

**NORCO COLLEGE  
ANNUAL INSTRUCTIONAL PROGRAM REVIEW**

**Discipline/Unit:** English

*(if applicable)* **Program or Certificate** English ADT

*Please give the full title of the discipline or department. You may submit as a discipline or department as is easiest for your unit*

**Contact Person:** Melissa Bader

**Due: April 20, 2017**

Please send an electronic copy in a word document to:

[programreview@norcollege.edu](mailto:programreview@norcollege.edu)



**Form Last Revised: February 2017**

**Norco College**

Web Resources: <http://www.rccd.edu/administration/educationalservices/ieffectiveness/Pages/ProgramReview.aspx>

# Annual Instructional Program Review Update

## Instructions

**\*Please retain this information for your discipline's/department's use (or forward to your chair).**

The Annual Self-Study is conducted by each unit on each college and consists of an analysis of changes within the unit as well as significant new resource needs for staff, resources, facilities, and equipment. It should be **submitted by April 20** or the first working day following the 20<sup>th</sup> in anticipation of budget planning for the fiscal year, which begins July 1 of the *following* calendar year.

**For Program Review data, please go to the following link:**

<http://www.norcocollege.edu/about/president/strategic-planning/programreview/Pages/index.aspx>

The questions on the subsequent pages are intended to assist you in planning for your unit.

The forms that follow are separated into pages for ease of distribution to relevant subcommittees. **Please keep the pages separated** if possible (though part of the same electronic file), **with the headers as they appear**, and be sure to include your unit, contact person (this may change from topic to topic) and date on each page submitted. Don't let formatting concerns slow you down. If you have difficulty with formatting, Nicole C. Brown can adjust the document for you. Simply add responses to those questions that apply and forward the document to [nicole.brown@norcocollege.edu](mailto:nicole.brown@norcocollege.edu) with a request to format it appropriately.

If you cannot identify in which category your requests belong or if you have complex-funding requests, please schedule an appointment with your college's Vice President for Business Services right away. They will assist you with estimating the cost of your requests. For simple requests such as the cost of a staff member, please e-mail your Vice President. It is vital to include cost estimates in your request forms. Each college uses its own prioritization system. Inquiries regarding that process should be directed to your Vice President.

**Norco: VP Business Services 951-372-7157**

## **Mission**

Norco College serves our students, our community, and its workforce by providing educational opportunities, celebrating diversity, and promoting collaboration. We encourage an inclusive, innovative approach to learning and the creative application of emerging technologies. We provide foundational skills and pathways to transfer, career and technical education, certificates and degrees.

## **Vision**

Norco – creating opportunities to transform our students and community for the dynamic challenges of tomorrow.

## **Strategic Plan: Goals and Objectives 2013-2018**

### **Goal 1: Increase Student Achievement and Success**

Objectives:

1. Improve transfer preparedness (completes 60 transferable units with a 2.0 GPA or higher).
2. Improve transfer rate by 10% over 5 years.
3. Increase the percentage of basic skills students who complete the basic skills pipeline by supporting the development of alternatives to traditional basic skills curriculum.
4. Improve persistence rates by 5% over 5 years (fall-spring; fall-fall).
5. Increase completion rate of degrees and certificates over 6 years.
6. Increase success and retention rates.
7. Increase percentage of students who complete 15 units, 30 units, 60 units.
8. Increase the percentage of students who begin addressing basic skills needs in their first year.
9. Decrease the success gap of students in online courses as compared to face-to-face instruction.
10. Increase course completion, certificate and degree completion, and transfer rates of underrepresented students.

## **Goal 2: Improve the Quality of Student Life**

### Objectives:

1. Increase student engagement (faculty and student interaction, active learning, student effort, support for learners).
2. Increase frequency of student participation in co-curricular activities.
3. Increase student satisfaction and importance ratings for student support services.
4. Increase the percentage of students who consider the college environment to be inclusive.
5. Decrease the percentage of students who experience unfair treatment based on diversity-related characteristics.
6. Increase current students' awareness about college resources dedicated to student success.

## **Goal 3: Increase Student Access**

### Objectives:

1. Increase percentage of students who declare an educational goal.
2. Increase percentage of new students who develop an educational plan.
3. Increase percentage of continuing students who develop an educational plan.
4. Ensure the distribution of our student population is reflective of the communities we serve.
5. Reduce scheduling conflicts that negatively impact student completion of degrees and programs.

