PROGRAM REVIEW – CURRICULUM PACKET
2018-2019

<div style="background-color:green; color:white; text-align:center">**ENGLISH**</div>

This report includes course student learning outcome (cSLO) assessment summaries from 2015-16 to 2017-18.

Table 1. Course offerings per academic year from 2015-16 to 2018-19
Table 2. Course assessment status between 2015-16 and 2017-18
Table 3. cSLOs that were not assessed between 2015-16 and 2017-18
Table 4. cSLOs assessed and corresponding Data Evaluation
Table 5. cSLOs assessed and corresponding Data Planning

COURSE OFFERINGS

Table 1. Course offerings per academic year from 2015-16 to 2018-19

Course Name	2015-2016	2016-2017	2017-2018	2018-2019
ENGL G90			x	x
ENGL G95			x	x
ENGL G98	x	x	x	x
ENGL G99	x	x	x	x
ENGL G100	x	x	x	x
ENGL G110	x	x	x	x
ENGL G112	x	x	x	x
ENGL G114	x	x	x	x
ENGL G143	x	x	x	x
ENGL G150	x	x	x	x
ENGL G155	x	x	x	x
ENGL G160	x	x	x	x
ENGL G161	x	x	x	x
ENGL G181			x	x
ENGL G270	x	x	x	x
ENGL G275	x	x	x	x
ENGL G280	x	x	x	x
ENGL G281	x	x	x	x

COURSE ASSESSMENT STATUS

Fully Assessed	Partially Assessed	No Assessment
↑	↔	↓

Table 2. Course Assessment Status between 2015-16 and 2017-18
*No enrollment data between 2013-14 and 2018-19

Course Name	Total cSLOs	No. cSLOs Assessed	Assessment Status		Last Term Offered
ENGL G090	4	1 out of 4	Partially Assessed	↔	Spring 2019
ENGL G095	6	0 out of 6	No Assessment	↓	Spring 2019
ENGL G098	6	1 out of 6	Partially Assessed	↔	Spring 2018
ENGL G099	3	3 out of 3	Fully Assessed	↑	Spring 2019
ENGL G100	3	2 out of 3	Partially Assessed	↔	Spring 2019
ENGL G103	3	0 out of 3	No Assessment	↓	*
ENGL G110	3	3 out of 3	Fully Assessed	↑	Spring 2019
ENGL G112	5	4 out of 5	Partially Assessed	↔	Spring 2019
ENGL G114	5	2 out of 5	Partially Assessed	↔	Spring 2019

Course Name	Total cSLOs	No. cSLOs Assessed	Assessment Status		Last Term Offered
ENGL G143	5	4 out of 5	Partially Assessed	↔	Spring 2019
ENGL G150	5	1 out of 5	Partially Assessed	↔	Fall 2018
ENGL G155	5	1 out of 5	Partially Assessed	↔	Spring 2019
ENGL G160	5	1 out of 5	Partially Assessed	↔	Fall 2018
ENGL G161	5	3 out of 5	Partially Assessed	↔	Spring 2019
ENGL G181	3	0 out of 3	No Assessment	↓	Spring 2018
ENGL G270	5	3 out of 5	Partially Assessed	↔	Fall 2018
ENGL G275	5	1 out of 5	Partially Assessed	↔	Spring 2019
ENGL G280	3	1 out of 3	Partially Assessed	↔	Spring 2019
ENGL G281	3	1 out of 3	Partially Assessed	↔	Fall 2018

Table 3. cSLOs that were not assessed between 2015-16 and 2017-18

Course Name	cSLO Name	cSLO to Assessed
ENGL G090	cSLO 1	Read critically to determine the writer's purpose, point of view, organizational structures, and manner of presentation.
ENGL G090	cSLO 3	In response to a written text, propose and articulate a thesis, developing that thesis with effective and sufficient support, including support from primary and secondary sources.
ENGL G090	cSLO 4	Revise writing so that it uses correct English grammar, syntax, diction, and spelling.
ENGL G095	cSLO 1	Develop basic and critical comprehension of college-level texts.
ENGL G095	cSLO 2	Recognize the recursive writing process (pre-writing, outlining, drafting, revising, proofreading, and editing).
ENGL G095	cSLO 3	Employ a variety of writing strategies (exemplification, definition, narrative, etc.) in a paragraph.
ENGL G095	cSLO 4	Integrate primary and secondary sources into an essay through paraphrasing, summarizing, and quoting utilizing appropriate MLA format and guidelines.
ENGL G095	cSLO 5	Incorporate feedback from instructors and tutors effectively when revising writing assignments.
ENGL G095	cSLO 6	Revise writing so that it uses correct English grammar, syntax, diction, and spelling.
ENGL G098	cSLO 1	Distinguish main ideas and supporting details and employ active reading strategies to understand texts at the critical level.
ENGL G098	cSLO 2	Construct clear, grammatically correct sentences using a variety of sentence structures and appropriate academic vocabulary.
ENGL G098	cSLO 3	Apply prewriting strategies to organize ideas in response to a prompt to create appropriately structured paragraphs and short essays.
ENGL G098	cSLO 4	Compose one to two pages demonstrating consistent control of appropriate verb tenses for the context.
ENGL G098	cSLO 6	Demonstrate a consistent ability to use coordinating conjunctions, adverb clauses of time, contrast, and cause and effect, and adjective clauses with who, whom, which, whose, and that.
ENGL G100	cSLO 1	Evaluate published texts and individual and collaborative writing by applying critical and analytical reading strategies.
ENGL G103	cSLO 1	Evaluate published texts and individual and collaborative writing by applying critical and analytical reading strategies
ENGL G103	cSLO 2	Support a thesis in an appropriately structured essay, using specific, factual, detailed information
ENGL G103	cSLO 3	Identify, evaluate, and select research material relevant to a well-defined topic, and properly compile this material into a claim-based research paper using MLA format
ENGL G112	cSLO 3	Formulate connections between literary works and their cultural/historical context.
ENGL G114	cSLO 1	Investigate literary, historical, social, and/or cultural significance to critically interpret texts.
ENGL G114	cSLO 3	Apply relevant critical approaches to investigate connections between famous myths and legends from world cultures.
ENGL G114	cSLO 5	Select relevant and appropriate scholarly sources and compose a paper synthesizing these sources to augment, strengthen, and complement an original analysis.

