Evergreen Valley College

English Department

Program Review

Spring 2017

Prepared by the

Evergreen Valley College English Department:

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Final Compilation by Robin Hahn with Sterling Warner

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DEPARTMENT/PROGRAM NAME: English/English Composition/Literature
LAST REVIEW: **2011** (Final compilation prepared by Sterling Warner; William Silver: Dean)
CURRENT YEAR: **2017 ... (**Final compilation prepared by Robin Hahn with Sterling Warner)
AREA DEAN   **2016/2017:** Merryl Kravitz

SUMMARY OF THE DEPARTMENT/PROGRAM: 1975-2017

Provide a brief summary of the department/program including brief history (impetus for department/program initiation if applicable, years of existence, progress made or not made over time, any other major factors that affected the program and current status)

From 1975 to the present day (2017), the English Department at Evergreen Valley College has offered students and the EVC community members a balanced curriculum ranging from "basic skills" courses to transfer composition, literature, and creative writing classes. In fact, the English Department offers more sections of a single class—English 1A—than any other course on campus, and yet it still cannot keep up with the public demand for more of them.

In 1993, Evergreen Valley College underwent a major reorganization, and Center Coordinators were replaced by 1) discipline chairs, and ultimately 2) deans. Currently, the Language Arts Division, of which English is a part, has a Full-time dean, supported by administrative assistants. To serve students at Evergreen Valley College, the department experimented with several models of delivery particularly geared towards enhancing reading, writing, and critical thinking skills at the developmental level.

Continuing a pattern of responding to student interests and needs, in 1995, English Faculty created an English AA at EVC as well as an English AA-T (transfer emphasis) in 2013. Since its debut, the English AA track has been an unmitigated achievement; it promotes equity and attracts diverse students across the campus, presenting them with equal opportunities to pursue career objectives with an emphasis in written communication and literature. In turn, this prepares them for both transfer and terminal degrees.

All in all, the organizational restructuring enabled instructors to enact "student centered" change as part of a *bona fide* English Department in the Language Arts Division. Therein, members gathered together, shared expertise and offered innovative teaching methodologies to connect with diverse student learning strategies. To preserve a record of English Department accomplishments, updates, policies, planning efforts, and other specific research—the Composition/Literature Curriculum Committee compiled a "living document": *The Language Arts Continuum: A Handbook of Practices, Procedures, and Studies (Past and Present).*

The 1992, 1993, 1990, and 2001 hard copy editions of "the continuum" offered counselors and administrators—as well as new full-time and adjunct instructors—an in-depth record of policies and procedures championed by the English Council of California Two-Year Colleges, the Two-Year College English Association, the National Council of Teachers of English, and the Modern Language Association to name just a few high profile English organizations that provide insight and guidance to college instructors. The 2017 English Program Review attempts to record relevant data as well, but falls short of the exhaustive studies offered though the "Language Arts Continuum." Ideally, something like the "Continuum" will be developed, posted, and sustained online format in years to come.

The EVC English Composition Program

- The EVC English faculty promote curriculum that prepares all EVC students with reading and writing skills to succeed in college classroom and in the workplace, especially the ability to obtain, evaluate, organize, and communicate information effectively.

- To meet this goal, faculty, informed by current writing and learning theory, employ innovative and student-centered teaching methodologies, remain responsive to a variety of learning styles, and are sensitive to the culturally diverse backgrounds of their student populations. Since 2000 the department has hired faculty having workforce and "real world" experience.

The EVC English AA/AA-T Program (Literature, Creative Writing, Composition)
- The English AA at EVC promotes equity and attracts diverse students across the campus, presenting them with equal opportunities to pursue career objectives with an emphasis in written communication and literature. In turn, this prepares them for both transfer and terminal degrees. Finally, due to their critical, creative, and analytical skills, students with English AAs have become a hot commodity in the work force—especially leadership positions—today.
- In compliance with state law and administrative agendas, The EVC English Department developed an English AA-T (transfer) degree—although not very popular nor effective in terms of English Bachelor's Degree preparation—in 2013.

As of the Spring Semester 2017, the EVC English Department offers its students "cutting edge" learning methods consistent with the "best teaching practices" used by its instructors. The EVC English Department's commitment to excellence has become increasingly more complex and challenging due to the growing heterogeneity of its student population, the increasing demand for developmental instruction, and the expanding skills requirements in the workplace. Undaunted, however, English faculty members modify curriculum, expand their higher education partnerships, and work with other English professionals in the field on the local, state, and national level to remain abreast of effective teaching practices.

Without question, the acquisition of writing—as well as critical thinking—skills has been and will continue to be fundamental to the persistence and success of EVC's students, and English faculty do everything possible inside and outside of traditional, innovative, and computer enhanced classroom environments to assist them in achieving their academic and career goals.

Student Centered Goals and Objectives Achieved: 2012-2017
- From 2012 to 2017, the EVC English Department has continued to meet ongoing goals and objectives (once called CTA(s)—Commitments to Action).
- The EVC English Department and its instructors, serving the entire campus population, provide *Student-Centered Instruction*, assuring access to quality and efficient programs and services to enable student success.
- English faculty work directly with students and counselors, champion support services, advocate sustainability, teach in special programs, and engage in community outreach, thereby increasing its visibility beyond the traditional classroom.
- English Faculty offer EVC students composition and literature classes featuring multiple methods of delivery, including lecture/discussion, online classes, hybrid classrooms, culturally specific sections, and service learning projects.
- English faculty members always have and continue to assess their current delivery methods, explore new reading/writing pedagogy, and apply, "best teaching practices" to their own style of instruction on a day to day, week to week basis.

Diversity and the Evergreen Valley College English Department's Student Engagement
- English Department members participate in and support campus literary events, including "Open Microphones," the EVC Authors' Series, and the EVC Spring Poetry Festival.