## **Goal 4: Create Effective Community Partnerships**

### Objectives:

1. Increase the number of students who participate in summer bridge programs or boot camps.
2. Increase the number of industry partners who participate in industry advisory council activities.
3. Increase the number of dollars available through scholarships for Norco College students.
4. Increase institutional awareness of partnerships, internships, and job opportunities established with business and industry.
5. Continue the success of Kennedy Partnership (percent of students 2.5 GPA+, number of students in co-curricular activities, number of students who are able to access courses; number of college units taken).
6. Increase community partnerships.
7. Increase institutional awareness of community partnerships.
8. Increase external funding sources which support college programs and initiatives.

## **Goal 5: Strengthen Student Learning**

### Objectives:

1. 100% of units (disciplines, Student Support Service areas, administrative units) will conduct systematic program reviews.
2. Increase the percentage of student learning and service area outcomes assessments that utilize authentic methods.
3. Increase the percentage of programs that conduct program level outcomes assessment that closes the loop.
4. Increase assessment of student learning in online courses to ensure that it is consistent with student learning in face-to-face courses.
5. Increase the number of faculty development workshops focusing on pedagogy each academic year.

## **Goal 6: Demonstrate Effective Planning Processes**

### Objectives:

1. Increase the use of data to enhance effective enrollment management strategies.
2. Systematically assess the effectiveness of strategic planning committees and councils.
3. Ensure that resource allocation is tied to planning.
4. Institutionalize the current Technology Plan.
5. Revise the Facilities Master Plan.

## **Goal 7: Strengthen Our Commitment To Our Employees**

### Objectives:

1. Provide professional development activities for all employees.
2. Increase the percentage of employees who consider the college environment to be inclusive.
3. Decrease the percentage of employees who experience unfair treatment based on diversity-related characteristics.
4. Increase participation in events and celebrations related to inclusiveness.
5. Implement programs that support the safety, health, and wellness of our college community.

# I. Norco College Annual Instructional Program Review Update

Unit: English  
Contact Person: Melissa Bader  
Date: 04/20/2017

## Trends and Relevant Data

### 1. How does your unit support the [mission of the College](#)?

The English discipline serves our students by providing comprehensive composition and critical thinking instruction, as well as instruction in literature, basic writing, and facilitating tutorial in English. We encourage an inclusive, innovative approach to English instruction and encourage collaboration with other disciplines to help support the General Education requirements of the college in the areas of Critical Thinking, Information Competency, Global Awareness and Communication Skills. We provide foundational skills and pathways to transfer, and support almost all certificates and degrees with their English requirements. In addition, our themes for our classes are supportive of diversity and a variety of ethnicities and cultures.

### 2. Have there been any changes in the status of your unit? (if not, please indicate with an “N/A”)

a. Has your unit shifted departments?

no

b. Have any new certificates or complete programs been created by your unit?

none

c. Have activities in other units impacted your unit? For example, a new Multi Media Grant could cause greater demand for Art courses.

**BSOT Grant**—This has been helpful in establishing particular goals for our basic skills students, coursework and rotation. However, while the additional resources are good, the organization and facilitation of this has taken resources in itself. We now dedicate .2000 for facilitation and take that person out of the classroom. Overall, it we hope to see improvements in success and retention, but we need to weigh those

types of hidden costs.

**Acceleration and Summer Advantage** have created an increased demand for college-level English classes (ENG 1A & ENG 1B) **MMAP** assessment will increase the need for college-level dramatically. We have already begun to see a shift in number of course offerings necessary. More research is necessary to create trend maps and flow patterns.

In addition, there may be a reduction in success in our basic skills courses. ENG 60A and ENG 60B will not be offered at one of our sister colleges. This may impact our offerings.

Summer Advantage reorganization has the potential to change the enrollments in English. We still have the guarantee of an English class, but it remains to be seen if there will be any significant change in enrollments or success. Summer Advantage has been a significant force in English.

**3. List and discuss your retention and success rates as well as your efficiency. If helpful, please note any differences between instruction delivery format (Online, Hybrid etc.)**

**What are the changes or significant trends in the data? To what do you attribute these changes?**

Overall, success and retention for English has been consistently moving upwards or flattened out in the 70% success/84% retention range. Fall Efficiency is 554 and Spring 514. These are good numbers for English. The data are clustered closely with an upward trend over the years with the exception of online. More sections are being offered in online. These rates are not dramatically different than the college rates. Very few online courses are offer in the English discipline. English 1A and English 1B are offered but fewer than 2% per semester are consistently offered. The general trend of success and retention of OL instruction has increased significantly closer to the success and retention of face-to-face instruction. There is still room for improvement. During our Comprehensive Program Review, we found no significant difference in ethnicities or gender for our rates.