Course Name	cSLO Name	cSLO to Assessed
ENGL G143	cSLO 3	Examine and explain themes of initiation, maturation, morality, fantasy, and education in preteen and adolescent poetry and literature.
ENGL G150	cSLO 1	Investigate literary, historical, social, and/or cultural significance to critically interpret texts.
ENGL G150	cSLO 2	Discover artistic and/or historical contributions to literature by evaluating the stylistic, formal, thematic, and/or rhetorical elements of texts.
ENGL G150	cSLO 4	Explain and/or compare and contrast the major theories of relevant critics in this field and compile these theories in written work to create a more developed and scholarly analysis of a subject relevant to the period.
ENGL G150	cSLO 5	Select relevant and appropriate scholarly sources and compose a paper synthesizing these sources to augment, strengthen, and complement an original analysis.
ENGL G155	cSLO 2	Discover artistic and/or historical contributions to literature by evaluating the stylistic, formal, thematic, and/or rhetorical elements of texts.
ENGL G155	cSLO 3	Examine and explain the relationship between literary works and the literary movement associated with their periods.
ENGL G155	cSLO 4	Explain and/or compare and contrast the major theories of relevant critics in this field and compile these theories in written work to create a more developed and scholarly analysis of a subject relevant to the period.
ENGL G155	cSLO 5	Select relevant and appropriate scholarly sources and compose a paper synthesizing these sources to augment, strengthen, and complement an original analysis.
ENGL G160	cSLO 1	Investigate literary, historical, social, and/or cultural significance to critically interpret texts.
ENGL G160	cSLO 3	Examine and explain the artistic merit and influences on modern thought present in the literature of both Western and Eastern countries before the European Renaissance.
ENGL G160	cSLO 4	Explain and/or compare and contrast the major theories of relevant critics in this field and compile these theories in written work to create a more developed and scholarly analysis of a subject relevant to the period.
ENGL G160	cSLO 5	Select relevant and appropriate scholarly sources and compose a paper synthesizing these sources to augment, strengthen, and complement an original analysis.
ENGL G161	cSLO 4	Explain and/or compare and contrast the major theories of relevant critics in this field and compile these theories in written work to create a more developed and scholarly analysis of a subject relevant to the period.
ENGL G161	cSLO 5	Select relevant and appropriate scholarly sources and compose a paper synthesizing these sources to augment, strengthen, and complement an original analysis.
ENGL G181	cSLO 1	Compose well-argued, nuanced analytical essays that articulate a solid thesis, use several key supporting examples from primary and secondary sources, and provide a conclusion that illustrates the overall importance of the work being discussed.
ENGL G181	cSLO 2	Demonstrate an ability to perform effective academic research of secondary sources and a mastery of MLA formatting guidelines.
ENGL G181	cSLO 3	Demonstrate a solid understanding of Shakespeares texts
ENGL G270	cSLO 1	Investigate literary, historical, social, and/or cultural significance to critically interpret texts.
ENGL G270	cSLO 2	Discover artistic and/or historical contributions to literature by evaluating the stylistic, formal, thematic, and/or rhetorical elements of texts.
ENGL G275	cSLO 1	Investigate literary, historical, social, and/or cultural significance to critically interpret texts.
ENGL G275	cSLO 2	Discover artistic and/or historical contributions to literature by evaluating the stylistic, formal, thematic, and/or rhetorical elements of texts.
ENGL G275	cSLO 3	Examine and explain the relationship between literary works and the literary movement associated with their periods.
ENGL G275	cSLO 4	Explain and/or compare and contrast the major theories of relevant critics in this field and compile these theories in written work to create a more developed and scholarly analysis of a subject relevant to the period.
ENGL G280	cSLO 2	Compose and evaluate original pieces of creative writing.
ENGL G280	cSLO 3	Revise writing based on instructor and peer critique.

Course Name	cSLO Name	cSLO to Assessed
ENGL G281	cSLO 1	identify and apply techniques for successful composition of original forms of prose, such as short stories, magazine articles, screen plays, stage plays, autobiographies, or personal essays.
ENGL G281	cSLO 2	Compose and evaluate original pieces of creative writing.

DATA EVALUATION

Table 4. cSLOs assessed and corresponding Data Evaluation.

*Denotes historical cSLOs.

