish their studies at Foothill and their English course goals to ensure that we are adequately serving the needs to a rapidly changing population.
 - a. The department has attempted to serve the needs of students who want to complete their transfer and/or certificate requirements in less time by creating and supporting the implementation of a new integrated reading/writing pathway that is designed to move students more quickly through the pre-English 1a sequence.
 - b. As mentioned, students' needs will also be addressed in the re-examination of the current literature grid and course offerings. The creation of new courses that appeal to these students' interests and goals has generated meaningful discussion as well as the need for further collaboration among faculty.
- 3 Analyze the sub-populations that are successful and unsuccessful, which would lead to increased faculty collaboration.
 - a. Discussions related to the support of Mfumo, Pass the Torch and Puente, as well as the new English pathway (English 42 ST and 242AB) have helped us address the needs of these students in particular. Faculty has worked collaboratively in this process and hopes to continue such collaboration in the future. Specifically, the new English pathway has already created the space for this collaboration with a new PGA course to be offered in the winter of 2012. In addition, faculty, both full-time and part-time will be working together to discuss curriculum and pedagogical approaches in this new program.

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- b. Evaluate whether the success rate accurately reflects the success of our students. The coding of courses may lead to inflation in our success rates.
- c. The changes regarding alternative credit courses have helped us address this issue.
- 4 Discuss the low number of graduates and certificates awarded, and decide whether this is a departmental concern.
 - a. Discussions about the literature grid, the integration of creative writing into the English certificate, and the creation of new literature courses relevant to student interests and needs have helped us re-consider how we can reach more students. We also hope to continue having discussions regarding the marketing of the English certificate.
- 5 Research, design, and discuss the most effective practices in retaining students and increasing success rate.
 - a. The creation and design of the new English pathway, based on extensive research, has fostered many discussions about how to retain students through the pre-English 1a sequence. These conversations will be on going during the pilot of the pathway.
 - b. Both part-time and full-time faculty have expressed interest in starting and maintaining collaborative sessions and “brown bag lunches” that focus on sharing best practices and important/culturally relevant texts.
- 6 We need to examine the infrastructure and systemic support needed for under-represented groups to be successful. Some things to consider include the impacts of learning communities and the specific needs of student-athletes.
 - a. On-going discussions regarding programs like Mfumo, Puente and Pass the Torch are important in the examination of the systematic support for such programs. More focus on the academic success of student athletes continues to be a necessary discussion.
- 7 Workshops on course alignment between 1A-1B-1C
 - a. There is currently a work group made up of both adjunct and full-time faculty who are researching and discussing this issue. Further conversations regarding the alignment of these courses are still needed, but a significant amount of work has been done to research the ways in which we can use similar language and/or best practices to improve the continuity and connection between these courses.

5.5 After reviewing the data, what strengths or positive trends would you like to highlight about your program?

We have highly trained faculty who are actively engaged in classroom research, collaborative development of curriculum, and passionate about our students success. We have evolved a systematic plan for completion of assessment and reflection cycles as well as required Title 5 Updates. We have codified our policies and procedures, deactivated curriculum that is rarely taught. In short we have succeeded in getting our curricular “house in order.” We have launched work groups who are evaluating our course sequences and we have actively sought development of new courses in literature that will appeal to our 21st century students. We are hard-working and dedicated to our students. We welcome challenge and respond creatively. We expect a bright future.

Section 6: Feedback and Follow Up

This section is for the Dean to provide feedback.

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

It's clear from this program review that the strengths of the English department are its faculty. They are dedicated, innovative, and motivated educators. They care about their program and are actively engaged in improving it.

The accelerated reading and writing project is an example of this dedication. This project has the potential to increase both our success and retention rates in our developmental sequence. The faculty are also looking at the transfer-level courses and exploring how well they sequence. In addition to the curricular undertakings, the department has also been conscientious about their implementation of SLOs and PLOs.