**4. List the resources that you received in the last year as a result of program review. How did the resources impact student learning? If you requested resources and did not receive them, how did it impact your unit?**

We have three new faculty members. We will see greater consistency in our literature offerings, consistency in the Puente rotation, and acceleration focused instruction. At this time, there is not significant data make claims regarding student learning other than the anecdotal evidence. All new faculty are participating in assessments and will continue to expand their expertise and teaching skills.

**5. What annual goals does your unit have for 2016-2017 (please list the most important first)? Please indicate if a goal is directly linked to goals in your comprehensive. How do your goals support the college mission and the goals of the [Strategic Plan/Educational Master Plan](#)?**

List the goals of your unit for 2016-2017	Define activity(s) linked to the goal	Briefly explain the relationship of goal to mission and Strategic Plan/Educational Master Plan (see above)	Indicate if goal is limited to Distance Education
<p><u>Establish Course Level College-based Assessments and a Rotation for Continued Dialogue and Implementation</u></p>	<p>The discipline is developing a rotation and timeline for assessing the matriculated courses at the college level. As the first step in transfer and the requirement for graduation, a collaborative assessment of English 1A was undertaken in spring 2011. While assessment was directly connected the three general education outcomes-- information competency, written expression, and critical thinking-- the assessment was relevant to the student learning outcomes (SLOs) embedded in the course outline of record (COR). As a result of this assessment, English 1A is being reassessed in spring 2012 along with English 60A. The discipline continues to participate in district-wide assessments (such as literature courses) where appropriate.</p>	<p>Goal 1: Increase Student Achievement and Success, and Goal 5: Strengthen Student Learning                      --The goal of assessment is more effective instruction so that students can achieve the SLOs</p>	<p>no</p>



<p><u>Discipline Facilitator-</u></p>	<p>As a result of recognizing the need for a discipline leader focused on pedagogy, assessment, and district wide curriculum who will facilitate regular meetings and projects specifically related to discipline needs.</p> <p>The discipline continues to work on defining-the role of a Norco College Discipline Facilitator as it pertains to the district discipline, the college, and our colleagues at the other two campuses.</p>	<p>Goal 7: Strengthen Our Commitment to Our Employees --A facilitator supports the work of faculty through coordination of discipline efforts and bringing to the discipline important college, district, and statewide developments</p>	<p>no</p>
<p>Accelerate English Instructor Training for English 80 Links to comprehensive program review goal of further examination of basic skills instruction</p>	<p>Facilitate Workshops for full-time and associate faculty who are planning on teaching accelerated English courses. Provide materials and venue for collaborative instruction.</p>	<p>Goal 1: Increase Student Achievement and Success, and Goal 5: Strengthen Student Learning --The success of English 80 has created a need for instructor training to provide for more sections to support student learning and success</p>	<p>no</p>
<p>Track success of MMAP pilot students</p>	<ul style="list-style-type: none"> <li>• MMAP student success rates equal that of other students</li> <li>• MAPP student retention exceeds that of other students by 5%</li> </ul> <p>Decrease number of developmental courses required by MMAP students by 25%</p>	<p>Goal 1: Increase Student Achievement and Success, and Goal 5: Strengthen Student Learning --The MMAP way of assessing student potential has effects in the affective domain as well as the potential to increase student success in the English pipeline.</p>	<p>no</p>

*\*Your unit may need assistance to reach its goals. Financial resources should be listed on the subsequent forms. In addition, you may need help from other units or Administrators. Please list that on the appropriate form below, or on the form for "other needs."*

2017

# Norco College Annual Instructional Program Review Update

Unit: \_\_\_\_\_ English \_\_\_\_\_  
 Contact Person: \_\_\_\_\_ Melissa Bader \_\_\_\_\_  
 Date: \_\_\_\_\_ 04/20/2017 \_\_\_\_\_

## Current Human Resource Status

6. Complete the Faculty and Staff Employment Grid below. Please list full and part time faculty numbers in separate rows. Please list classified staff who are full and part time separately:

Faculty Employed in the Unit		
Teaching Assignment (e.g. Math, English)	Full-time faculty or staff (give number)	Part-time faculty or staff (give number)
English	10	31

Classified Staff Employed in the Unit		
Staff Title	Full-time staff (give number)	Part-time staff (give number)
IDS	1 shared with other dept.	