Course Name	cSLO	Semester Assessed	cSLO Data Evaluation
ENGL G090	cSLO 2	Fall 2017	52/57 (91%) of students were successful in achieving this SLO. Therefore, most students achieved success.Since this is a pilot class for Fall 2017, this is a promising result. The impressive results can be likely be attributed to the extra time for students and faculty in the 5-unit class. This additional time allowed for ample practice with essay structure throughout the semester as well as time for additional workshop activities. Also, success can be linked to motivated students in our accelerated sequence.However, one faculty member noted that 'many students dropped this course before the "W" deadline because they lacked the language proficiency to pass this course' which could explain the higher SLO success rate
ENGL G098	cSLO 5	Fall 2015	Background: We have been using the Mastery Test to assess SLOs for English 098 and ESL 071 students for the past 13 semesters.Up until the past year, we always assessed grammar-related skills. Current results: Last year's results were 69.9% in the Fall (summary) and 80% in the Spring (prewriting); this semester, we achieved 66.5%. Bottom line: We need to emphasize paragraphing more in ENGL 098.Last semester, we engaged instructors several weeks in advance of the SLO assessment to let them know that we were assessing prewriting and to make them aware of exactly what we'd be looking for during the assessment.While I shared the SLO rubrics with 098 faculty in advance of the Mastery Test this time, I think we could have focused more on discussing strategies for teaching paragraphing in advance.
ENGL G098	cSLO 5	Spring 2016	Background: We have been using the Mastery Test to assess SLOs for English 098 and ESL 071 students for the past 7 years.Up until the past year, we always assessed grammar-related skills. Current results: Last semester, we achieved 66.5% on this skill.This semester, we have a much higher success rate at 84.8%. Bottom line: We can see a significant jump in the success rate this semester.Since last semester's results were good but not excellent, we chose to assess the skill again to see if we could do better.Between the last two semesters' 098 staff meetings and better communication about academic standards throughout the English Department in general, I think our efforts have paid off here.
ENGL G099	cSLO 1	Spring 2017	Regular participation, engaged in classroom activities, preparedness for course, native English speakers, willingness to learn course materials.
ENGL G099	cSLO 1	Spring 2017	Regular participation, engaged in classroom activities, preparedness for course, native English speakers, willingness to learn course materials.
ENGL G099	cSLO 1	Summer 2016	Regular participation, engaged in classroom activities, preparedness for course, native English speakers, willingness to learn course materials.
ENGL G099	cSLO 2	Fall 2015	The 80% pass rate for this SLO pleases the department.We received SLOA results from every section, and the scores demonstrate student and instructor success with this skill. In a survey of Eng. 099 conducted the previous Spring ('15), instructors rated punctuation as students' biggest obstacle to scoring satisfactory grades on essays. With this SLO, the department sought to compare instructors' responses with the actual scores on a paper set. 80% is a respectable score, but the department is nevertheless emphasizing skills teaching on an ongoing basis. See Step 5.

Course Name	cSLO	Semester Assessed	cSLO Data Evaluation
ENGL G099	cSLO 2	Fall 2016	The results in my course were 21/24 student passing the SLO. This is an 87.5% pass rate, and I feel this is a successful result. I spent an extra amount of time this semester discussing and practicing with outlines, so students understood exactly how to make sure each paragraph directly related to and fully explained an aspect of the thesis.
ENGL G099	cSLO 2	Fall 2017	What do you think was helpful in supporting the students who succeeded on this SLO (earned a 2 or 3)? • Frequent writing practice focusing on students' learning to create, integrate, and support the thesis. What factors may have influenced the students who scored a 1 or 0 on this SLO? • Lack of understanding of and familiarity with: what a Thesis Statement (ThS) is, what it does in an essay, and how to write one; what a Topic Sentence is, how it's related to the ThS, and how to write one; what to do to support the ThS.
ENGL G099	cSLO 3	Spring 2016	The results indicate that 77% of the students in English 099 demonstrate competency or mastery of this specific SLO.Several instructors of this course agree that one-on-one conferences after first drafts play a significant role in helping students understand how to think about revising.Repetition of this throughout the semester helped students become more independent in their understanding of drafting and revising on their own.
ENGL G100	cSLO 2	Fall 2016	For this SLO, I assessed two sections of English 100.My results reveal a 96% success rate for this cSLO.I attribute this success to the extra practice I give my students with research based essays.This extra practice gives them the opportunity to become skilled at developing paragraphs with rich, details information based on facts, rather than general baseless opinions.
ENGL G100	cSLO 2	Spring 2017	43 out of 52 students received a score of 2 or 3 on this SLO.This is an 82% success rate.
ENGL G100	cSLO 3	Fall 2015	The last time this SLO was assessed, 83.6% of students were success-ful. This time 681/848 students were successful which is a slight drop in success rates (80.3%).Most students did well. However, this SLO is a challenging one as it requires students to achieve multiple successes:identifying sources, evaluating those sources, researching, compiling and using MLA format.This may explain why more students were not successful.
ENGL G110	cSLO 1	Fall 2015	As was to be expected, our SLO success rates were very impressive. This is no surprise, considering we have put enormous work the past several years into making our SLO assessments a vital part of our academic pedagogy in our classes.88.6% of the students were successful with this assessment versus last semester, when the success rate for SLO 2 was 84.3%.
ENGL G110	cSLO 1	Fall 2017	The data show about a 92% success rate. The last time this SLO was assessed, in Fall 2015, the success rate was 88.6%. This continued improvement is the result of our continuing emphasis on SLOs and dedication to SLO assessment. Most instructors cite class discussions as being crucial in helping students approach and think critically about the works of literature.
ENGL G110	cSLO 1	Spring 2018	The data show about a 90% success rate. This is about a 2% drop since the last time this SLO was assessed, in Fall 2017. Many instructors attributed the lack of success of students who failed to complete the assessment successfully to a deficit in grammar and writing skills in general.
ENGL G110	cSLO 2	Spring 2016	The results indicate that 83% of the students in English 110 demonstrate competency or mastery of this specific SLO.Instructors of this course agree that repetition, in-class modeling, sample essays, guided practice, low stakes assignments, continued practice in close readings and annotations of texts were the major keys to success for this SLO. Some found that reviewing MLA format for quotations and parenthetical references was also helpful. Even though students

