compared to on-campus rates, no doubt the difference is due to faculty adjusting to the new modality which, because it lacks direct student-to-teacher contact, presents greater challenges.

D. Student Success – Course Completion (Insert Data Charts)
Please embed the data charts and then provide analysis of the factors affecting your program's overall successful course completion percentage, paying particular attention

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The English Division has seen a recent jump in degrees awarded. This may just be fortuitous. We have, however, added online, hybrid, and a new course that may have made it easier for students to get an AA degree. On the other hand, the Division has launched the ADT degree, and we would have thought that more students would have gotten the ADT and skipped the local AA degree, since the local degree has a health and diversity requirement that the ADT does not.

10 S a n   L u i s   O b i s p o   C o u n t y   C o m m u n i t y   C o l l e g e   D i s t r i c t
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III. Program Outcomes Assessment and Improvements

A. Attach or insert the assessment cycle calendar for your program.

English Program Assessment Calendar 2014-1016

In this assessment cycle, most courses are on a two- or three-year cycle loop. The assessment methods for the courses may vary, but each academic year the department will pursue at least one project that involves direct assessment of an outcome, course, or group of courses. Such a project may either supplement or replace indirect methods such as student self-reporting.

CYCLE STAGE	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016
SLO Assessment	201B	201C Fall-offered Literature Courses	Spring-offered Literature Courses	099, 156	201A	201B
Analyze Results & Plan Improvements	201A	201B 201A	201B 201C	Literature Courses 201C	099, 156	201A 099, 156
Plan Implementation			201A	201A 201B	Literature Courses 201B 201C	Literature Courses 201C
Direct Assessment Project		Topic identified and project designed		Topic identified and project designed		

B. Attach or insert the most recent program-level Course or Program Assessment Summary (CPAS) for each of the degrees/certificates in your program or the Student Services Student Learning Outcomes Assessment Report (SSSLOAR).

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Course or Program Assessment Summary

This form can be used to record SLO assessment plans and results for courses or programs. It is recommended that this document be stored on a group drive, or in MyCuesta.

Division: English   Program: English A.A. Degree   Date: Updated 3/2015

Courses in program, or course: _____

Faculty involved with the assessment and analysis: Dennis Baeyen, Matt Fleming, Steve Leone, Jim West, Roland Finger, Tom Patchell, Courtney Brogno, Leslie St. John, Sally Demarest, Cythia Gaw, Tad Walters, June Beck, and all other members of the English Division.

Course-to-program outcome mapping document** is completed Yes__X___   No_____

1	Student Learning Outcome Statements x Program □ Course	Upon complete of an AA Degree in English, students will be able to . . . 1. Demonstrate literary knowledge and recognize the value of great works of the human imagination; 2. Think critically about literature, language, and the world; 3. Analyze and interpret literature, using the conventions of academic discourse; 4. Write well-supported arguments about literature and social issues; 5. Employ an effective writing process to complete any written task; 6. Employ ethical and effective rhetorical strategies; and 7. Use correct grammar and effective sentence structure. **8. Demonstrate information fluency. (Added Fall 2012)**

2	Assessment Methods Plan (identify assessment instruments, scoring rubrics, SLO mapping diagrams)	Several methods were used:
		    Course-level assessment data from student surveys was aggregated and mapped to determine results for program-level outcomes.
		
		    English 201A research papers were assessed and scored on a rubric.
		
		    Capstone essays by 7 of 10 degree earners were read and scored on a rubric.
		
		 Fall 2013 Update:
		    In December, a sample of English faculty will submit (anonymously) two research papers—one at an A level, and one at a C level—in order to assess whether or not those papers deems acceptable and superior do, indeed, demonstrate achievement of the student learning outcomes for the course. Faculty intend for this assessment to indicate student achievement as well as clarity of outcomes and standards among faculty in the program. From the sample, examples will be selected that can be shared with faculty for norming purposes. These samples are from 201A classes, which are foundational courses for the English program and are, therefore, being discussed here on the program-level CPAS. The results will have implications for all courses.
		