Numerically, the English department appears to be growing in regards to fulltime equivalent students. The data shows FTES is up 7%. And while the productivity of the department has declined a little in the last few years, I suspect this has more to do with the college's interest in boosting WSCH and allowing lower enrolled courses to run for the full term.

6.2 Areas of concern, if any:

I do have some concerns about the erratic enrollment in our lit courses, but the department is aware of these and is looking at ways to address the enrollment problems.

I am also concerned about the loss of alternative credit particularly on our lowest performing students.

And the loss of support services for students in our core sequence (209, 110, 1A, and 1B) continues to leave open the question where can students turn for assistance with their assignments and course work.

The widening gap between full and part-time faculty in terms of load is also a problem. The data shows that the part-time to full-time ratio has increased 6% over the last few years; 63% of English classes are being taught by part-time faculty. This even after hiring two full-time faculty in this same time period. To remedy this I will continue to be a staunch advocate for more full-time hiring in the department.

To support the Pass the Torch program, reassigned time for the English faculty member needs to be maintained. Due to concerns over support resources, the department has chosen to not to request reassigned time for the Mfumo program at this time.

6.3 Recommendations for improvement:

Draft Annual Program Review Template for 2011-2012

The department seems to be aware of problem areas in the literature sequence and I am eager to work with them to address these issues.

I also believe that supplemental instruction and noncredit could be used to provide support for students in our core sequence and offset the loss of alternative credit. A for credit supplemental learning module could be easily developed for each of our core courses. And because they are open/entry open/exit, noncredit courses that ran parallel to our basic skills courses could help those students who might otherwise have earned alternative credit succeed in their classes.

6.4 Recommended Next steps:

Proceed as planned on program review schedule

Further review/Out of cycle in-depth review

Unit Assessment Report - Four Column

Foothill College

Program (LA-ENGL) - English AA

Primary Core Mission: Basic Skills

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
<p>Program (LA-ENGL) - English AA - 1 - Upon completion of this program, students will be able to compose a thesis-based essay that clearly communicates a logical, evidence-supported argument.</p> <p>PL-SLO Status: Active</p>	<p>Assessment Method: Thesis-based essay.</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target: 85% of students will receive an average rating of 3 or better on the rubric ranging 0-5.</p>	<p>06/09/2011 - 87% received an average of 3 or better on the rubric. Weaknesses were supporting their thesis with evidence. Strengths were grammar and composition.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p> <p>Resource Request: Access to research and reference workshops.</p>	
<p>Program (LA-ENGL) - English AA - 2 - Upon completion of this program, students will demonstrate, in writing, comprehension and critical analysis of college-level texts.</p> <p>PL-SLO Status: Active</p>			

Unit Course Assessment Report - Four Column

Foothill College

Department - English (ENGL)