Unit Name: \_\_\_\_\_ English \_\_\_\_\_

## 7. Staff Needs

### NEW OR REPLACEMENT STAFF (Administrator, Faculty or Classified)<sup>1</sup>

List Staff Positions Needed for Academic Year <u>2017-2018</u> Please justify and explain each faculty request as they pertain to the goals listed in item #3. Place titles on list in order (rank) or importance. Please state if the request impacts Distance Education.	Indicate (N) = New or (R) = Replacement	Number of years requested	Annual TCP*
<b>1. Faculty Lead Assignments for Summer Advantage</b> <u>Justification</u> : Norco College needs to institutionalize the leadership for the Summer Advantage program. It is currently done with special projects, but as it is continuing to grow, it needs to be something that is facilitated by the two faculty heads. It is beginning to expand beyond committee work during the regular year.	(N)	2	.2000/ faculty lead \$24,776/ year

\* TCP = "Total Cost of Position" for one year is the cost of an average salary plus benefits for an individual. New positions (not replacement positions) also require space and equipment. Please speak with your college Business Officer to obtain accurate cost estimates. Please be sure to add related office space, equipment and other needs for new positions to the appropriate form and mention the link to the position. Please complete this form for "New" Classified Staff only. All replacement staff must be filled per Article I, Section C of the California School Employees Association (CSEA) contract.

Requests for staff and administrators will be sent to the [Business and Facilities Planning Council](#). Requests for faculty will be sent to the [Academic Planning Council](#).

<sup>1</sup> If your SLO assessment results make clear that particular resources are needed to more effectively serve students, please be sure to note that in the "reason" section of this form.

Unit Name: \_\_\_\_\_ English \_\_\_\_\_

### 8. Equipment & Technology Not Covered by Current Budget<sub>2</sub>

<b>List Equipment, Technology, Software or Equipment Repair Needed for Academic Year _____</b> Please list/summarize the needs of your unit on your college below. Please be as specific and as brief as possible. Place items on list in order (rank) or importance. Provide the Asset Tag Number(s) for replacement requests. In the Justification, include how the item addresses the department's goals, and if it assists in remaining competitive with comparable institutions (if applicable). Please state if the request impacts Distance Education.	*Indicate whether Equipment is for (I) = Instructional or (N) = Non-Instructional purposes	How many students/Staff/departments will directly benefit from this equipment/technology?	Number of years requested	<a href="#">Use this link for Annual TCO*</a>			
				Cost per item	Number Requested	Total Cost of Request	EMP GOALS
<b>1. None</b> <u>Justification:</u>							

\* Instructional Equipment is defined as equipment purchased for instructional activities involving presentation and/or hands-on experience to enhance student learning and skills development (i.e. desk for student or faculty use). Non-Instructional Equipment is defined as tangible district property of a more or less permanent nature that cannot be easily lost, stolen or destroyed; but which replaces, modernizes, or expands an existing instructional program. Furniture and computer software, which is an integral and necessary component for the use of other specific instructional equipment, may be included (i.e. desk for office staff). \*\* Total Cost of Ownership requests are sent to the [Business and Facilities Planning Council](#).

Unit Name: \_\_\_\_\_ English \_\_\_\_\_

### 9. Professional or Organizational Development Needs Not Covered by Current Budget\*<sub>3</sub>

List Professional Development Needs for Academic Year _____ . Reasons might include in response to assessment findings or	Annual TCO*
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2 If your SLO assessment results make clear that particular resources are needed to more effectively serve students, please be sure to note that in the "reason" section of this form.

3 If your SLO assessment results make clear that particular resources are needed to more effectively serve students, please be sure to note that in the "reason" section of this form.

<p>the need to update skills to comply with state, federal, professional organization requirements or the need to update skills/competencies. Please be as specific and as brief as possible. Some items may not have a cost per se, but reflect the need to spend current staff time differently. Place items on list in order (rank) or importance. Examples include local college workshops, state/national conferences. Please state if the request impacts Distance Education.</p>	<p><b>Cost per item</b></p>	<p><b>Number Requested</b></p>	<p><b>Total Cost of Request</b></p>	<p><b>EMP Goals</b></p>
<p><b>1. Further training for Accelerated English</b>  <u>Justification:</u> To address department needs, yearly and comprehensive program review goals</p>			<p>Will vary depending on  --number of faculty involved  --whether full-time or part-time faculty  --possible guest speaker</p>	<p>3, 4, 5, 6, 8 (as noted in goals above)</p>
<p><b>2. Equity Training for Faculty</b>  <u>Justification:</u> To help meet the equity goals of the college</p>			<p>Will vary depending on  --number of faculty involved  --whether full-time or part-time faculty  --possible guest speaker</p>	<p>1, 2, 3, and 5: increase student success, student life, access, and learning</p>
<p><b>3. Further training in reading skills, such as 3CSN's Reading Apprenticeship program</b>  <u>Justification:</u> Reading is an important part of acceleration courses but most English faculty have not received training in the teaching of reading. The costs are minimal: just travel for most workshops. However, we might consider hosting a 3CSN Reading Apprenticeship workshop at Norco</p>			<p>Will vary depending on  --number of faculty involved</p>	<p>1, 2, 3, and 5: increase student success, student</p>

College, which might incur costs.			--whether full-time or part-time faculty --possible guest speaker	life, access, and learning
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\*It is recommended that you speak with the Faculty Development Coordinator to see if your request can be met with current budget.