- English Faculty members serve/served as advisors for student clubs, including: The EVC Authors' Guild, The Desi Club, The English Majors/Language Lover's Club, ESA (Enlace Student Association), The EVC Journalism Club, Phi Theta Kappa (the national honor's society), The EVC Pre-Med Club, Students for Social Justice, The EVC Veterans' Club, and VSA (the Vietnamese Student Association).
- English Faculty contribute to and participate in a wide range of Evergreen Valley College activities:
  - ➔ English Faculty members participate in EVC's Club Rush.
  - ➔ English Faculty members participate in EVC Kicks It Outside event.
  - ➔ English Faculty members work with and participate in Honors Program
  - ➔ ➔ English Faculty members work with and participate in the Affirm Program
  - ➔ English Faculty members work with and participated in Aspire Program.
  - ➔ English Faculty members work with and participate in the Enlace Program
  - ➔ English Faculty members work with EVC students and participate in poetry slams.
  - ➔ English Faculty members update all English department outlines on a regular basis.
  - ➔ English Faculty members developed Student Learning Objectives for all courses in 2005 and refined them several times right through January of 2017.
- An English Department member initiated and continues to coordinate a *student/community centered* Authors' Series at EVC, that feature diverse, high profile speakers—in addition to poets, novelists, fiction and nonfiction writers.

The Evergreen Valley College English Department's Campus Community Engagement
Long before the English Program became an official department, its beliefs, values, goals and objectives were *"committed to action,"* identifying and advocating ongoing needs and reshaping curriculum to meet the ever-changing teaching and learning needs at Evergreen Valley College.
- EVC English Department faculty members have participated in shared governance by serving on campus and district-wide committees, including:
  - ➔ EVC Academic Faculty Senate Committee
  - ➔ EVC Accreditation Self Study Committee
  - ➔ EVC Communication Across the Curriculum Committee; Warner wrote the final CAC report
  - ➔ EVC Curriculum Committee
  - ➔ EVC College Council
  - ➔ SJECCD Professional Recognition Committee
  - ➔ EVC Screening Committees
  - ➔ EVC Staff Development Committee
  - ➔ EVC Standing Committees
  - ➔ EVC Student Scholarship Committees
  - ➔ EVC Tenure Review Committees
- English faculty members reach out to the EVC community—as well the San Jose/Evergreen Community College District—endorsing and promoting "faculty driven—student centered" literary events such as The EVC Authors' Series, EVC Creative Writing Workshops, and the Annual EVC Poetry Festival—as well as other cultural, social, and literary events.

Accomplishments and/or Ongoing English Department Goals Since its 2011 Program Review include:
- Continued support for a full-time Writing Center Coordinator More recently, one new and one veteran full-time faculty member continue to *share* coordinator responsibilities and have done so very effectively. (We need to augment college support for the Writing Center in the future).

- Improved Articulation and Partnerships with other 2 and 4-year colleges and universities—and K-12 institutions—and increase our number of transfer students from Evergreen Valley College by preparing them with the necessary—not the minimum—reading and writing skills needed to compete and excel in upper division work.
- *Achieved Goal to Meet EVC Students' General Education and Tr*ansfer requirements, and to continue to develop and offer a variety of composition and literature classes. In addition to updated course outlines, for instance, it created an English AA-T (AA for transfer).
- *Encouraged Professional Growth and Leadership Roles* among both the full-time and adjunct English faculty, providing all possible kinds of support—including financial—for participation, presentations, or simply attendance at a regional, state, or national conference, workshop, or symposium with other English professionals.
- *Closed the first SLO/ILO/PLO Assessment Loop* for English AA Program which the department initiated in 1995 (long before SLO/ILO/PLO assessment) in 2012.
- *Completed and Closed SLO/ILO/PLO SLO Assessment Loop a second time* for all its "actively offered" literature classes, all but one composition class, and both English Associate Degrees in December of 2016.
- *Updated and Posted The SLO/ILO/PLO Matrices for all English Courses*—both composition and literature—been during the Fall 2016 and the Spring 2017 Semester.

(**NOTE:** At times since the last EVC English Program Review in 2011, staff development funds enabled faculty to attend such gathering more frequently. Even in the midst of recent economic downturns and subsequent cutbacks (2007—2013), all that could be done to continue such practices has been done, and some funds have been appreciably restored as the economy has recovered.)

New and Ongoing English Department Initiatives
- *Attract a balance of academically prepared and underprepared students* at EVC. In times of economic hardships and few student resources, the former might act as role models and mentors—as well as promote writing and critical thinking skills at the college level. Of late the proportion of underprepared students has increased, and the department has worked hard to accommodate and provide classes to those students in need of remedial attention.
- *Expand the number of course offerings* 1) at times convenient and attractive to students (afternoon classes have never been popular; interest in evening classes continue to decline).
- *Increase the number of sections of college level composition courses (English 1A, 1B, 1C) offered online through Evergreen Valley College.*
- *Address the achievement gap* in part, by having *cultural specific* programs continue to commit themselves to meeting the basic skills needs of "targeted student populations" by teaching *culturally specific* basic writing courses at all three levels below English 1A—rather than placing so much emphasis on transfer composition courses where, statistically speaking, students demonstrate a higher success and retention rate to begin with.
- *Renew* administrative and financial support coupled with English faculty guidance for Learning Communities, Service Learning Projects, and other innovative teaching practices.

Evergreen Valley College English Department Outlook: 2017-2020
- Students always have been first and foremost among faculty values, proposals, pedagogy, and advocacy in the English Department; the future promises ongoing faculty development.
- The EVC English Department excels in meeting the overall mission of the college.

- Arguably, English Course offerings address a wider, most inclusive range of SJECCD Strategic Goals, than any other department at Evergreen Valley College--including: *communication, inquiry and reasoning, technology, workforce development,* and overall *student success.*
- Faculty and staff in Evergreen Valley College English Department, recognized by National TYCA's (Two-Year Community College English Association) for their innovative/best teaching practices, have remained dedicated to providing instruction of the highest quality in teaching all levels of composition, literature, and critical thinking.
- As of February, 2017, there is movement to re-implement learning community programs wherein courses of different domains are combined—such as: a pre-collegiate basic skills composition course paired with a basic skills reading classes or college level transfer English course (composition and/or literature) taught in tandem with a drama or philosophy course. The department would like to revitalize basis skills learning communities as well.
- Previously noted in the 2011 English Program Review, as well as earlier program reviews and studies, the English Program/Department does not require program improvement so much as it needs <u>resources, finances, respect, and recognition</u>.
- In order to make a positive difference, management needs to relinquish its tendency to "control" and "shape" educational realities. Naturally, "faculty driven" committees and initiatives welcome administrative representation.
- English faculty—the experts trusted and respected by four-year colleges and universities—must initiate meaningful partnerships in higher education from this time forward. That is, the English faculty wishes to be *proactive* in creating sustainable college partnerships and programs rather than be place in a position where members have no choice but to *react* to hidden agendas.
- The EVC English Department needs a faculty advocate—and English Department Chair (just like San Jose City College). That way, administrative agendas will not place our current and future deans in the position of deferring to management agendas over faculty needs.
- Most unmet goals in the EVC English Department have less to do with genuine intent and advocacy than a lack of resources and support necessary to fund programs, to make department expertise accessible to students and colleagues across campus (e.g., training and implementing Writing Across the Curriculum), and student support services.
- Consolidation of English and other classes in the Language Arts Discipline in a single building— along with faculty offices, computer assisted classrooms, an expansive Language Arts Success Center including the ESL Labs, the Reading Labs, and the Writing Center has never taken place at Evergreen Valley College. As of September, 2015 there are plans in place for the construction of such a building by or in 2030, still a very long way off.