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>Department - English (ENGL) - ENGL 110 - INTRODUCTION TO COLLEGE WRITING - 1 - Quoting and Paraphrasing - Students can integrate information from texts to develop a main idea. (Created By Department - English (ENGL))</p> <p>Assessment Cycles: 2010-2011</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Essay to assess this SLO using Department rubric.</p> <p>Assessment Method Type: Essay/Journal</p>		
<p>Department - English (ENGL) - ENGL 110 - INTRODUCTION TO COLLEGE WRITING - 2 - Topic Sentences - Students can articulate a main idea at the paragraph level. (Created By Department - English (ENGL))</p> <p>Assessment Cycles: 2010-2011</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - English (ENGL) - ENGL 12 - AFRICAN AMERICAN LITERATURE - 1 - Social/Political - Identify significant literary, social, cultural and political issues in 19th-21st century African American writing. (Created By Department - English (ENGL))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - English (ENGL) - ENGL 12 - AFRICAN AMERICAN LITERATURE - 2 - Culture - Identify fundamental elements of African American culture as represented in the literature. (Created By Department -</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>English (ENGL)) Assessment Cycles: 2010-2011</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - English (ENGL) - ENGL 14 - INTRODUCTION TO CONTEMPORARY FICTION - 1 - Students can understand postmodernism in literature and recognize its effect on selected contemporary fiction. (Created By Department - English (ENGL))</p> <p>Assessment Cycles: 2010-2011</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: I will be assessing this Student learning outcome with Fall 2010 course's 2nd Essay, a comparative essay which asks them to connect 2 non-western pieces of literature.</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target for Success: Show understanding through essays</p>	<p>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 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.</p> <p>Result: Target Not Met</p> <p>Year This Assessment Occurred: 2010-2011</p> <p>Resource Request: none</p>	<p>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.</p> <hr/>
<p>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))</p> <p>Assessment Cycles: 2010-2011</p> <p>Course-Level SLO Status:</p>	<p>Assessment Method: I will be assessing this Student learning outcome with Fall 2010 course's 2nd Essay, a comparative essay which asks them to connect 2 non-western pieces of literature.</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target for Success:</p>	<p>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</p>	<p>09/30/2011 - Continue use of peer response, with emboldened reflection after peer response to further improve essay structure and thesis statements in particular.</p> <hr/>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
Active	Thesis centered essays	<p>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."</p> <p>Result: Target Met Year This Assessment Occurred: 2010-2011 Resource Request: none</p>	
<p>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))</p> <p>Assessment Cycles: 2010-2011 2011-2012</p>	<p>Assessment Method: Used the department rubric that measures the quality of a thesis statement, both in its focus and placement in the essay</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target for Success: 90% of students get a C or better on this particular criteria from the rubric</p>		
<p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Students will hand in a journal at the end of the quarter.</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target for Success: 8 entries out of 10 will meet the score of 5 on the rubric.</p>	<p>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.</p> <p>Result: Target Met Year This Assessment Occurred: 2010-2011</p>	<p>10/14/2011 - We are meeting our goals. No further action required for quoting and paraphrasing.</p>
		<p>09/14/2011 - 85% of my students turned in a journal that met the target.</p> <p>Result: Target Met Year This Assessment Occurred: 2010-2011 Resource Request:</p>	<p>10/14/2011 - srthrs</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
		<p>More pencils.</p> <p>05/13/2011 - 85% of students met the target.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p> <p>Resource Request: More books.</p>	
<p>Department - English (ENGL) - ENGL 1A - COMPOSITION & READING - 2 - Thesis - Students can articulate a main idea at essay level. (Created By Department - English (ENGL))</p> <p>Assessment Cycles: 2010-2011 2011-2012</p>	<p>Assessment Method: Using the department rubric to assess the quality of a student's thesis in terms of focus and placement in the essay</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target for Success: 90% of students achieve a "C" or better in this criterion</p>	<p>10/14/2011 - 87% of students in one course fulfilled this outcome</p> <p>Result: Target Not Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>Resource Request: Writing support through Writing Center</p>	<p>10/14/2011 - Reassess outcome in Fall, 2012 to determine if the target is achievable. Conduct departmental conversations on teaching a thesis.</p>
<p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Formal, out-of-class argumentative essay at the end of the quarter</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target for Success: In the final, formal, out-of-class essay students overall will be able to accomplish a thesis that presents a clear argument or claim and guides the organizational structure of the essay.</p>	<p>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.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p> <p>Resource Request: None</p>	<p>10/14/2011 - Reflection:</p> <p>An integrated reading-writing approach as well as changes in instructional scaffolding elicited success.</p> <p>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.</p> <p>Thesis was taught after organization and outlining. Students outlined</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
			<p>major sections and topics of essay, focusing on relationships of concession/opposition, causality, etc. Awareness of organizational relationships informed the crafting of the thesis.</p> <p>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.</p> <p>Action Plan: In the next assessment cycle for this SLO we will refine our assessment method to gather more quantitative results.</p>
<p>Department - English (ENGL) - ENGL 1A - COMPOSITION & READING - 3 - Inference - Student can make inferences from college-level texts. (Created By Department - English (ENGL))</p> <p>Assessment Cycles: 2010-2011 2011-2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: In-class essay test</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 80% of students make logical inferences of information (including facts, statistics, summary, quotations, graphs) in order to prove their point on either the paragraph or essay level.</p>	<p>10/14/2011 - Student success levels at or above faculty expectations.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>Department - English (ENGL) - ENGL 1A - COMPOSITION & READING - 4 - Topic Sentence - Students can articulate and develop a main idea at paragraph level. (Created By Department - English (ENGL))</p> <p>Assessment Cycles: 2010-2011 2011-2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Short essay turned in mid-quarter will assess ability to use a topic sentence to articulate and develop a main idea.</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target for Success: 85% of students will score 3 or higher on the Topic Sentence Rubric.</p>		
<p>Department - English (ENGL) - ENGL 1A - COMPOSITION & READING - 5 - Essay Organization - Students can develop a main idea at the essay level. (Created By Department - English (ENGL))</p> <p>Assessment Cycles: 2010-2011 2011-2012</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - English (ENGL) - ENGL 1A - COMPOSITION & READING - Fake SLO - Blah (Created By Department - English (ENGL))</p> <p>Assessment Cycles: 2010-2011</p> <p>Course-Level SLO Status: Active</p>			
<p>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))</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>Assessment Cycles: 2009-2010 2010-2011 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - English (ENGL) - ENGL 1AH - HONORS COMPOSITION & READING - SLO 2 - Articulate Thesis - Students can articulate a main idea at the essay level (thesis) (Created By Department - English (ENGL))</p> <p>Assessment Cycles: 2009-2010 2010-2011 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - English (ENGL) - ENGL 1B - COMPOSITION, CRITICAL READING & THINKING - 1 - Students will be able to make logical inferences toward an interpretation. (Created By Department - English (ENGL))</p> <p>Assessment Cycles: 2010-2011</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: In-class collaborative discussion with documentation and/or presentation of findings on course website. Criteria for learning: An interpretative response supported by quoted material from text. Interpretation: summary of content, application of theoretical models studied in class, and development of student-generated critical thinking questions to make meaning in relation to larger contexts (individual, social, political, historical, etc.)</p> <p>Assessment Method Type: Discussion/Participation</p> <p>Target for Success: Graded on 10 point scale based on preparedness (readings completed and annotated), depth and detail of the</p>	<p>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).</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>Resource Request: None</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
	<p>discussion and documentation of the discussion.</p> <p>Assessment Method: A series of 1-hour in-class essay exams on assigned readings. Criteria for learning: An interpretative response supported by quoted material from text. Interpretation: summary of content, application of theoretical models studied in class to make connections between content and larger contexts.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: Graded on a 30 point scale, with opportunity for revision. 24 = "successful" learning</p>		
<p>Department - English (ENGL) - ENGL 1B - COMPOSITION, CRITICAL READING & THINKING - 2 - Students will be able to formulate an arguable thesis. (Created By Department - English (ENGL))</p> <p>Assessment Cycles: 2010-2011</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: During the writing process, students draft (typed) a working thesis in response a specific writing prompt. Class discusses 7-10 student-generated thesis statements and assess and workshop/revise based on requirements of prompt, including inherent logic.</p> <p>Assessment Method Type: Case Study/Analysis</p> <p>Target for Success: Students demonstrate understanding of the criteria for a successful thesis, can apply criteria to assessment of real student thesis statements, and can articulate assessment verbally.</p> <p>Students must be able to assess and revise their own thesis statement based on the class workshop.</p> <p>A "successful" thesis will do all of the following:</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