\*\* These requests are sent to the [Professional Development Committee](#) for review.

Unit Name: \_\_\_\_\_ English \_\_\_\_\_

**10. Student Support Services, Library, and Learning Resource Center (see definition below\*)** Services needed by your unit over and above what is currently provided by student services at your college. Requests for Books, Periodicals, DVDs, and Databases must include specific titles/authors/ISBNs when applicable. Do not include textbook requests. These needs will be communicated to Student Services at your college<sup>4</sup>

<p align="center"><b>List Student Support Services Needs for Academic Year _____</b></p> <p>Please list/summarize the needs of your unit on your college below. Please be as specific and as brief as possible. Not all needs will have a cost, but may require a reallocation of current staff time. Please state if the request impacts Distance Education.</p>	<p align="center"><b>EMP GOALS</b></p>
<p><b>1. Establish a Tutoring Budget that replaces the funds absorbed by the hiring of Computer lab aides.</b>  <u>Justification:</u> The English discipline gave the integrated learning lab the entirety of their tutor budget as a result of the revision of the job descriptions. We were assured that there would be funds for tutoring for English. Currently there are no tutors and were just informed there will be no funds made available. If we are unable to secure funds, English will rewrite the tutor job listings to comply with the new regulations (student specific hiring) and would request at that time that we are given back the funding (\$23,725) adopted in the 2010-2011 budget.</p>	<p align="center"><b>Goal 1; Goal 2</b></p>

\*Student Support Services include for example: tutoring, counseling, international students, EOPS, job placement, admissions and records, student assessment (placement), health services, student activities, college safety and police, food services, student financial aid, and matriculation. \* These requests are sent to the [Student Services Planning Council](#) and the [Library Advisory Committee](#).

Unit Name: \_\_\_\_\_ English \_\_\_\_\_

**11. OTHER NEEDS AND LONG TERM SAFETY CONCERNS not covered by current budgets**

**\*\* For immediate hazards, contact your supervisor \*\***

<sup>4</sup> If your SLO assessment results make clear that particular resources are needed to more effectively serve students, please be sure to note that in the “reason” section of this form.

<sup>5</sup> If your SLO assessment results make clear that particular resources are needed to more effectively serve students, please be sure to note that in the “reason” section of this form.



<p align="center"><b>List Other Needs that do not fit elsewhere.</b></p> <p>Please be as specific and as brief as possible. Not all needs will have a cost, but may require a reallocation of current staff time. Place items on list in order (rank) or importance.</p>	Annual TCO*			
	Cost per item	Number Requested	Total Cost of Request	EMP Goals
<p><b>1. Adjunct Office Room</b></p> <p><u>Justification</u> Adjunct instructors have made several requests for a space to work with students in an office-hours like atmosphere. The LRC is a difficult space to work in such a capacity. Many surrounding colleges and universities have a dedicated shared space for associate faculty to meet with students outside of class</p>	\$5,000	1	\$5,000	Goal 1: Increase Student Achievement and Success Goal 2: Improve the Quality of Student Life Goal 3: Increase Student Access Goal 7: Strengthen Our Commitment To Our Employees
<p><b>2.</b></p> <p><u>Justification:</u></p>				

These requests are sent to the [Business and Facilities Planning Council](#), but are not ranked. They are further reviewed as funding becomes available.

## Rubric for Annual Instructional Program Review - Part I only

Discipline:

Contact Person:

Reviewer:

Average Score:

Area of Assessment	0 No attempt	1 some attempt	2 good attempt	3 outstanding attempt
<b>1. Retention, success, and efficiency rates have been identified and reflected upon.</b>	No attempt to list retention, success, or efficiency data	Limited attempt to identify or discuss identified data	Clear attempt to identify and discuss identified data	Substantial attempt to identify and discuss/interpret identified data
<b>2. Previous recourse requests stated and impact discussed.</b>	No resource requests discussed	Limited discussion of resource requests or limited attempt to link to student learning.	Resources discussed and clear attempt to identify student impact	Resources discussed and substantial attempt to identify student impact OR No resources were requested.
<b>3. There are annual goals for refining and improving program practices.</b>	No annual goals stated	Limited/generic statement made regarding goal(s), lacks clarity or details	Clear statement made regarding goal(s), includes details	Well-defined statement made regarding goal(s), includes details, reasoning
<b>4. Activities identified that support annual goals; connections made between goals/activities and Retention, Success, Enrollment, and Efficiency data.</b>	No attempt made to identify activities	Limited/generic statement about activities; very limited attempt to connect to data from question 2 (where logical)	Clearly stated activities that support the goal(s); clear connection made to data from question 2 (where logical)	Well-defined activities that logically support the goal(s); definitive connections made to data from question 2 (where logical)
<b>5. The annual goals are linked to the Mission and Educational Master Plan (EMP) of NC.</b>	No link between the annual goals and the Mission or EMP	Limited attempt to link goals to Mission and EMP	Clear attempt to link goals to Mission and EMP	Well defined connection made between goals and Mission and EMP
<b>6. Resource requests have reasons identified and completed data fields, including estimated dollar amount.</b>	No reasons identified and incomplete data fields; or reasons identified, but incomplete or empty data field	Limited/generic/basic reasons provided, data fields completed	Clear requests for resources, all data fields fully completed	Well defined reasons for resources, all data fields fully completed
<b>7. Linkages made between EMP/Strategic Plan Goals (SPG) with reasons for resource requests.</b>	No linkage made between resource requests and EMP/SPG	Limited/generic/basic connection made between resource requests and EMP/SPG	Clear connection made between resource requests and EMP/SPG	Strong connection made between resource requests and EMP/SPG
<b>Column scores</b>				

Additional comments:

## II. Norco College - Annual Assessment Update

### USE ASSESSMENT DATA FROM fall 2015-spr 16

**Purpose** –An annual review provides an opportunity for reflection on all that has been accomplished and learned from your efforts in assessment. The annual review is a time to take stock of which courses and programs have undergone some scrutiny, and subsequently should help with planning for the upcoming years. Things we might learn in one cycle of assessment might actually help us to plan assessments in the next cycle, or might facilitate changes in other courses that weren't even included in the initial assessment. To this end, please complete the following with as much detail as possible. If you have any questions, please contact either Sarah Burnett at sarah.burnett@norcollege.edu, or Greg Aycock at greg.aycock@norcollege.edu, or talk to your NAC representative.

1. Identify where you are in the cycle of SLO assessment for each course you assessed in ***fall 2015 - spring 2016***. Each response will be individualized; this means each completed column might look a little different. You may have a course in which you are implementing improvements to close the loop on an initial assessment that was completed in a different year. You might also have a course that only has an initial assessment and you haven't yet completed any follow-up or improvement activities. (Add rows to the chart as needed.)

Course number	SLO Initial Assessments	Semester assessed	Entered into TracDat fields	SLOs with <b>Changes Made</b> to course	Plan for completing identified <b>Changes</b>	SLOs not needing Changes (assumed loop-closed)	SLOs involved in <b>Loop-Closing</b> assessment
	Indicate which specific SLOs were assessed in the identified course		Yes or No	Identify which SLOs for had Changes Made identified, & simple reasoning	Identify semester & basic plan of action	Provide clear reasoning as to why loop closed	Indicate semester initial assessment was started and semester when loop was closed. Provide rationale for why you consider the assessment loop is closed
ENGL 30	1, 2, 3, 4, 5	Fall 2016	Yes	SLO 1: Engage in more rigorous assessment via exam or relevant essay questions.	Fall 2018 SLO 1: Assessment of student learning via initial diagnostic and	All SLOs are in initial assessment.	All SLOs are in initial assessment.

				<p>SLOs 2, 3, and 4: Construct class lessons on literary analysis and written literary arguments. Use peer review to evaluate and improve student written work. SLO 5: More explicitly highlight the evaluation of quality writing in children's literature. Engage in more rigorous assessment via exam or relevant essay questions.</p>	<p>later relevant exam or essay questions. SLOs 2, 3, and 4: Class sessions focused on the basics of literary analysis and writing about literary texts. Peer review sessions to provide students additional modes of review. SLO 5: Class sessions focused on discussing what constitutes quality writing. Assessment of student learning via initial diagnostic and later relevant exam or essay questions.</p>		
ENGL 6	1, 2, 3, 4, 5	Fall 2016	Yes	<p>SLOs 1-5: To successfully complete SLOs, students require more instruction in basics of literary analysis and the construction of literary analysis essays.</p>	<p>SLOs 1-5: Class sessions focused on the basics of literary analysis and writing about literary texts. Peer review sessions to provide students additional modes of review.</p>	All SLOs are in initial assessment.	All SLOs are in initial assessment.
Engl 35	* Explain how this literature both reflects	Spring 2016	Yes	<p>In the post-test, 90% of students were able to write</p>	<p>Spring 2018-The results of the pre-test were</p>	SLOs not modified: Improvement to instruction loop not	N/A