  → The Evergreen Valley College Language Arts division in general and the English Department in particular has been traditionally viewed as a low-budget discipline (as contrasted with the sciences, athletics, etc., which require expensive equipment and facilities), even fewer resources have been allocated to support the teaching of reading and writing.
  → We cannot help but think this contributes to confusion in efficient program planning— particularly from the standpoint of students, faculty, staff, administration, and the community—the people whom we serve.

Part A, Program Effectiveness and Student Success

Number 1

State the goals and focus of this department/program and explain how the program contributes to the mission, strategic initiatives, comprehensive academic offerings, and priorities of the College and District.

The focus of the English department is to promote curriculum that prepares EVC students with reading and writing skills across the curriculum. Furthermore, the EVC English faculty incorporates into their curriculum specific student learning outcomes that centers on the ability to obtain, evaluate, organize and communicate information effectively. Not only are these outcomes essential for courses at EVC, but also these skills will assist students when they transfer to a 4-year university or begin in the workforce.

Another focus the English department promotes is the English AA Program, in which it presents students with equal opportunities to pursue career opportunities with an emphasis in written communication and literature. This focus is in conjunction with the college's mission of providing equity and opportunity for our students. Moreover, the AA Program prepares students for both transfer and major degrees. As a result of students receiving an AA in English, students have critical, creative and analytical skills that are essential skills in the workforce, including leadership positions, which coincides with the college's mission of empowering students to be "civically responsible global citizens."

To meet their goals, faculty apply writing and learning pedagogy, employ student-centered teaching methodologies, incorporate different forms of technology applications or delivery (ie. internet enhanced, hybrid, online with course management system), remain responsive to a variety of learning styles and refer to various student resources (ie. tutoring, DSP), and are sensitive to the culturally diverse backgrounds of the student population. These aspects correlate to the college's mission of equity, opportunity and social justice.

In regards to EVC's strategic initiatives, the EVC English faculty employs a student-centered philosophy in our classrooms. Working with the Tutoring Center demonstrates the English department's initiative to provide tutoring services for our students. Another example to ensure student success within this initiative of student-centered is the Writing Center, which assists basic skill students in crafting their writing skills for college level writing. Community engagement is another EVC strategic initiative which English faculty participates. In partnership with EVC's Assessment office and Counseling department, English faculty met with key members of EVC to discuss, measure and evaluate the state mandated multiple measures assessment.

EVC English Department Program Review 2017

Part A, Nos. 2 Program Standard Set Baseline; and 3 Student Success Rate Patterns

Background

The program review instructions assume we will be able to discern patterns and make conclusions based on data from EVC's CROA system, and that the data is available and reliable. We started looking for data in August 2016. We wanted data comparing overall English success rates to success rates of our three major programs: basic skills, transfer-level composition, and English literature. Despite appeals to two vice chancellors and numerous campus officials, only one person in our department received CROA access in September; one more in November; and a few more in January. In November, we learned that CROA groups English (1501) and Reading (1502) courses together and there is no way for us to separate out only English, or only English basic skills, or comp, or literature. Therefore, we will always require researchers to construct custom queries to pull English data from CROA, unless we only request data on one course at a time, such as all English 1A.

After further examination of the data, we learned that some data reports distinguish "success" as passing a class with a grade of C or better, but other reports note that actual "passing" is D or better, even though D will not satisfy a prerequisite. In Section H, Part 1 of the program review instructions, success rate is explained as "retention rate," which seems to indicate completing the course with any grade at all. The December 2016 deadline for our draft program review passed before we had even obtained all of our data, or understood all of the conflicting information it contained. (See footnote in A 3 Section I.) Needless to say, we are time-pressed to complete a program review "analysis" with data which may or may not be correct or relevant to our discussion. In our last program review in 2011, we also lacked trustworthy data. We reported that "Between the Fall Semester 2005 and Spring Semester 2010 . . . apart from one class, the student success rate tended to be somewhere between 71% and 85%," a number which we compiled manually, and which seems to remain constant today.

Most of our conclusions, therefore, are based more on our years of daily interaction with individual students and their work than raw data. For example, transfer-level composition students are **each** required to write **8,000 words per semester**, and those of us who teach them have an average course load of 120 to 150 students. We evaluate those hundreds of thousands of words for critical thinking, organization, and mechanical skills, citations, and completion of task. If we are looking at "success" data from final grades only, how relevant is this data as to why students pass a course, which is dependent on so many factors such as language competency (largely determined outside of school), course-level readiness, financial pressure, family and job conflicts, and individual learning styles and persistence? How can our teaching methods address these factors? Our departmental final has been successful in improving successful

transition from course to course, but students can pass a class even if they fail the final, or they can be competent in writing timed essays but not in longer research essays, or vice-versa. Roughly two-thirds of our sections are taught by adjunct faculty, and while our holistic norming and scoring of the final exam helps us all maintain consistent grading standards, there are several new faculty members each semester. Twelve English faculty members participate in EVC's Early Alert program which augments student success by alerting students and counselors of potential problems and support systems that are in place to help them.