	<p>Responds to prompt Articulates a specific argumentative assertion Conveys organizational schema Demonstrates college-level vocabulary, syntax, and grammar</p>		
	<p>Assessment Method: During writing process, students define criteria for effective thesis based on writing task; independently draft working thesis; they work in groups to evaluate each working thesis based on defined criteria. Each group then selects one thesis from the group for class review. Class review/workshop may focus on relationship between thesis and reading process, as well as sentence-level revision.</p> <p>Assessment Method Type: Case Study/Analysis</p> <p>Target for Success: Students understand criteria for successful thesis and can apply understanding to assessment and workshop of selected thesis statements</p> <p>Students can determine and articulate (verbally or in writing) next steps for revision of their own thesis, including a return to critical reading process.</p>	<p>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.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>Resource Request: None</p> <p>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.</p>	<p>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.</p> <hr/>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>Department - English (ENGL) - ENGL 1C - ADVANCED COMPOSITION - SLO 1 - Critical thinking - Demonstrate mastery of critical thinking techniques and analysis. (Created By Department - English (ENGL))</p> <p>Assessment Cycles: 2009-2010 2010-2011 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - English (ENGL) - ENGL 1C - ADVANCED COMPOSITION - SLO 2 - reasoning fallacies - Identify and avoid common fallacies in reasoning. (Created By Department - English (ENGL))</p> <p>Assessment Cycles: 2009-2010 2010-2011 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - English (ENGL) - ENGL 1CH - HONORS ADVANCED COMPOSITION - Analytical Writing - Substantiate thesis through analysis, logical and systematic organization, supporting evidence and clarity of language (Created By Department - English (ENGL))</p> <p>Assessment Cycles: 2010-2011</p> <p>Start Date: 09/20/2010</p> <p>End Date: 10/21/2011</p>	<p>Assessment Method: Final exam: in class essay which argues for a course of action based on analysis of specific case.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 85% students achieve "B" or higher</p>	<p>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.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>Course-Level SLO Status: Active</p> <p>Department - English (ENGL) - ENGL 1CH - HONORS ADVANCED COMPOSITION - Critical Thinking - Make logical inferences towards an interpretation (Created By Department - English (ENGL))</p> <p>Assessment Cycles: 2011-2012</p> <p>Start Date: 09/20/2010</p> <p>End Date: 10/21/2011</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Students are grouped into teams; each team assigned a case study to apply a specific reasoning framework for analysis.</p> <p>Assessment Method Type: Case Study/Analysis</p> <p>Target for Success: 85% active participation (presenting, discussing, writing) by ALL team members</p>	<p>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.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p>	<p>10/18/2011 - Prior to this assignment, students may need one more additional "close reading" practice to identify their own logical biases.</p> <hr/>
<p>Department - English (ENGL) - ENGL 209 - INTRODUCTION TO COLLEGE READING - Summary - Student Learning Outcome #1 - Students can summarize arguments in an expository text</p> <p>(Created By Department - English (ENGL))</p> <p>Assessment Cycles: 2011-2012</p> <p>Start Date: 01/01/2009</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Students will demonstrate synthesis thinking in an essay of 3-5 typed pages.</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target for Success: Specific examples of "synthesis" evident in the paper.</p>	<p>01/24/2012 - Note: Many in the department define synthesis differently. Some see synthesis as a research process where multiple sources are synthesized in a paper; others see it as a conversation among differing opinions. In general both definitions apply, as long as ?synthesis? is seen as a process of using multiple sources on one topic.</p>	<p>01/24/2012 - Note: Many in the department define synthesis differently. Some see synthesis as a research process where multiple sources are synthesized in a paper; others see it as a conversation among differing opinions. In</p>
<p>Department - English (ENGL) - ENGL 209 - INTRODUCTION TO COLLEGE READING - Synthesis - Student Learning Outcome #2 - Students can synthesize a variety of ideas from various texts in an expository essay (Created By Department - English (ENGL))</p> <p>Assessment Cycles: 2011-2012</p> <p>Start Date:</p>	<p>Assessment Method: Students will demonstrate synthesis thinking in an essay of 3-5 typed pages.</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target for Success: Specific examples of "synthesis" evident in the paper.</p>	<p>01/24/2012 - Note: Many in the department define synthesis differently. Some see synthesis as a research process where multiple sources are synthesized in a paper; others see it as a conversation among differing opinions. In general both definitions apply, as long as ?synthesis? is seen as a process of using multiple sources on one topic.</p>	<p>01/24/2012 - Note: Many in the department define synthesis differently. Some see synthesis as a research process where multiple sources are synthesized in a paper; others see it as a conversation among differing opinions. In</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>01/01/2009</p> <p>Course-Level SLO Status: Active</p>		<p>Our discussion of findings determined that we want to improve students' ability to synthesize as a reader: We expect students to be able to see how a topic connects through several essays, so they can determine what parts of any give essay are most important or more important than others in support of a particular argument. The students should be able to see how the writing prompt influences and creates reading strategies best suited to a particular synthesis strategy.</p> <p>Our reflection reminds us that when teaching synthesis, it?s equally important to teach synthesis as a reading skill as much as a writing skill.</p> <p>One instructor noted: Based on the essays, she sees the benefit to reframing the writing prompt to encourage students to see synthesis as a process, rather than a type of essay or a writing product.</p> <p>Another Instructor noted : I found, ?I wish I started synthesis earlier. By the end I feel we need more varied examples of how text relate to one another.?</p> <p>Our conclusion: Synthesis activities may be better placed earlier in the quarter, so that students go beyond, summary, response, or they say/ I say--thinking and see how two texts or more can be analyzed for a variety relationships, ie compare/contrast,cause and effect, example, problem/solution, etc.</p> <p>In other words, synthesis instruction may better focus on the relationships among a variety of ideas rather than on a aggregate summary of a</p>	<p>general both definitions apply, as long as ?synthesis? is seen as a process of using multiple sources on one topic.</p> <p>Our discussion of findings determined that we want to improve students' ability to synthesize as a reader: We expect students to be able to see how a topic connects through several essays, so they can determine what parts of any give essay are most important or more important than others in support of a particular argument. The students should be able to see how the writing prompt influences and creates reading strategies best suited to a particular synthesis strategy.</p> <p>Our reflection reminds us that when teaching synthesis, it?s equally important to teach synthesis as a reading skill as much as a writing skill.</p> <p>On instructor noted: Based on the essays, she sees the benefit to reframing the writing prompt to encourage students to see synthesis as a process, rather than a type of essay or a writing product.</p> <p>Another Instructor noted : I found, ?I wish I started synthesis earlier. By the end I feel we need more varied examples of how text relate to one another.?</p> <p>Our conclusion: Synthesis activities</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
		<p>variety of sources.</p> <p>We are eager to share effective practices in meeting that goal.</p> <p>Result: Target Met Year This Assessment Occurred: 2011-2012 Resource Request: Professional Development money to create seminar on effective practices to teach higher order synthesis thinking.</p>	<p>may be better placed earlier in the quarter, so that students go beyond, summary, response, or they say/ I say--thinking and see how two texts or more can be analyzed for a variety relationships, ie compare/contrast, cause and effect, example, problem/solution, etc.</p> <p>In other words, synthesis instruction may better focus on the relationships among a variety of ideas rather than on a aggregate summary of a variety of sources.</p> <p>We are eager to share effective practices in meeting that goal.</p>
<p>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.</p> <p>(Created By Department - English (ENGL))</p> <p>Assessment Cycles: 2011-2012</p> <p>Start Date: 09/26/2011</p> <p>Course-Level SLO Status: Active</p>	<p>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</p> <p>Assessment Method Type: Presentation/Performance</p> <p>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.</p>	<p>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.</p> <p>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</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
		<p>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.</p> <p>Result: Target Not Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>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.</p> <p>IL-SLO Reflection: Students need more explicit instruction on using their own words to accurately express the main idea of a particular section of a text. Although they could easily identify those sections, their ability to express the main idea was more difficult for a larger percentage of the class. More workshopping of ideas (outlines) would be helpful.</p> <p>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.</p>	