Course Name	cSLO	Semester Assessed	cSLO Data Evaluation
			should have mastered this in English 100, many students did not seem well prepared in this area, so review was necessary.
ENGL G110	cSLO 3	Spring 2017	The instructors in the aforementioned courses noted that the use of literary terminology in various forms including handouts, discussions and board postings helped students better understand the expectations of the course. Even though this is a transfer level course, instructors also noted that success requires periodic reminders of foundational basic skills, such as grammar and syntax. Sample essays also proved beneficial in the achievement of this SLO. Some factors that impacted students success were noted as follows: difficulty with reading level and rigor, absences, lack of persistence in completing the course, confusing summary with critical analysis when writing, late assignments, struggles in scholastic grit and persistence as well other outside stressors such as financial, personal and psychological.
ENGL G112	cSLO 1	Fall 2015	The scores were what I expected to see. The students in this class were very strong, and they consistently met course expectations.
ENGL G112	cSLO 2	Fall 2016	I think this is an acceptable percentage for success with this cSLO.The few students who were not successful struggled from the beginning of the semester to meet the critical thinking and writing aspects of a college level literature course.Many of the students in the class had already completed English 110, even though that is not a requirement of the course.These students tended to be much more successful in the course than the students who had only completed English 100 as a prerequisite.
ENGL G112	cSLO 2	Fall 2017	What do you think was helpful in supporting the students who succeeded on this SLO (earned a 2 or 3)? Most of the students came well-prepared from English 100 and 110 with knowledge of how to incorporate and use research support.We also discussed this in class, went over sample literary analysis, and discussed this in workshops. What factors may have influenced the students who scored a 1 or 0 on this SLO? These students did not come to class with the required entry level composition skills to do well in this course
ENGL G112	cSLO 4	Spring 2016	This was a very strong class, and it is no surprise that they scored so well on this particular assessment.
ENGL G112	cSLO 5	Spring 2017	23 students were assessed; 16 passed the SLO and 7 did not.This is a 70% success rate for this SLO.My goal for this class is a much higher success rate in this area.Students struggled with finding and incorporating literary research.
ENGL G114	cSLO 2	Spring 2016	This was a very strong class, and it is no surprise that they scored so well on this particular assessment.
ENGL G114	cSLO 2	Fall 2017	This was a very strong class, and I am not surprised their SLO assessments reflect this.
ENGL G114	cSLO 4	Fall 2015	As to be expected, some students performed better than others in their essays, and demonstrated a deeper level of understanding; however, having ample opportunities to apply their knowledge, all students demonstrated a basic level of comprehension, being able to recall the four primary theorists studied this semester, define their theories, and utilize the theories to analyze various aspects of the text and characters. Additionally, Joseph Campbell's theories of the monomyth became a touchstone and part of the vocabulary of the classroom and its discussions.
ENGL G143	cSLO 1	Spring 2016	This is the first time I've performed SLO assessments of this assignment, and I am pleased with the results. In anticipation of this assessment, I expanded the variety of activities I usually do in preparation for the picture book analysis.Instead of one lengthy lecture and one in-class, small-group activity, students participated in two distinct lectures and three directly targeted activities.We also spent additional time covering cultural significance, and I think those related activities made the