We require mandatory labs in two basic skills classes, English 330 and English 104, which have operated since 1992 and are integral to the success of these students. This semester we are delighted that our EVC Writing Center which designed, wrote, and operates these labs has just been awarded the 2017 Diana Hacker TYCA Awards for Outstanding Programs in English:

> "The Awards Committee of the Two-Year College English Association (TYCA) of the National Council of the Teachers of English (NCTE) is pleased to announce the winners of the 2017 Diana Hacker TYCA Awards for Outstanding Programs in English for Two-Year Colleges and Teachers. Evergreen Valley College's "The Evergreen Valley College Writing Center" has been selected as the exemplary program in the category of Fostering Student Success. Congratulations to you and your college for the creative response to the challenges of educating two-year college students and for demonstrating professionalism in the commitment to educating diverse student populations."

A.2. Success Rate Baseline

Our success patterns vary from basic skills to transfer-level comp to literature. We have set our baselines against 90% of the five-year average or 64%, which is EVC's baseline. At this time we are using separate baselines for each of our three course areas (highlighted in yellow below). All English students in California community colleges had a 5-year average success rate of 68.27% in Fall 2014, and EVC English students of 66.57% for the same period, although the EVC success rates differ in the two reports cited in Section I. Due to CROA's inability to separate English 1501, we do not have a current overall EVC English success rate we trust. Our three types of programs have different student populations, so we have separate 5-year average success rates for our separate programs: EVC English Basic Skills: 66.94%; EVC English Transfer Composition: 68.50%; EVC English Literature: 79.82%. Our fourth report, for English 99 (now discontinued), a course for students who had completed transfer level composition but needed help to pass SJSU's Writing Skills Test, and 1L, an optional, variable unit lab for transfer-level composition students, does not seem statistically relevant to our analysis. While a few semesters in each report seem to vary considerably, without looking at grades in all sections in that semester we can't draw conclusions about what may have affected success more than usual.

Online Education

Our "EVC English Program Review Distance Ed" report contained Reading as well as English, and face-to-face courses as well as online and hybrid. An edited version of the report appears here. Our success rates are comparable to EVC's overall online course success rates. Those students who do complete the online and hybrid sections do as well on the final exam and students who complete face-to-face courses according to Writing Center data. In reviewing EVC program reviews of all academic departments for the past five years, we noted that every academic department has expressed need to expand online course offerings and receive more support and training in online education. While we have been assured that program reviews are a basis for campus resource allocation, this need of every academic department has not been met. Even though EVC's Fall 2016 accreditation visit recommended more support and oversight for online education, there are no faculty hires planned for the Distance Ed Instructional Design and Support faculty for 2017. Nevertheless, factors affecting student success in Paragraph 2 above, the need for students to read more, not less, in online courses, and access to technological tools and skills training for students and faculty continue to affect student success in our online courses. More pre-screening and more campus support for online students and faculty is necessary.

A.3 Success Rate Patterns

I.   State and EVC Average Success Rates

Source: "Copy of Data for EVC ISS Program Level Course Success (F 2010-F 2014)"

	Fall 2010 Enrollmt	F 2010 Success Rate	F 2011 Enrollmt	F 2011 Success Rate	F 2012 Enrollmt	F 2012 Success Rate	F 2013 Enrollmt	F 2013 Success Rate	F 2014 Enrollmt	F 2014 Success Rate	5 Yr Av
CA State	3,205,610	68.67%	3,054,669	69.14%	2,902,949	70.50%	2,927,280	69.77%	2,892,802	69.52%	69.52%
CA English-1501	336,561	66.95%	330,466	67.63%	321,450	69.68%	340,800	68.78%	342,512	68.31%	68.27%
EVC Total[1]	25,435	69.14%	25,077	70.22%	23,417	71.66%	22,913	70.75%	21,888	71.29%	70.61%
EVC English-1501	2,690	65.76%	2,644	62.97%	2,583	69.96%	2,386	65.63%	2,288	68.53%	66.57%

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[1] While these two reports do not cover the same time period and therefore have different 5-year averages, there are discrepancies in the semesters where they overlap, which are highlighted

Source: "EVC Program Review Latest Version Entire Campus 4/28/16 (Sp 2012-F 2015)"

	Sp 2012 Measure	F 2012 Measure	Sp 2013 Measure	F 2013 Measure	Sp 2014 Measure	F 2014 Measure	Sp 2015 Measure	F 2015 Measure	5 Yr Av	Base
EVC Total Completion Rate	88.67%	89.92%	85.99%	89.38%	89.02%	89.63%	89.70%	88.55%		
Success Rate	72.64%	75.05%	72.30%	73.75%	74.45%	73.54%	75.29%	74.97%	74.00%	64%

Graph: EVC Total Success Rates Figure 1

Course Completion and Success
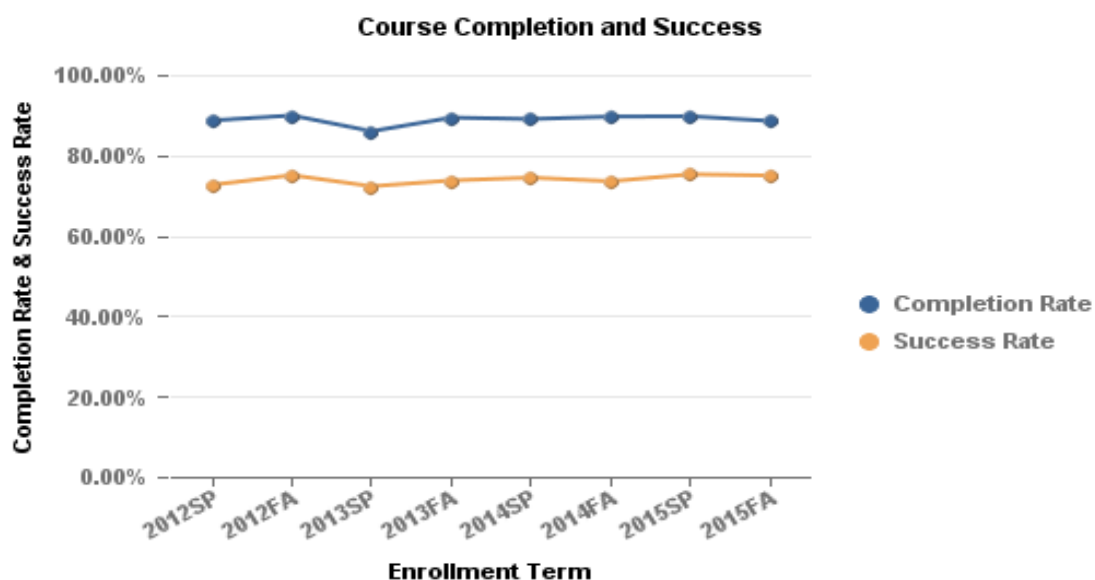
II. **EVC English Success Rates**

