



English AA-T Degree

was found on Canvas. However, there were some courses that were assessed in Word and saved in department chair files or with individual faculty. There has been no regular, set calendar for assessing classes. Furthermore, several members of the English department do not believe all section of all classes needs to be assessed every semester, nor do they believe a class needs to be assessed more than one time during the program review cycle. One change moving forward is that all literature classes will be assessed each time they are taught to meet the state assessment guidelines. This was agreed on by all full-time faculty in the department. Additionally, the goal of the department chair is to be sure ENGL C102 and ENGL C102H will be assessed on a regular basis beginning in Spring 2019.

The most significant pattern is that the majority of the SLOs were met at greater than 80% with several being met at 88%-91% and higher. Faculty use the SLO data to make any necessary changes or improvements to individual SLO's and in their classes. However, the department does not usually meet to discuss SLO data once classes have been assessed. SLOs are assessed by the individual faculty who teach the class. Unless there is a significant problem in the findings, the data is not discussed. It is assumed that since students are meeting the SLOs at more than 80% the SLOs are sufficient and aligned, and meet rigor, integrity, relevance, and currency. For this reason, there has been no discussion on raising the target. As a department, our focus is working on raising targets and revising SLOs which students meet at an average below 70% success rate. That does not apply to this program. All of the SLOs align with the general education learning outcomes and the institutional learning outcomes. Another important point to note is that not every section of every class was assessed each cycle. Until 2016-17, the English department was assessing only a random sample of various classes, which may have a bearing on the outcomes.

One additional outcome of the SLO assessment is that it became clear to the department that while full-time faculty assess their courses, adjunct faculty do not always understand how to assess and many times the assessments do not get completed. This is especially true for adjunct faculty teaching dual-enrollment courses, which we have since learned do not need to be assessed. However, this applies, for the most part, to ENGL C101 and SPCH C101 (not part of the program) and ENGL C102. Moving forward, the department plans to develop a step-by-step training for adjunct faculty to assess their courses in eLumen. Another goal is to set a target date of Spring 2022 to have a step-by-step assessment training in place for adjunct faculty.

4.6 - Assessment Schedule for Next Program Review Cycle

PLO Assessment Cycle

	FA 2019	SP 2020	FA 2020	SP 2021	FA 2021	SP 2022	FA 2022	SP 2023
PLO 1							X	
PLO 2							X	



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Most department meetings feature 101S/AB 705 as a continuing discussion item, and the department also holds special meetings specifically to focus on this issue. Below are meetings in which the department discussed, reviewed data, and planned a possible revision of the course.

- 3/24/2022: Special dept. meeting with V.P. and Dean of Instruction to discuss revision options.
- 3/22/2022: Special dept. meeting focused on 101S and its direction.
- 2/9/2022: Dept. meeting with disc. of 101S/AB 705.
- 1/19/2022: Dept. meeting with disc. of 101S/AB705.
- 10/7/2021: Dept. meeting with disc. of AB 705/101S
- 8/20/2021: Dept. meeting with disc. of AB 705.

Revision

The department has continued to move, it seems inexorably, toward a revision of the course, acknowledging that such revision requires careful planning and should not be rushed. The department will carry on with data collection and discussions as needed.

Reminder of Initiatives for the Current Year

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Complete ENGL C101 and ENGL C101S Revisions to Address AB 705

Plan Initiatives for Next Year

Initiatives for Next Academic Year

Norming Sessions

Is this part of a multiyear initiative?

Yes

Specific Action Steps to be Taken:

The department will conduct essay-grading norming sessions at least once every two years in order to ensure all instructors are holding students to the same general standards.

Norming sessions will likely include the following elements:

1. Reviewing and revising a department-adopted grading rubric that can be modified/augmented by individual instructors according to the needs of courses and assignments.
2. Reading and scoring sample student essays written at a variety of levels.
3. Discussing and evaluating the results.

This initiative addresses equity gaps by ensuring fairness across multiple course sections regardless of instructor. It further guards against both grade inflation and deflation, ensuring that the majority of instructors meets at an agreed level of rigor.

To be effective, norming sessions must involve all English faculty, including adjunct and dual-enrollment members. Therefore, the department will lobby for the funding of stipends to encourage faculty to participate and will schedule sessions at a day and time most advantageous to participation.

Early Observational Data, or "Lead" Measure(s):

General agreement that there are some grading standard disparities within the department.