	<p>and shapes the cultural history of women, with a clear awareness of how different social markers may shape a writer's representation of women.</p>			<p>an entire page-long paragraph, and of that 90%, most used terminology commonly found in a feminist poetic. All were able to identify cultural and social issues conveyed in the poem and how those issues shaped the writer's representation of women. Students were also able to include parts of Anne Sexton's biography in their analyses, which is a key component of psychoanalytical feminist criticism. Instruction in the future needs to reflect these foci.</p>	<p>that 100% of students were unable to write more than a few sentences about the poem, and they were unable to identify much of the imagery as feminist. There were no references to the cultural history of women conveyed in the poem or social markers Sexton exhibits. They also did not have the vocabulary necessary to write a poetic critique.</p>	<p>yet closed until the next round of teaching and assessment.</p>	
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ENG 6	1, 2, 3, 4, 5,		yes	<p>Beyond an initial collection of information, future iterations of the course will also benefit from the inclusion of what for a lack of a better term is a crash course in literary interpretation and analysis. Particular points of focus will need to include how to develop a thesis appropriate for literary analysis essays; the differences between summary and analysis and the respective uses of each; the appropriate use of evidence in literary analysis, particularly in regards to quotations; the identification and use of common literary analysis terms such as theme and tone; and practice in and use of close reading techniques. Due to the focus of the course on topics other than written literary analysis, some practices will have to be touched on lightly or not at all; a primary example of this is MLA formatting and citation. Grading of future essays will have to be adjusted to represent the realities of this focus.</p>	<p><b>SLO 1-5-Changes Made</b> The first important item of note is that student success in the course's SLOs should be attributed in part to prior learning. The majority of those students who scored Very or Extremely Well self-identified as English majors, with most mentioning previous experience in Literature courses. This raises questions as to the success rates of students who are not English majors or who, more significantly, do not bring to the course previous experience with the expectations of Literature courses or with the practices of written literary analysis. To better assess SLOs, then, future courses would benefit from an initial diagnostic and, in particular, a collection of demographic information related to student major and previous experience in Literature courses.</p> <p>Of additional concern is the relatively large number of students who did not complete the final essay. Of those four, only one had completed the previous shorter essays;</p>	<p>Of 17 enrolled students, 13 completed the final essay. Of those 13, 7 students were assessed as having performed Very to Extremely Well (representing a score of &gt; 90%). 4 were assessed as Adequate (representing a score of 80%-89%). 2 were assessed as Minimal (representing a score of 70%-79%). All remaining students did not complete the final essay. That every student who completed the task performed at least at a Minimal level, and that the majority performed at an Adequate Level or higher, signals, I believe, that the course as a whole successfully enabled student development in terms of the SLO. That said, there remains room for significant improvement.</p>	<p>SLO 1-5- Spring 2016- Changes made to SLOs through discipline discussion.</p>
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					<p>the rest had missed one or more previous shorter essays. This is relevant as it demonstrates that the final essay itself was not the problem; 75% of the students who did not complete the final essay had struggled to complete earlier essays. Regardless, to have close to 25% of enrolled students fail to complete the final project is concerning. One potential cause of this issue is a lack of focus on the relevance of the covered texts. As the majority of the class focuses on British texts several hundred years in age, students often seemed not to see the relevance or value of those texts to their present lives or to present day issues. While some initial effort was made in class to demonstrate how the ideals represented in the texts often mirrored modern day equivalents, such efforts were largely dropped as the course went on. Future iterations of the course would consequently benefit from a stronger focus on how the thematic and literary content of the chosen texts serve as foundations for modern</p>		
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					discussions of similar issues. (04/20/2017)		
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2. a) How many Program Level Outcome **initial** assessments were you involved in **fall 2015 - spring 2016**? Indicate a total number per column. Name the AOE, ADT, GE and/or Certificate program.

To provide you with supportive information for this section, the following GE and AOE assessments were conducted in 2015-16:  
 Initial assessment for GE PLO Information Competency and Technology Literacy  
 Closing Loop for GE PLO Self-Development and Global Awareness  
 A Closing the Loop Assessment for AOE in Humanity, Philosophy and The Arts  
 A Closing the Loop Assessment for AOE in Social and Behavioral Sciences

AOE (Area of Emphasis)	ADT (Associate for Transfer)	GE (General Education)	Certificate
		English participated in the Fall 2015 GE PLO. we assessed 1B (SLO #4) / 1B H (current SLO #3). But we don't actually have the results specifically for the ENG portion of that assessment	

b) How many Program Level Outcome **loop-closing** assessments were you involved in **fall 2015 - spring 2016**? Indicate a total number per column. Name the AOE, ADT, GE and/or Certificate program.