Course Name	cSLO	Semester Assessed	cSLO Data Evaluation
			biggest impact on student success for both this assignment and this SLO in general. One point of frustration is that four of my students did not bother to submit this assignment. I suspect that this is because the assignment has a relatively low point value, and they did not think it was worth the time for just 30 (out of 650) points.
ENGL G143	cSLO 2	Spring 2017	The data falls in line with my expectations: this was a very strong group of students, who did excellent work all semester.
ENGL G143	cSLO 4	Spring 2018	I am pleased with 100% success on this SLO for two reasons.First, the participation rate in a Discussion this late in the semester suggests a strong inclination to participate overall, especially since several students were not required to do this assignment (we drop the lowest score, and they had perfect scores coming into this last one).Second, I saw some fantastic progress with this skill over the course of the semester.
ENGL G143	cSLO 5	Spring 2018	I have previously only assessed this skill on out-of-class essays and wanted to see how it went when I assessed on the group project.What I liked about this process was that when individual students get assessed on out-of-class writing, some always slip through the scholarly cracks.They get it by the end of the semester, but they struggle early on.In this case, I had higher success rates because of the group model.I liked that those in the group who were more comfortable with scholarly sources were able to catch their group's weaker members before they submitted sub-par sources.The results are definitely higher because of this group versus individual method.
ENGL G150	cSLO 3	Fall 2015	I was very happy with the results because the success rate could not be any better. It is 100%! Two students did not participate and could not be assessed. Nine students demonstrated mastery of the material and concepts while the others demonstrated varying degrees of competence. No one seemed unprepared for the academic work in the class.
ENGL G155	cSLO 1	Spring 2016	It is very gratifying to see a 100% success rate in any class. This also demonstrates that students enrolling in this class were adequately prepared for the academic tasks required in this class – writing unified essays, thinking critically, and the ability to make cogent connections between literary texts and cultural and historical contexts.
ENGL G160	cSLO 2	Fall 2015	This was a very strong class, and the students did excellent work. I was not at all surprised with the data from this semester.
ENGL G161	cSLO 1	Spring 2016	This is one of the best classes I have ever taught. Nothing that they accomplished this semester has surprised me—over half the class was doing near-graduate level work.
ENGL G161	cSLO 2	Spring 2017	This was a very strong class, and I am not surprised their SLO assessments reflect this.
ENGL G161	cSLO 3	Fall 2016	This was a very good group, and they performed at a high academic level throughout the entirety of the semester.
ENGL G270	cSLO 3	Fall 2015	I am extremely pleased with the results of the data.The fact that every enrolled student received a passing score on this SLO suggests that at this stage in the semester, all students are able to accomplish the goals of the SLO. To improve student's scores in this area, I have made a conscious effort to start each unit with a brief introductory PowerPoint that highlights the social conditions of the time, the main literary movements, and the major authors of each period.Clearly, students are recognizing and applying these connections in their own writing.
ENGL G270	cSLO 4	Fall 2015	I am pleased with the results of the data.The fact that all but one student received a passing score on this SLO suggests that at this stage in the semester, the vast majority of students are able to accomplish the goals of the SLO. To improve students' scores in this area, I have retooled three parts of my class: Blackboard

Course Name	cSLO	Semester Assessed	cSLO Data Evaluation
			content, in-class writing topics, and participation activities.This semester, I've taken to uploading at least one scholarly article from a major critic in a relevant field each week to the class Blackboard shell.Our in-class writings always directly reference a quotation or two from the article, and in our follow-up discussion, the class makes connections between their incoming opinions and how those opinions changed when they encountered this critic.Additionally, our in-class participation activities are much more structured now; they also include direct connections to these articles – or even ask students to read additional excerpts from other articles that they bring to class – and we practice incorporating these into short writing assignments.Overall, it seems these efforts are working.
ENGL G270	cSLO 5	Fall 2017	Of course, I am pleased with the 100% success rate on this skill.To improve performance on this skill specifically, I started incorporating sources and citations into discussion posts and into all other small assignments for the course.As a result, I saw increased competency in this area over the course of the semester.
ENGL G275	cSLO 5	Spring 2016	I am pleased with the results of this assessment; nearly all students are able to accomplish the goals of this SLO.The two students who received 1 submitted poorly written final essays. Their work was hampered by inconsistency rather than lack of ability. Evidently, they need to work on motivation, time management, and other study skills.
ENGL G275	cSLO 5	Spring 2017	At this stage of the course, most of the students are displaying that they know how to select scholarly sources and use them in their papers.I'm concerned, however, by the number of students whose work is competent rather than excellent.There seems to be an increasing desire to use sources only once or twice and/or not fully explicate the quotations.Students should be more adept at displaying this skill at this level - and at this time in the course - than they appear to be this time.
ENGL G280	cSLO 1	Spring 2016	The workshop format worked very well and engaged student interest and participation. Students developed trust and a comfort level in making honest assessment of strengths and weaknesses in each other's work. The one student who did not complete the work stopped attending class in the middle of this process.
ENGL G281	cSLO 3	Fall 2016	The class followed the COR while endeavoring to add a collegiate and professional level of engagement from my own experience teaching and working as a professional writer.As a result, I am pleased with the SLO assessment results shown above, but I wish there were more students enrolled in the class. I am interested in ways to further promote literary and fine arts on the GWC campus and in particular help mitigate some of the scholastic challenges (financial, social, psychological etc.) that resulted in 4 students having to drop early on in the semester.

DATA PLANNING

Table 5. cSLOs assessed and corresponding Data Planning.

*Denotes historical cSLOs.