		 Spring 2014 Update:

13 S a n L u i s O b i s p o C o u n t y C o m m u n i t y C o l l e g e D i s t r i c t
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		ENGL 201B and 201C: Indirect assessment was conducted in all ENGL 201B and 201C sections in May 2014.
3	Assessment Administration Plan (date(s), sample size or selection of course sections, scoring procedures, etc.)	Hundreds of students were surveyed in Spring 2012 and the data was calculated in weighted averages using a spreadsheet created in the Office of Institutional Research and Assessment. The Director of the OIRA randomly selected 60 201A students whose papers were gathered (without student names or instructor names) for direct assessment. Since some students had dropped the course, and a few faculty members failed to make appropriate copies, faculty scored 29 research papers, using a rubric of the course-level outcomes. Faculty scored capstone essays by 7 of 10 degree earners from spring 2012, along with several other essays by students who took at least four upper-level courses in English and transferred to four-year colleges as English majors. **Spring 2014 Update:** On February 21, 2014, seventeen members of the English faculty submitted two research papers each—one at an A level, and one at a C level—in order to assess whether or not those papers deemed acceptable and superior do, indeed, demonstrate achievement of the student learning outcomes for the course. More than 10 English faculty (and one member of the library faculty) met to score the papers based on a Likert scale, using a rubric related to the 201A course outcomes. For norming purposes, essays were also assigned a grade. All essays were anonymous (no student or instructor names), and each essay had at least two readers. The librarian attended the session in order to getting a better understanding of students' performance and needs related to information fluency. **Spring 2015 Update:** Literature courses will be assess this semester through student survey and through direct assessment of a capstone essay. Instructors of all spring literature course will complete these two methods of assessment by May, and, in the fall, faculty from these courses will get together to share and analyze results.
4	Assessment Results Summary (summarize Data)	In the survey data, all program outcome averages were over a 4.0. The lowest average was for program outcome #1 (literary knowledge), but that outcome was self-reported mostly by literature students. Research suggests that upper-level students tend to underrate their abilities while beginning students tend to overrate their abilities. The lower average in PO #1 might reflect this difference. There was not much difference between the outcomes. When assessing the 201A research papers, faculty found that students were weakest in their ability to make sustained and focused arguments that need a strong defense. Students were scored the highest for grammar and style. These results were the inverse of those in the student self-report for English 201A. As might be expected, students earning the English degree earned the highest scores for Program Outcome #1: literary knowledge and appreciation. The lowest areas were PO #7 (grammar) and PO #4 (argument). **Spring 2014 Update: Research Paper Assessment: Outcomes Results** Outcome 5: write clear, grammatically correct essays with few errors

Outcome 4:
integrate and document sources clearly and ethically
Outcome 3:
find the necessary information, assess its value, and use it in a research paper
Outcome 2:
write an essay that is effectively and clearly organized
Outcome 1:
write a fair and persuasive argument that takes a clear position and incorporates differing viewpoints

Red: Averages for all papers
Green: Averages for A and B Papers
Blue: Averages for C and D Papers

201A Research Paper Outcomes

Outcome	Average
5	3.515873016
4	3
3	3.119047619
2	3.095238095
1	3.150793651
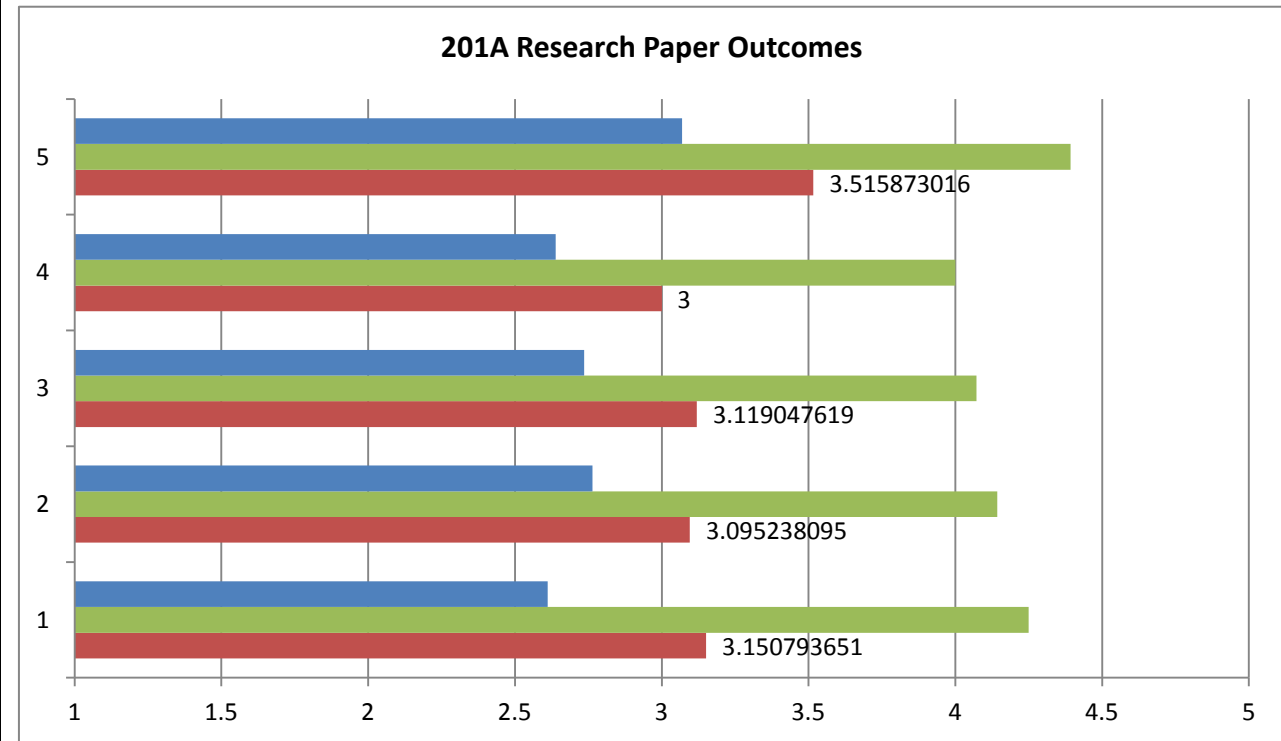
Norming element: The results from the assessment session indicated that most papers submitted as "A" papers received a score that equated with a true B, and most of the papers submitted as a "C" received a score that equated with a "C".