A. **EVC English Basic Skills Success Rate 5-year Average 66.94%; Baseline 60%**

The completion and success rates in basic skills seem to correlate. Fall 2012 seemed to have a spike in completion and success rate. Otherwise the semesters show only slight variations. The Language Arts Division tracks detailed records of students'
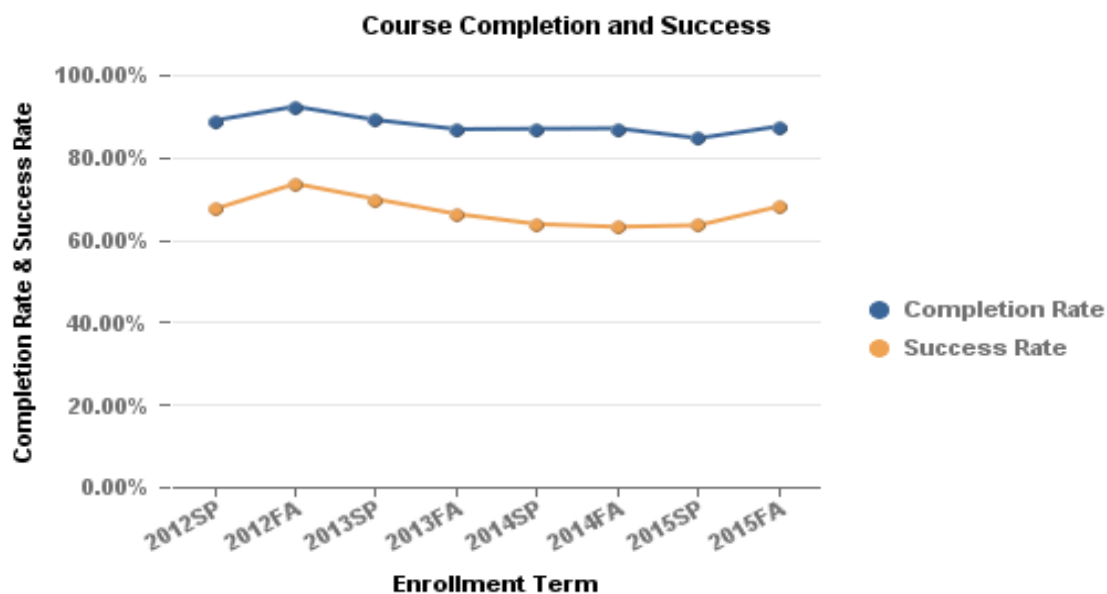
success in labs, classroom work, and final exams for these sections. A sample of the form for this data, is included at the end of Section A 3. In future semesters, we will examine these records further.

Source: Custom Report from Ronald Lopez Ramirez, SJECCD DO Researcher, 11/2/16

EVC English Basic Skills (341, 330, 104)

	Sp 2012	F 2012	Sp 2013	F 2013	Sp 2014	F 2014	Sp 2015	F 2015	5 Yr Av	90% Baseline
	Measure	Measure	Measure	Measure	Measure	Measure	Measure	Measure		
Completion Rate	88.93%	92.31%	89.03%	86.79%	86.90%	86.99%	84.62%	87.50%		
Success Rate	67.43%	73.57%	69.83%	66.23%	63.77%	63.11%	63.50%	68.07%	66.94%	60%
No. Sections	29	35	28	35	27	33	28	32		

Graph: EVC English Basic Skills Success Rates Figure 2

B. EVC Transfer Composition Success Rate 5-year Average 68.50%; Baseline 61%
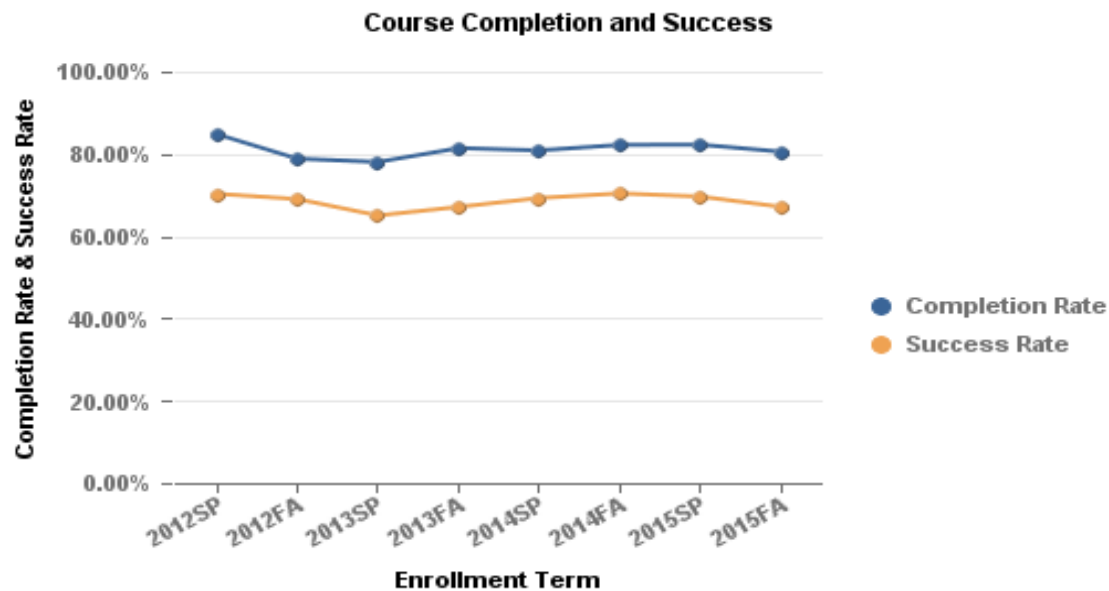
The completion and success rates in transfer level composition seem to correlate. Transfer Composition seemed to have a low point in completion and success rate in Spring 2013. Otherwise the semesters show only slight variations. The Language Arts Division tracks detailed records of students' success in classroom work and final exams for these sections. In future semesters, we will examine these records further.