Department - English (ENGL) - ENGL 250A - **Assessment Method:** 01/24/2012 - All students in the class were able to use the SOAPS acronym to explore the rhetorical
 NARRATIVE READING AND WRITING - - Presentation based upon "SOAPS"
 PUENTE - Analysis - Analyze a text in depth

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<p>by considering author's worldview, bias, purpose and perspective. (Created By Department - English (ENGL))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>	<p>analysis: students identify author's purpose, biases and worldview by examining textual support and language. "SOAPS" is an acronym that students will use to examine the rhetorical context of a reading.</p> <p>S= Speaker (author's credentials, biographical information etc.) O= Occasion (social, political or personal experiences, events that prompted the writer to write this particular piece) A= Audience (intended audience based on information regarding original publication, author's language and/or affiliations and credentials) P= Purpose (closely tied to the author's thesis-- what does the writer want his/her intended audience to believe, think, or do with the ideas and information presented in this text?) S= Support (what type of support does the writer use to help him/her develop the thesis and how does this support demonstrate his/her worldview and/or experience?)</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target for Success: 85% of students will understand the purpose of using SOAPS to analyze the rhetorical context of a particular reading.</p>	<p>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.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>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.</p> <p>IL-SLO Reflection: In comparison to demonstrating comprehension through outlining and summarizing, students excelled in demonstrating their understanding of analysis of rhetorical contexts. Students seem to grasp the idea of author's worldview, bias and purpose more easily and were able to show how such contexts are reflected in the ideas, language and organization of a text.</p> <p>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.</p>	