AOE (Area of Emphasis)	ADT (Associate for Transfer)	GE (General Education)	Certificate



3. Please describe any **Changes** you made in a course or a program in response to an assessment. Reflect on the impact you determine the changes may have had on student learning, student engagement, and/or your teaching. (Add rows as needed)

Course	Changes Made Please click on "Choose an item & select from the drop down menu – content can be modified to suit your needs. Type in "other" approach taken	Impact of changes on student learning, engagement, and/or teaching
1A/1AH	Other	Changed book resources and requirements; Unknown at this time.
	Choose an item.	
	Choose an item.	
	Choose an item.	

4. Identify any assessments that indicate a modification should be made to the Course Outlines of Record (COR), the Student Learning Outcomes (SLO), or Program Level Outcomes. State the modification.

Identify COR, SLO or PLO to modify	State Suggested Modification	Reasoning
All Literature Classes	Book Modifications	Recency

5. Have you shared your assessments, outcomes, improvements etc. with your discipline? How? If not, how do you plan to do so in the future? (For a more complete answer, please include any meeting dates, agenda, and/or minutes, emails between faculty members, conversations captured in college, department, or discipline meetings – include these data as an Appendix at the end of this document)

Meetings and emails. There are just too many to attach. Seriously...

6. Did any of your assessments indicate that your discipline or program would benefit from specific resources in order to support student learning, and/or faculty development? If so, please explain.

<b>Resources</b> State the resources identified to support student learning and/or faculty development	<b>Assessment</b> Name the assessment(s) that indicated resources are needed Identify course, SLO & semester	<b>Reasoning</b> Briefly explain what you learned in the assessment that indicates the resource might be beneficial
Acceleration Training	ENG 50/80	Students perform differently in acceleration environments. We need more training on how to help facilitate this type of learning.
Reading Trainging	ENG 60B	Reading has become more integrated into ENG SLOs and needs more directed professional development for English instructors

7. What additional support, training, etc. do you need in the coming year regarding assessment?

Running TracDat reports so we can see the progress easily. It's the department chair's own fault this has not happened. She will strive to do better.

## Scoring Rubric for Annual Program Review of Assessment (Part II only)

Assessment Unit Name: English Average score \_\_\_\_\_

	0	1	2	3	Comments
<b>Initial SLO assessments</b>	No evidence provided  0	Limited evidence of on-going SLO assessment (1 incomplete assessment – Plan but no results)  1	Clear evidence of on-going SLO assessment (1 complete assessment)  2	Clear and robust evidence of on-going SLO assessment (2 or more complete assessments)  3	
<b>Loop Closing Assessments</b>	No evidence provided  0	Limited evidence of Loop-closing assessment (Course identified as “loop-closed”, but no Change Plan identified, or reasoning provided)  1	Clear evidence of loop-closing (At least 1 Change Made plan in place, or clear reasoning of “loop closed” for at least 1 initial assessment)  2	Clear and robust evidence of loop-closing (Multiple Change Made Plans in place, or very clear justification for “loop closed” for multiple initial assessments)  3	
<b>Assessment input into TracDAT</b>	No assessments in TracDat format or Repository  0	Assessment completed are in word/pdf in Document Repository  1	Assessments identified have Assessment Plan, but not all have Results  2	All identified assessments have a complete report (Plan and Results) in TracDat data field)  3	
<b>Attempts to improve student learning</b>	No indication of any changes made to any courses, and no clarification provided  0	No attempts to change any courses, teaching approaches, and <b>no</b> clarification or reasoning as to why not  1	Evidence of an attempt to implement a change in a course or teaching approach provided, <b>or</b> simple clarifying statement regarding why no specific improvement is needed  2	Multiple attempts made to implement changes to courses or teaching approaches, <b>or</b> clear and supported clarification why no improvement is needed  3	
<b>Dialogue across the discipline</b>	No dialogue or attempt to communicate results  0	Limited demonstration of dialogue or communication within the discipline, department, college  1	Clear demonstration of dialogue and sharing of assessment within discipline, department, or college  2	Robust and systematic dialogue and communication demonstrated within discipline, department, or college  3	
<b>Participation in PLO assessment (bonus points averaged into total score)</b>		Engagement in at least 1 initial PLO assessment <b>and/or</b> Engagement in at least 1 PLO closing-the-loop assessment fall ‘14-spr ‘15  1			

Total for Each  
Column

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2017