Course Name	cSLO	Semester Assessed	cSLO Data Planning
ENGL G090	cSLO 2	Fall 2017	Based on the results of this assessment, I would recommend the following 1) Faculty should continue to use the extra time to teach and practice essay structure as they are now (2) Strong, experienced, trained faculty should continue to teach the Accelerated classes 3) In the future, for a holistic understanding of the course, choose a SLO which clearly addresses the language deficiencies that negatively impact many of the students at this level. One faculty member noted that by the end of the semester, most students understood essay structure despite some of their minimal understanding of the English language.
ENGL G098	cSLO 5	Fall 2015	We have made significant changes to the entire 098 operation this semester, including the addition of monthly staff meetings, and I believe we have been making fantastic strides with our students, strategies, and plans overall. Based on the results of this assessment – which I see as good but not fantastic for this level – it's clear to me that we need to take two steps: (1) We need to debrief about this assessment, and we need to share strategies for teaching paragraphing at this level. Ideally, we'll be able to upload some of the best strategies into our department Blackboard shell for distribution. (2) We also need to consider strongly how we want to use this assessment to retool the course outline of record, which is one of our plans for Spring '16. It seems obvious that we need to be more explicit about what the expectations for paragraphing are at this level, and that effort should be apparent in the COR. I'm hopeful that after we tackle the two above steps, we can reassess this SLO and come out with a better result. This is definitely a learning experience!
ENGL G098	cSLO 5	Spring 2016	Last semester, I said that we needed to have more department-wide discussions about teaching paragraphing at this level and that we needed to discuss how to reframe paragraph instruction in the 098 COR. I'm so thrilled that we have a subcommittee currently retooling the 098 COR. We will use these results to help adjust the official language. Additionally, we will update the overall SLO language in the COR revision process. While we will discuss these strong results and paragraphing strategies, I also plan for us to investigate other areas for possible SLO assessment.
ENGL G099	cSLO 1	Spring 2017	Since ENGL099 is designated for native level English speakers, many faculty members noted that several students who were unable to successfully pass this SLO were NOT native level English speakers; therefore, we should make sure students being placed in such classes have the fundamental abilities before being enrolled into this course.
ENGL G099	cSLO 1	Spring 2017	Since ENGL099 is designated for native level English speakers, many faculty members noted that several students who were unable to successfully pass this SLO were NOT native level English speakers; therefore, we should make sure students being placed in such classes have the fundamental abilities before being enrolled into this course.
ENGL G099	cSLO 1	Summer 2016	Since ENGL099 is designated for native level ENGL speakers, many faculty noted that several students who were unable to successfully pass this SLO were NOT native level English speakers; therefore, we should make sure students being placed in such classes have the fundamental abilities before being enrolled into this course.
ENGL G099	cSLO 2	Fall 2015	In Fall 2015, English 098 instructors started to meet regularly to discuss all facets of teaching that course, including ways to teach skills. Now, the English department has formed an English 099-focused faculty group in support of 099 instructors. Perhaps most practical is a collaborative website for the department, which offers syllabi, lesson plans, links, and techniques contributed by our own instructors to form a resource for all our GWC instructors, teaching all levels of classes. These groups and the website, in addition to a recent department symposium, are encouraging,

Course Name	cSLO	Semester Assessed	cSLO Data Planning
			demonstrating, and analyzing ways of improving how we teach the "mechanics" of writing and reading.
ENGL G099	cSLO 2	Fall 2016	I will continue to emphasize outline for focus, organization, and development of essays.
ENGL G099	cSLO 2	Fall 2017	What, if any, assistance, would you recommend for yourself and/or the department to help more students achieve this SLO? a. Explain and emphasize the role of a ThS and its development in an essay; b. Throughout the course, show examples of good and effective ThS with related Topic Sentences (TP's) and logic development from essay samples; c. Offer regular writing practice that requires a workable ThS at the end of the introduction, TS's that are parts of the ThS, and sufficient development of the Thesis' main points in the body paragraphs; d. Offer group and individual feedback e. Require and reinforce revisions.
ENGL G099	cSLO 3	Spring 2016	Instructors of this course agree that the students who were not successful with this SLO either did not meet the entrance level requirements in language, reading and writing skills for the course or were not of the mindset to yet succeed in a college environment. Suggestions for improvement include smaller class sizes and more one-on-one consultation with students. Analyzing and discussing topics in small groups and whole class discussions will help students develop specific views and ideas on issues before they write about them. Employing a read, think, write process/strategy may work well. In addition, more specific, focused grammar teaching with mixed practice that challenges students to find a variety of grammar and style errors in a paragraph or essay, reflecting a more realistic editing scenario, may be more effective than having students correct isolated sentences.
ENGL G100	cSLO 2	Fall 2016	I will continue to emphasize research in more than one essay, give students ample practice with low-stakes assignments, and encourage students to write about subjects they are interested in and truly want to know more about.
ENGL G100	cSLO 2	Spring 2017	I will use these results to inform my course planning next semester. Although, I feel I do a good job of supporting this slo with teaching outlining and organization in essays, I will emphasize this skill even more by having students practice connecting main ideas to a thesis. I plan on using graphic organizers and group activities that will encourage, support, and reinforce this skill.
ENGL G100	cSLO 3	Fall 2015	The results of this Assessment were fairly good, but there is still room for improvement. The consensus amongst instructors in assessing student success for this SLO was the importance of scaffolding the research paper. Many students were overwhelmed with the job of writing the paper as well as the extensive research. Teachers who broke down the essay into multiple steps and exercises (Individual exercises designed specifically to address finding research, framing and integrating quotations, paraphrasing, and MLA formatting) had the highest success rates. One instructor who had an almost 100% success rate mentioned that her students were working on the research paper all semester (4 papers leading up to the final research paper). Many instructors also emphasized the importance of assigning an annotated bibliography to teach students how to evaluate outside sources.. The importance of teaching research as a process in English 100 must be emphasized to all instructors. Perhaps an annotated bibliography can be a required component in this class. All instructors should share best practices for teaching research. Attendance was another concern - those students who were not successful were often absent during important classes. Attendance policies must be emphasized to all faculty and students. In addition, several instructors asked for more collaboration with the Writing Center. A few suggested that the Writing Center hold MLA workshops to supplement teacher instruction. One full time instructor recommended there be more reading, writing and analysis in English 99 (so our 99 class needs to be improved to create stronger 100 students). There was a general concern of the placement of