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<p>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))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - English (ENGL) - ENGL 250B - ANALYTICAL READING AND WRITING - PUENTE - Sentence Development - Write sentences that demonstrate an understanding of sentence coordination. (Created By Department - English (ENGL))</p> <p>Assessment Cycles: 2011-2012</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - English (ENGL) - ENGL 3 - TECHNICAL WRITING - Audience and Context - Students will be able to recognize the characteristics of diverse rhetorical contexts based on audience(s), purpose(s), and workplace conditions/situations. (Created By Department - English (ENGL))</p> <p>Course-Level SLO Status: Inactive</p>			
<p>Department - English (ENGL) - ENGL 3 - TECHNICAL WRITING - Design and production of texts - Students will be able to design and produce written texts in a variety of workplace genres, demonstrating the principles of clear and concise language and effective visual design. (Created By Department - English (ENGL))</p> <p>Course-Level SLO Status:</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>Inactive</p> <p>Department - English (ENGL) - ENGL 31 - LATINO/A LITERATURE - Cultural Interpretations in Literature - Examine the various cultural interpretations of United States society (e.g., assimilation, cultural pluralism, melting pot, the Latino/a Diaspora) and interpret their impact on Latino/a writers. (Created By Department - English (ENGL))</p> <p>Assessment Cycles: 2010-2011</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Multi-media group presentation: At the end of the quarter, students will apply various cultural interpretations (concepts) to a given text (poem, short fiction) to present a literary analysis that demonstrates an accurate connection between that concept and the literary and thematic elements used by a particular author. In other words, students will work together to demonstrate how a particular concept can "frame " our understanding of a particular text. Students must define that concept, provide historical/political connections (research) that pertain to that concept, and conduct a discussion that ties these concepts to literary elements in a given text.</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target for Success: 85% of the students will demonstrate understanding of at least 3 major concepts by leading a thoughtful, text-based, research-enhanced presentation on a text by a Latino-American author.</p>	<p>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.</p> <p>Students produced presentations that integrated research and multi-media connections (music, videos, poetry readings) that enhanced a close-read analysis of a particular text and demonstrated connections between their interpretive claims and the concepts they focused on for analysis (e.g., assimilation, cultural pluralism, melting pot, the Latino/a Diaspora, Chicana feminism etc.). Students used these concepts to discuss the author's use of various literary devices and to analyze particular thematic connections.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p> <p>Resource Request: Multi-media classrooms for presentations</p>	<p>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.</p> <hr/>
<p>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))</p>			