Source: Custom Report from Ronald Lopez Ramirez, SJECCD DO Researcher, 11/2/16

EVC English Transfer Composition (1A, 1B, 1C)

	Sp 2012	F 2012	Sp 2013	F 2013	Sp 2014	F 2014	Sp 2015	F 2015	5 Yr Av	90% Baseline
	Measure	Measure	Measure	Measure	Measure	Measure	Measure	Measure		
Completion Rate	84.81%	78.84%	78.05%	81.41%	80.86%	82.20%	82.26%	80.54%		
Success Rate	70.31%	69.03%	65.04%	67.13%	69.29%	70.41%	69.64%	67.13%	68.50%	61%
No. Sections	44	47	46	46	45	43	44	43		

Graph: EVC English Transfer Composition Success Rates Figure 3

C.

**D. EVC Literature Success Rate 5-year Average 79.82%; Baseline 64%**

The completion and success rates in Literature have more variations than our other two categories. Fall semesters seem to have lower completion rates and even lower success rates. Different courses are offered in the fall and spring, so course types could affect student success, which we will examine further.

Source: Custom Report from Ronald Lopez Ramirez, SJECCD DO Researcher, 11/2/16

EVC English Literature (21, 28, 33, 52, 62, 72, 73, 80, 82A, 84A, 84B, 86A, 86B, Humanities II)

	Sp 2012	F 2012	Sp 2013	F 2013	Sp 2014	F 2014	Sp 2015	F 2015	5 Yr Av	EVC Baseline
	Measure	Measure	Measure	Measure	Measure	Measure	Measure	Measure	5 Yr Av	
Completion Rate	93.48%	86.00%	88.76%	81.98%	86.81%	84.95%	94.12%	93.42%		
Success Rate	84.06%	83.00%	80.90%	72.07%	82.42%	69.89%	83.33%	82.89%	79.82%	64%
No. Sections	5	5	4	5	4	5	5	4		

Graph: EVC English Literature Success Rates Figure 4
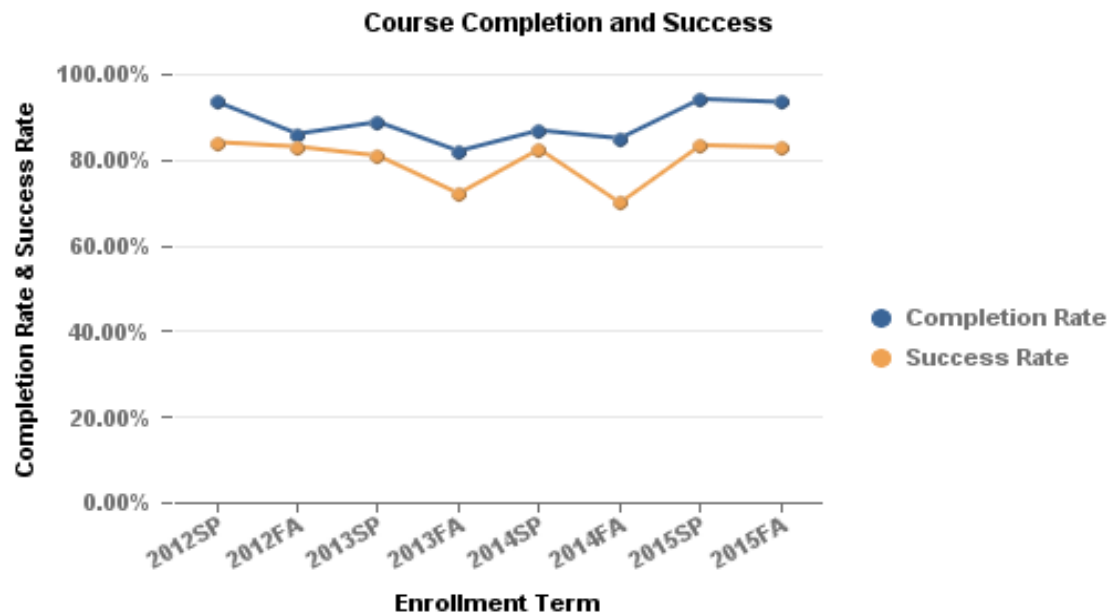
E. **EVC English 99 and 1L Success Rate 5-year Average 60.20%**

The completion and success rates in these two courses are more extreme. English 99 is no longer offered, and English 1L is an optional, variable unit tutoring lab. We do not believe data on these courses is relevant to our overall success rate analysis. One of our future needs goals, however, is to expand 1L. The English 1L lab fosters student success in all disciplines since students in the English 1L lab receive supplemental and personalized support for their transfer-level English courses. Currently, the 1L lab is staffed by two faculty members for a total of nine hours per week. Instead of relying on our Tutoring Center which is staffed by students and volunteers, we could expand our English 1L lab, which is staffed by instructors, to provide services for all students writing research papers in different disciplines instead of just for English 1A, 1B, and 1C students. The expansion would give us more reliable data Instructors teaching the English 1L lab are loaded at .5 FTE for each lab hour.

Source: Custom Report from Ronald Lopez Ramirez, SJECCD DO Researcher, 11/2/16

EVC English 99 and 1L

	Sp 2012	**F 2012**	**Sp 2013**	**F 2013**	**Sp 2014**	**F 2014**	**Sp 2015**	**F 2015**	**5 Yr Av**
	Measure	Measure	Measure	Measure	Measure	Measure	Measure	Measure	5 Yr Av
Completion Rate	84.00%	92.86%	80.00%	87.50%	86.96%	86.21%	93.10%	82.76%	
Success Rate	72.00%	66.67%	60.00%	37.50%	69.57%	68.97%	68.97%	37.93%	60.20%
No. Sections	2-1L	2-1L, 1-99	2-1L	1-1L	2-1L	2-1L	2-1L	2-1L	