Course Name	cSLO	Semester Assessed	cSLO Data Planning
			students in English 100. Teachers were struggling with students who were making severe grammatical errors and exhibiting learning disabilities who had passed into 100 but were not able to handle the difficulty. Another instructor commented on the role of fear in student success: she felt students were terrified of writing a 7-9 page paper and this inhibited their success. Helping students overcome fear is one of the topics of our English Department symposium in January. Overall, these are all issues and concerns which can be addressed by the English Department next semester.
ENGL G110	cSLO 1	Fall 2015	Our department is meeting in late January – prior to the start of the spring semester – for our annual symposium. There, we will discuss the results of this assessment, along with our other Fall '15 SLO assessments – and we will share strategies for success on our Blackboard site so that those who cannot attend can still grasp the information. Also, since we assessed SLO 2 last semester and SLO 1 this semester, we will assess SLO 3 in the spring to stay on track with our cycle.
ENGL G110	cSLO 1	Fall 2017	At the beginning of the semester, plans to organize an English 110 support group will be in place. Instructors will share ideas about texts they teach, assignments, and grading. The department is also mindful of changes in placement assessment and remediation, and instructors in 110, and all courses, are adapting accordingly. Given the successful outcomes here, the department will assess a different SLO next semester.
ENGL G110	cSLO 1	Spring 2018	The department will continue to organize an English 110 support group for instructors to share ideas. It seems some exposure to analyzing literature is needed in the 100 course. Since analyzing literature is a unit in most comp. textbooks, a class or two and a short assignment can be used to familiarize students with writing about literature. Perhaps next time this same SLO can be assessed using the survey method to see how the results change.
ENGL G110	cSLO 2	Spring 2016	Instructors of this course agree that the number students who were unsuccessful with this SLO experienced outside conflicts, exhibited irregular attendance, did not adhere to the requirements of the course or did not meet the entrance level requirements in reading and writing skills for the course. Suggestions for improvement include smaller class sizes, more one-on-one consultations with students, sharing of best practices for English 110 via Blackboard and the 110 support group as well as the inclusion of a grammar and mechanics manual that could provide a much-needed refresher for students who still struggle with sentence level errors. This manual could essentially be a collection of handouts and resources from department faculty compiled together and provided to students who desire it or exhibit a need for it following the day-one diagnostic.
ENGL G110	cSLO 3	Spring 2017	The instructors featured in this reported are committed to using even more student samples of effective writing, encouraging students to take English 110 immediately after English 100 so they don't regress in their basic skills, and factoring in additional literary and cultural experiences to help contextualize the contents of the course in a more experiential way.
ENGL G112	cSLO 1	Fall 2015	I don't foresee any changes as a result of this assessment. After several semesters of teaching this class, I am confident about the way the class is structured.
ENGL G112	cSLO 2	Fall 2016	Considering that English 112 does not have English 110 as a pre-requisite, I will spend more time focusing on critical thinking elements in the course and how to write literary analysis essays. The course outline makes assumptions about student preparedness and has high expectations for students in this course.
ENGL G112	cSLO 2	Fall 2017	In the future, put greater emphasis on incorporating sources effectively in English 100 and English 110.
ENGL G112	cSLO 4	Spring 2016	I have structured this class in such a way that the students are consistently analyzing the assigned works within the larger socio-cultural contexts of the time—in other words, the course is well designed to serve the needs of our students.

Course Name	cSLO	Semester Assessed	cSLO Data Planning
ENGL G112	cSLO 5	Spring 2017	Students who came to class having already taken English 110 had greater success than those coming out of English 100 with no previous literary research experience. Next semester, I will give this area much more attention by bringing in samples of appropriate and successfully incorporated research. I will also take the students to a library lecture that will help them find and use sources more effectively.
ENGL G114	cSLO 2	Spring 2016	Given that I have taught this class for several years now, I think I have structured this class in such a way to best serve the needs of our students.
ENGL G114	cSLO 2	Fall 2017	No changes are planned.
ENGL G114	cSLO 4	Fall 2015	Performing this SLO assessment for the first time, I see the value of and would recommend that other instructors assess early and often. Assessing for comprehension and allowing for the application of the theories in various modes allows the instructor to reinforce the subject matter and rectify any gaps in understanding. It also provides a measuring tool for student growth over the semester.
ENGL G143	cSLO 1	Spring 2016	One commitment I made to myself and to my students this semester is to dramatically heighten my attention to equity-mindedness in the classroom. As a result, I'm bringing in many more activities and supplements – both in class and on Blackboard – that relate to multicultural aspects of children's and YA literature. These efforts are compelling students to select topics for this assignment that are much more culturally and socially relevant to groups that they are part of or that they have a particular interest in, and the benefits are coming through in their written analyses (like the PBA here), in class discussions, and even in my individual communications with them. As I continue to learn more about how to address equity and disproportionate impact in my classroom, I will continue to target assignments like this toward expanding student success and equity awareness on an individual level. On a related note, this assignment marked the first time that I graded students' work exclusively on Turnitin versus on a combination of Turnitin and a hard copy. Student response to seeing their comments online (less than 48 hours after submitting their assignments) has been overwhelmingly positive. I will continue to tout this system across campus, hoping that one day we can finally institutionalize it. I'm really seeing a promotion of equity-related values through using it as it enables me to facilitate more individualized discussions about student success than other modes of grade/comment sharing. I will report on how this trend develops in my course later this semester on a future SLO assessment.
ENGL G143	cSLO 2	Spring 2017	I am not planning any changes based on this data.
ENGL G143	cSLO 4	Spring 2018	Children's Literature - unlike most other lit courses - draws many students, and not all of them are English majors. Thus, the writing and researching skills often need much more support here than they do in other like courses. I did a lot of work in the Discussions in an effort to prepare students to see a scholarly source, integrate that source, and then determine and explain how that source enhanced their preexisting ideas about the text, theme, or genre we were reviewing at the time. This final task posed the most challenging problem as it presented three authors that had to be synthesized with each other and then their own ideas. I am pleased with how this worked and will continue using the Discussions as a place to reinforce these concepts in future literature courses (this and others). The next time I teach this class, I'll start using multiple sources earlier, too.
ENGL G143	cSLO 5	Spring 2018	The benefit of this assessment style was that I got to see exactly who in the class was struggling with this skill before they submitted a final assignment since their stronger group members always helped them (and asked me for additional help). The drawback is that the group handout is produced by five to six people, so it is hard to know if every student mastered the skills. I did see improvement later in the semester from all students, but I feel like the assessment method made this result a