		SLO achievement element: As with previous assessments, students scored highest for the outcomes related to grammar. They scored lowest for outcome #3, which relates to information fluency. Scores were also separated between the lower papers and the higher papers to see if the rate of success on individual outcomes varied. Interesting, the lowest and highest averages were for the same outcome regardless of whether the paper fell into the A/B range or into the C/D range. **Spring 2015 Update: ENGL 201B and 201C** The results from the indirect assessment indicate that students in 201C are achieving the SLOs at high rates. The "scores" for 201B were slightly lower than those in 201C, especially regarding students achievement of objectives and outcomes related to "deductive reasoning." (See below for analysis.)
5	Discussion of Assessment Procedure and Results, and Effectiveness of Previous Improvement Plans	First, it's clear that students who complete the AA degree in English have achieved the program outcomes. Faculty who read the degree earners' essays were impressed by the work that the students had done. It is interesting to note, however, that students and instructors often have differing ideas about where strengths and weaknesses lie, particular in the areas of argument and grammar. Students tend to think they are good arguers and bad grammarians, whereas faculty tend to rank students lower in argument. Faculty regularly indicate that students could provide more specific arguments with greater depth that are more focused, more debatable, and better supported by specific evidence. The weighted matrix of course-level data provided a minimal level of insight since the results were aggregated across so many levels of the program and since there was not significant deviation in the results between outcomes. However, student self-report has been informative at the course-level. Faculty involved in direct assessment felt that the dialogue about student work was very meaningful and productive. **Spring 2014 update:** 　Assessment Procedure and Results: The assessment process of gathering A and C papers (rather than a random sample) was deemed very useful because it allowed faculty the chance not only to assess the achievement of student outcomes, but also it allowed faculty to engage in evidence-driven dialogue about the common standards for the department. 　**Effectiveness of Previous Improvement Plans (see corresponding numbers below)** 　1. We have added informational fluency to English program outcomes and to the COR for 201B and 201C. The results of this research paper assessment suggest that such changes were warranted (and led to relevant data) and that additional improvement plans (regarding related pedagogy) should be established for this area. 　2. *During the assessment process, faculty indicated a stronger quality of argument in these papers than in the paper assessed in 2012. (The exact averages from 2012 have yet to be located since, in this document, only a summary was recorded.) Previously, argumentation (outcome #1) was the weakest element. This time, it was not the weakest outcome overall, or in the A/B papers, but it was still the weakest area in the C/D papers.* 　3. Not relevant to this assessment tool. 　4. These workshops were not held.

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| | | 5. Documents have not been circulated in hard copy.