Graph: EVC English 99 and 1L Success Rates Figure 5

Course Completion and Success
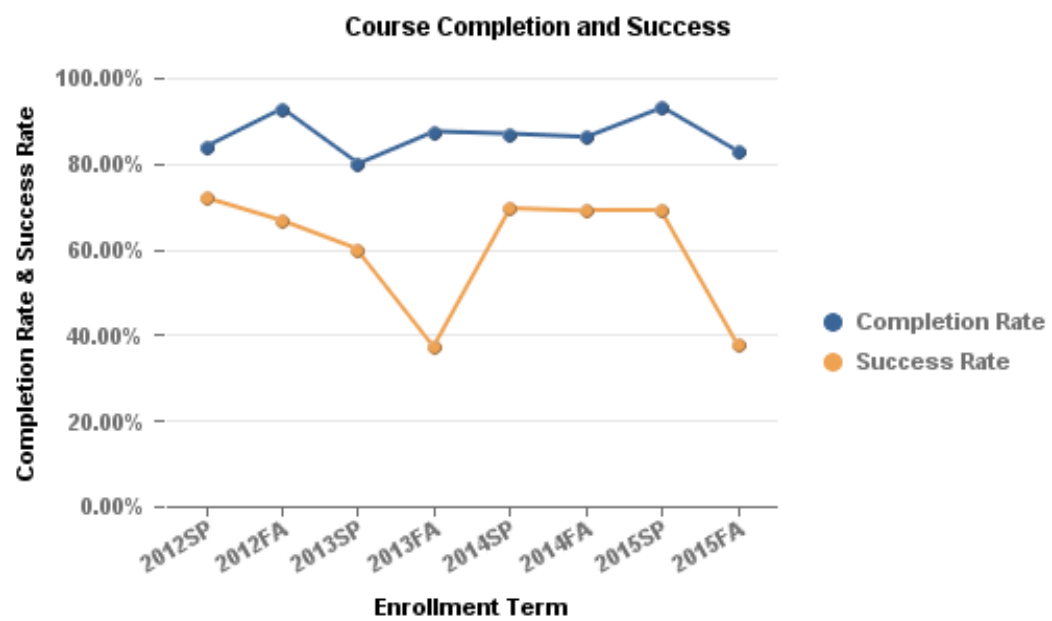
F. EVC English Distance Ed Success Rates

Our success rates are comparable to EVC's overall online course success rates. Those students who do complete the online and hybrid sections do as well on the final exam and students who complete face-to-face courses according to Writing Center data.

Source: "EVC English Program Review Distance Ed" January 2017

EVC English Online/Hybrid Course Success Rates

Enrollment Term	Subject	Section Title	Course Name	Online, Face to Face, or Hybrid Course	Total Grades for Completion	Success Total	Success Rate
2016SU	ENGL	English Composition-lo	ENGL-001A	Online	46	33	71.74%
2016SU	ENGL	English Composition-lo	ENGL-001B	Online	21	15	71.43%
2016SU	ENGL	Sentence/Paragraph Developm-lh	ENGL-341	Hybrid	15	13	86.67%
2016SP	ENGL	Critical Thinking/Compositi-lh	ENGL-001C	Hybrid	19	11	57.89%
2016SP	ENGL	English Composition-lo	ENGL-001A	Online	34	20	58.82%
2016SP	ENGL	English Composition-lo	ENGL-001B	Online	39	19	48.72%
2015SU	ENGL	English Composition-lo	ENGL-001A	Online	32	21	65.63%
2015SU	ENGL	English Composition-lo	ENGL-001B	Online	19	11	57.89%
2015SU	ENGL	Sentence/Paragraph Developm-lh	ENGL-341	Hybrid	17	9	52.94%
2015SP	ENGL	Critical Thinking/Compositi-lh	ENGL-001C	Hybrid	17	11	64.71%
2015SP	ENGL	English Composition-lo	ENGL-001A	Online	13	4	30.77%
2015SP	ENGL	English Composition-lo	ENGL-001B	Online	36	21	58.33%
2015FA	ENGL	English Composition-lo	ENGL-001A	Online	19	11	57.89%
2015FA	ENGL	English Composition-lo	ENGL-001B	Online	13	8	61.54%
2014SU	ENGL	English Composition-lh	ENGL-001A	Hybrid	10	8	80.00%
2014SU	ENGL	English Composition-lo	ENGL-001A	Online	15	10	66.67%

2014SU	ENGL	English Composition-Io	ENGL-001B	Online		23	16	69.57%
2014SP	ENGL	Critical Thinking/Compositi-Ih	ENGL-001C	Hybrid		21	16	76.19%
2014SP	ENGL	Critical Thinking/Compositi-Io	ENGL-001C	Online		18	13	72.22%
2014SP	ENGL	English Composition-Io	ENGL-001A	Online		17	9	52.94%
2014SP	ENGL	English Composition-Io	ENGL-001B	Online		37	21	56.76%
2014FA	ENGL	Critical Thinking/Compositi-Ih	ENGL-001C	Hybrid		19	10	52.63%
2014FA	ENGL	English Composition-Ih	ENGL-001A	Hybrid		34	14	41.18%
2014FA	ENGL	English Composition-Io	ENGL-001A	Online		16	4	25.00%
2014FA	ENGL	English Composition-Io	ENGL-001B	Online		17	7	41.18%
2013SU	ENGL	English Composition-Io	ENGL-001A	Online		18	12	66.67%
2013SU	ENGL	English Composition-Io	ENGL-001B	Online		22	16	72.73%
2013SP	ENGL	English Composition-Io	ENGL-001A	Online		16	6	37.50%
2013SP	ENGL	English Composition-Io	ENGL-001B	Online		20	11	55.00%
2013FA	ENGL	African American Literature-Io	ENGL-082A	Online		16	8	50.00%
2013FA	ENGL	Critical Thinking/Compositi-Ih	ENGL-001C	Hybrid		18	9	50.00%
2013FA	ENGL	English Composition-Io	ENGL-001A	Online		31	13	41.94%
2013FA	ENGL	English Composition-Io	ENGL-001B	Online		22	14	63.64%
2012SP	ENGL	English Composition-Io	ENGL-001A	Online		22	12	54.55%
2012SP	ENGL	English Composition-Io	ENGL-001B	Online		23	14	60.87%
2012FA	ENGL	English Composition-Io	ENGL-001A	Online		17	10	58.82%
2012FA	ENGL	English Composition-Io	ENGL-001B	Online		14	9	64.29%
2011SP	ENGL	English Composition-Io	ENGL-001A	Online		16	7	43.75%
2011FA	ENGL	English Composition-Io	ENGL-001A	Online		19	10	52.63%

G. What We Learned From Sections A 2 and A 3

Pulling the required data took five months which was counterproductive to say the least. We were required to pull it but not given permission to access it, and then the data was not configured to produce the reports we needed. Given the multiple factors that affect student success in language learning, and the multiple skill levels we teach, we do not know how relevant the data is to our students' actual learning process, or how relevant comparisons to other departments in EVC or to other English students in California are. We will pursue a more detailed analysis of the forms we complete every semester (sample below) to track student success and SLO completion as well as student variables, including class section/online/hybrid differences.