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<p>Department - English (ENGL) - ENGL 46A - MONSTERS, MADNESS & MAYHEM: ENGLISH LITERATURE FROM ITS EARLIEST BEGINNINGS TO MILTON - Student Learning Outcome #1 - Knowledge Acquisition - Acquire knowledge of the historical and cultural period, major writers, and key texts produced from 650 ? 1620s CE (Created By Department - English (ENGL))</p> <p>Assessment Cycles: 2011-2012</p> <p>Start Date: 09/27/2011</p> <p>End Date: 12/15/2011</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Three-part final exam, consisting of identifications/definitions; passage identification and analysis; overall essay question</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: - 85% score "B" or higher - Average Grade = B or higher</p>	<p>01/20/2012 - N = 16 Average Grade: 83% (target met) Percentage Passing: 94%</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>Resource Request: NONE</p> <p>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 forward, perhaps weekly reading quizzes may augment the critical reading instruction.</p>	<p>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, it might be more efficient to:</p> <ul style="list-style-type: none"> - 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" <p>Such approaches may allow deeper analysis and more extended class discussions.</p> <p>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.</p> <p>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.</p>
<p>Department - English (ENGL) - ENGL 5 - GAY & LESBIAN LITERATURE - SLO 1 - interpretation - Interpret gay and lesbian</p>			