Course Name	cSLO	Semester Assessed	cSLO Data Planning
			bit higher than maybe it actually was. In the future, I will return to assessing this skill on individual assignments to get a better gauge of each student's practical application.
ENGL G150	cSLO 3	Fall 2015	I am not considering any changes based on the result of this assessment. However, I look forward to assessing a different SLO next time I teach this class. The course attempts to make connections between the literary texts and larger political, cultural, historical, and religious issues. I try to maintain a balance between close textual analysis and sharp awareness and knowledge of the larger contexts.
ENGL G155	cSLO 1	Spring 2016	In teaching the same course in the future, I would plan on assessing a different student learning outcome – such as the use of scholarly resources to support and advance a well formulated literary argument.
ENGL G160	cSLO 2	Fall 2015	I radically overhauled the way I taught this class, and I think it paid significant dividends. The students were very well versed in the subject matter by the end of the semester.
ENGL G161	cSLO 1	Spring 2016	I think moving from the use of one large Literary Anthology to several stand-alone works made an enormous difference in the level of engagement I saw in the students. This was a very successful change in my pedagogical approach for this course.
ENGL G161	cSLO 2	Spring 2017	No changes are planned.
ENGL G161	cSLO 3	Fall 2016	None. This was an unusually high-level class, and their performance on their final grades proved that.
ENGL G270	cSLO 3	Fall 2015	To me, this SLO reflects a skill set that is secondary – in this class – to most of the other SLOs, but I assessed this one this semester since it hasn't been assessed previously. I'm pleased that students are – expectedly – performing well in this area, and I will continue to incorporate the introductory PowerPoints, as well as pay concerted attention to these connections, as I continue to teach this course. As I've noted on my previous 5SMs for ENGL 270, the main issues these students continue to have connect to selecting and integrating secondary sources, knowing when to use more primary support, following MLA format, and thinking critically in general. The next time I teach and assess this course, I hope to assess one of the SLOs related to one of these skills so that I can see if the changes I've made in these areas – particularly in relation to some of the new activities and posts I'm using in Blackboard and to the new in-class participation activities – are helping students as much as I think they are.
ENGL G270	cSLO 4	Fall 2015	I'm pleased that students are – expectedly – performing well in this area, and I will continue to incorporate the new/revamped activities that I mentioned in Step 4. As I've noted on my previous 5SMs for ENGL 270, the main issues these students continue to have connect to selecting and integrating secondary sources, knowing when to use more primary support, following MLA format, and thinking critically in general. The next time I teach and assess this course, I hope to assess one of the SLOs related to one of these skills so that I can see if the changes I've made in these areas – particularly in relation to some of the new activities and posts I'm using in Blackboard and to the new in-class participation activities – are helping students as much as I think they are.
ENGL G270	cSLO 5	Fall 2017	I am relatively new to using discussions in Canvas in my class, and I decided this semester to incorporate source material in them as an additional way to help students achieve the skills related to this SLO. Based on the results, it worked. I will definitely continue using the discussions to reinforce this point not only in this class but in all of the lit classes I teach, and I will assess whatever SLO is up next when I teach this class again.
ENGL G275	cSLO 5	Spring 2016	I would integrate more short (1-2 pages) responses to prompts (discussion questions) throughout the semester to build up the analytical and observational skills a sustained and supported literary argument requires

Course Name	cSLO	Semester Assessed	cSLO Data Planning
ENGL G275	cSLO 5	Spring 2017	I'm using Canvas for the first time this semester, and I do think (based on student feedback) that they have been helped by seeing regular posts that include scholarly articles. However, I spent less time this semester reviewing student writing in class and offered them more opportunities to do this in the Canvas shell without much guidance. The next time I teach this course (and other lit courses), I will focus more on discussing scholarly sources and taking apart sample student writing in class so that students understand all of the ways in which secondary sources can support their arguments (versus seeing them as a box to check).
ENGL G280	cSLO 1	Spring 2016	The results of this assessment show that students benefit from sincere and honest feedback in a group setting. However, as in previous semesters with this class, I found that students felt more at ease in discussing works of fiction. So the one change I would like to make is in teaching poetry more regularly from the beginning – developing skills in composing and evaluating poetry.
ENGL G281	cSLO 3	Fall 2016	If given the chance to teach this course again I will work to actively promote the course prior to the semester start and I will use some early assignments to allow students to engage in creative non-fiction expression exploring the obstacles that could potentially impede their ability to succeed in school as well as in their writing goals. In the meantime, I will work to support literary endeavors on the campus, the student Writing Bloc club, and continue supporting the strong class-wide writing community established in this Fall 2016 Engl 281 course.