Spring 2015 Update (201B and 201C):

The English division discussed the results of the 201B and 201C assessment at the January division meeting. This was the first assessment of 201B and 201C since the revision of curriculum that increased the courses to four units and the revision that turned 201B into a IGETC critical thinking course. The faculty inferred that instructors are still in the process of changing pedagogy to incorporate the new critical thinking outcomes and objectives, thus the lower "scores" in 201B. |
|---|---|---|
| 6 | Recommended Changes & Plans for Implementation of Improvements | 1. In the process of assessing and mapping courses and the program, faculty realized that "information fluency" was not included in program outcomes and should be included. Also, to support this outcome, the department has changed the Course Outlines of Record for 201B and 201C to include greater emphasis in this area.
2. Across all levels of the program, faculty need to increase emphasis on the need for essays to be driven by substantive thesis statements that a strong defense based on specific evidence. To that point, the 201A Course Outline of Record is being revised.
3. In the literature courses, faculty will emphasize the difference between analysis and summary and will emphasize helping students learn to write specific claims that need to be defended with textual support. Faculty will review course outlines of record to ensure that they are in keeping with the stated program outcomes and these areas for improvement.
4. Faculty will develop at least two open workshops related to the above topics to be held in the Writing Center. We hope that these workshops will not only increase skill levels but will also build community among students.
5. In order to improve communication about curricular matters among all faculty (including those who may not attend Division meetings on a regular basis), this CPAS document, along with Student Learning Outcomes and revised Course Outlines will be circulated in hard copy among the faculty, with each individual needing to sign the cover sheet to indicate that he or she has read the attached documents. This will become common practice (as it was in the past) for important curricular or policy issues.

Spring 2014 Update:

1. The faculty agreed that additional efforts should be made related to information fluency and integration of sources. This topic will be the focus of a division meeting (Fall 2014), and relevant lesson plan ideas will be uploaded to the English Department Moodle site for professional development.
2. Additional, specific pedagogical changes, professional development, or student workshops are still under discussion, especially regarding the results indicating that argument was the weakest component in the C/D papers (but in the A/B papers).

Spring 2015 Update (201B/201C):

At the January division meeting, faculty decided to revise the 201B outcomes so that they are better aligned with the 201C outcomes. Also, instructors of 201B will gather at a meeting in April to discuss pedagogical strategies that |

		will help move 201B from an "introduction to genre" course to a "critical thinking" course.

7	Description or evidence of dialog among course or program-level faculty about assessment plan and results	SLO assessment is a regularly agendized topic at English Division meetings. In addition to these meetings, faculty three times in the past three semester to read, assess, and discuss English 201A research papers and essays written by degree earners in Fall 2012. Each gathering had at least six members of the faculty (for example, the meeting in Fall 2012 had nine members of the faculty, both full-time and part-time, who met for about 3.5 hours on a Friday evening). The results of these gatherings were then discussed at the division meetings. Faculty are also planning to extend dialogue through flex activities and student workshops.
		
		Spring 2014 Update:
		    The March 2014 agenda and the May 2014 agenda both list discussion items related to the assessment project.
		
		Spring 2015 Update:
		    Discussion of 201B/201C at the January division meeting.
		    Assessment planning for literature courses at the February division meeting.

**Course and program level outcomes are required by ACCJC to be aligned. Each program needs to complete a program map to show the alignment. See examples of completed CPAS and program mapping documents are available at http://academic.cuesta.edu/sloa

C. Summarize in one to two paragraphs program improvements that have been implemented since the last APPW or CPPR.

The English Division has made several program changes this past year. We put English 201B online and in hybrid modality. English 201B has become our most popular course after 201A. Several years ago we couldn't fill the classes and were cutting back our offerings. Students chose English 201C classes over 201B. Our 201B classes have a higher cap (35 as opposed to 28), so we have helped our efficiency numbers. We have also begun to offer English 212A American Literature online. This modality allows students seeking to transfer as literature majors another way to meet the requirements of category A of the transfer agreement. American Literature 212A was full at 35 cap this spring. We have changed our Engish 244 A and B (European Literature) to English 245 A and B (World Literature). This change allows these classes to transfer into more CSUs, including Cal Poly—the destination of most of our students. Finally, last spring we put a new film class through curriculum in time for a four week summer offering. It did not fill well. But this spring, with more advertising, it has 24 students, and we think it will become a more popular course, with the potential of reaching its cap of 40.

D. Identify and describe any budget requests that are related to student learning outcomes assessment results or institutional objectives.

The English Division is most concerned about getting instutional support for writing help in the Student Success Center. We have seen that that Accuplacer—the online, objective, commercial product that Cuesta purchased to replace the English Division's assessment process—places 60% of students who take the test in English 201A. Years ago, with the English Division's process only 25% were placed in 201A. Years ago, Cuesta was in line with the national average in placing students into remedial classes.

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