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<p>literary works within the structure of relevant racial, ethnic, gender, class, aesthetic, and cultural contexts. (Created By Department - English (ENGL))</p> <p>Assessment Cycles: 2009-2010 2010-2011 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - English (ENGL) - ENGL 5 - GAY & LESBIAN LITERATURE - SLO 2 - development and emergence - Trace the development and emergence of distinct gay/lesbian social and political cultures in the twentieth century. (Created By Department - English (ENGL))</p> <p>Assessment Cycles: 2009-2010 2010-2011 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - English (ENGL) - ENGL 7 - NATIVE AMERICAN LITERATURE - SLO 1 - interpretation - Interpret Native American literary works within the structure of relevant religious, historical, political, and cultural contexts. (Created By Department - English (ENGL))</p> <p>Assessment Cycles: 2009-2010 2010-2011 2011-2012 2012-2013</p> <p>Course-Level SLO Status:</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>Active</p> <p>Department - English (ENGL) - ENGL 7 - NATIVE AMERICAN LITERATURE - SLO 2 - Recognition and application - Recognize and apply basic literary terminologies, critical theories, and genres appropriate to an introductory college-level discussion of Native American literature. (Created By Department - English (ENGL))</p> <p>Assessment Cycles: 2009-2010 2010-2011 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - English (ENGL) - ENGL 7H - HONORS NATIVE AMERICAN LITERATURE - SLO 1 - interpretation - Interpret Native American literary works within the structure of relevant religious, historical, political, and cultural contexts through the application of analysis, synthesis, and evaluation. (Created By Department - English (ENGL))</p> <p>Assessment Cycles: 2009-2010 2010-2011 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - English (ENGL) - ENGL 7H - HONORS NATIVE AMERICAN LITERATURE - SLO 2 - Recognition and application - Recognize and apply literary terminologies and critical theories appropriate to an introductory college-level</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>discussion of Native American literature, based on original research. (Created By Department - English (ENGL))</p> <p>Assessment Cycles: 2009-2010 2010-2011 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - English (ENGL) - ENGL 8 - CHILDREN'S LITERATURE - SLO 1 - identification - Identify the characteristics in each genre of children's literature. (Created By Department - English (ENGL))</p> <p>Assessment Cycles: 2009-2010 2010-2011 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - English (ENGL) - ENGL 8 - CHILDREN'S LITERATURE - SLO 2 - analysis - Analyze the cross-cultural variants in a folktale archetype. (Created By Department - English (ENGL))</p> <p>Assessment Cycles: 2009-2010 2010-2011 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>			