

1. In the area of requisites, the English Department has now converted all writing and reading levels to actual courses: e.g., Reading Level 1, Writing Level 1 = ENGL C101.
2. The department has begun a second round of assessment of all English courses.
3. Assessments now include all sections taught in the department, both onsite and online, by both full- and part-time faculty.
4. By creating the AA-T in English, we have increased alternatives to the Liberal Arts degree, which will significantly reduce the number of students seeking degrees in the Liberal Arts. We are now considering how to best advise future students since we have concluded that the AA-T in English will provide better preparation for transfer and that, as a result, Liberal Arts majors now should be declared only for the following reasons: 1. as preparation for elementary school teaching; 2. as preparation for transfer to private schools with requirements different from those of UC and Cal State universities; 3. as preparation for students who plan on transferring to California State University (CSU) or University of California (UC) for a major in education or for a major that Cerro Coso does not offer; and for terminal AA students who do not intend to transfer.

**b. Progress Made on Outcome Assessment. *If more lines are needed, place cursor in the bottom right box, press [Tab].***

Semester Assessed	SLO/AUO	Target Missed/Gap Detected	Improvements Designed	When Reassessed
Spring 2014  ENGL C040	A. Structure the standard five-paragraph essay in different modes with clear organization, thesis, topic sentences, keywords, and sufficient, logical supporting details.	Satisfactory: 75% Unsatisfactory: 25%	None needed.	Fall 2015
	B. Identify and correct major and minor grammatical errors.	Satisfactory: 63% Unsatisfactory: 37%	All English 40 sections need more targeted emphasis upon grammar.	
	C. Marshal evidence from pre-college-level fiction	Satisfactory: 63% Unsatisfactory: 37%	All English 40 sections need more targeted emphasis upon reading.	

	and/or non-fiction to support an essay's main idea.			
Spring 2014  ENGL C030	<p>A. Write developed, coherent, unified paragraphs in a variety of modes, such as exemplification, compare/contrast, cause and effect, etc., with clear topic sentences, subtopic sentences, paragraph unity, coherence, and development.</p> <p>B. Construct five-paragraph essays with beginner level skill including statement of thesis.</p> <p>C. Identify and correct errors in parts of speech, run-ons, and fragments and employ varying sentence structures</p> <p>D. Read actively, distinguishing among topics/main ideas, determining claim and support, and identifying transition words.</p>	<p>Satisfactory: 29% Unsatisfactory: 71%</p> <p>Satisfactory: 57% Unsatisfactory: 43%</p> <p>Satisfactory: 29% Unsatisfactory: 71%</p> <p>N/A</p>	<p>Even after acknowledging that the population of English C030 students is inherently less likely to succeed in any college class, including English, the department faculty agreed that these success rates are so abysmal that a major overhaul of the course outlines is in order. One of the surprising conclusions of this assessment session—and one of the reasons for the strikingly low success rates in the class, we think—is that the SLO's of ENGL C030 are actually more challenging than those of C040. This finding applies particularly to the first two learning outcomes in the classes but also might include SLO C, which is more specific than the corresponding learning outcome in ENGL C040. We also discovered that a paper artifact could not be used to assess SLO D, which is the reason that outcome is not included in the data.</p> <p>It now has become clear that in the flurry of curriculum work last year in all of the classes in the department</p>	Fall 2015

			<p>above English C040, scrutiny of our basic-skills course outlines was completely neglected. As a result of these conclusions from the assessment session, the English faculty have decided that the COR's of both English C030 and C040 need to be significantly revised—and as soon as possible. The group responsible for this work will consist of all basic skills faculty.</p>	
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**c. Progress Made on Department/Unit Initiatives**

**Concluding Reports:**

***Strategy 1: Continue to Improve Student Success in English Courses:***

- 1. College Strategic Objective(s) addressed: 1.1, 1.2, 3.1*
- 2. Action Plan: Adopt a more uniform approach to early assessment and notification of students who are struggling in English classes.*
- 3. Measure of Success: Student performance data from the 2012-2014 year indicating success rates have increased.*
- 4. Expected Completion Date: Fall 2014*
- 5. Person Responsible: English faculty*
- 6. Which of the following Is **primarily** true of this strategy? Choose one.*