Evergreen Valley College

English Requirements Committee Grading Data

Instructor: Course and Section No.:

Year: Semester:

| Student ID | Last , First | Final Exam | | Course Grade | Writing Lab Information | | |
		Total score	Letter Grade		Passed	Failed	No Lab

Number of Course Grades

A=	B=	C=	D=	F=	Inc=	W=		A=	B=	C=	D=	F=

# of Students Who Passed Exam and Failed Course:_____   # of Students who Failed Exam and Passed Course:_____

Please return this sheet with the exams to the Division Dean
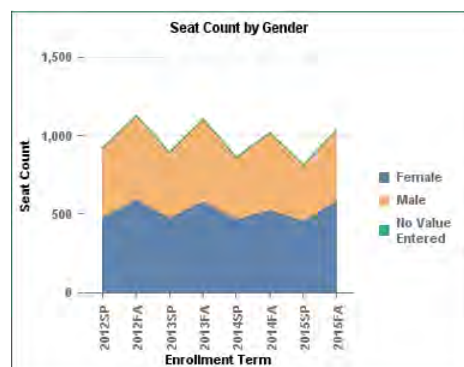
Number 4

(data) Identify current student demographics. If there are recent changes in student demographics, explain how the program is addressing these changes.

Based on our recommendations from the last program review, the English department will examine demographics targeting gender, age and ethnicity for this program review.
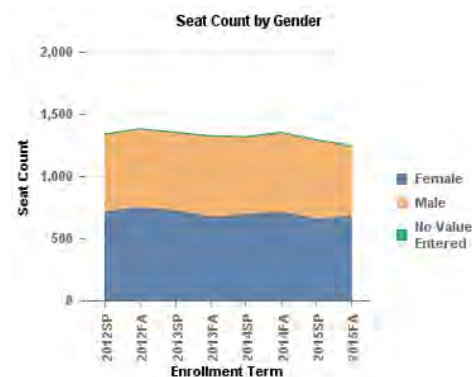
==Gender: Basic Skills, Transfer, and Literature==

The following figures demonstrate the seat count by gender in English Basic Skills composition courses, which consist of ENGL 341, 330, and 104. Other figures demonstrate Transfer composition—1A, 1B, 1C—and another figure on Literature courses.
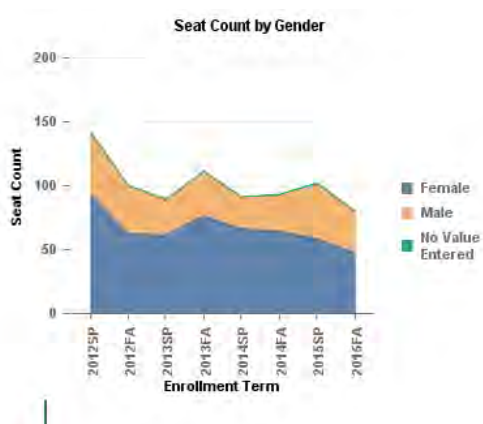
Seat count in Basic Skills:

Seat count in Transfer:

Seat count in Literature:

In order to identify current student demographics, exact numbers such as percentage data is essential to evaluate. The following tables provide a clearer representation of student demographics and still represent seat count. Please note that only "Pct of total" (ie. percent of total") was extracted for the purpose of this review.

Demographics of gender in Basic Skills Courses

Gender	2012SP Pct of Tot	2012FA Pct of Tot	2013SP Pct of Tot	2013FA Pct of Tot	2014SP Pct of Tot	2014FA Pct of Tot	2015SP Pct of Tot	2015FA Pct of Total
Female	51.35%	52.04%	52.40%	51.76%	53.53%	50.98%	55.32%	55.59%
Male	48.65%	47.96%	47.49%	48.15%	46.23%	49.02%	44.43%	43.93%

Demographics of gender in Transfer Courses

Gender	2012SP Pct of Tot	2012FA Pct of Tot	2013SP Pct of Tot	2013FA Pct of Tot	2014SP Pct of Tot	2014FA Pct of Tot	2015SP Pct of Tot	2015FA Pct of Total
Female	53.17%	53.80%	53.18%	50.41%	52.31%	52.32%	50.46%	54.13%
Male	46.83%	46.13%	46.82%	49.36%	47.54%	47.38%	49.15%	45.39%

Demographics of gender in Literature Courses

Gender	2012SP Pct of Tot	2012FA Pct of Tot	2013SP Pct of Tot	2013FA Pct of Tot	2014SP Pct of Tot	2014FA Pct of Tot	2015SP Pct of Tot	2015FA Pct of Total
Female	65.49%	62.00%	68.54%	68.47%	72.53%	68.82%	56.86%	58.75%
Male	34.51%	38.00%	31.46%	31.53%	27.47%	30.11%	42.16%	41.25%

Demographics of gender of ENTIRE EVC campus

| Gender	2012SP Pct of Total	2012FA Pct of Total	2013SP Pct of Total	2013FA Pct of Total	2014SP Pct of Total	2014FA Pct of Total	2015SP Pct of Total	2015FA Pct of Total
Female	51.91%	51.42%	51.58%	52.90%	53.16%	52.72%	52.61%	53.87%
Male	48.08%	48.51%	48.30%	46.85%	46.60%	47.05%	47.14%	45.86%
No Value Entered	0.01%	0.08%	0.12%	0.25%	0.25%	0.23%	0.25%	0.26%

In comparison of basic skills and transfer, the gender population is not vastly different from the representation of gender of the entire campus. When calculating the average of these 8 semesters, females in English basic skills are 52.8% and males at 46.98%. The average, using the recent table chart of "Demographics of gender of ENTIRE EVC campus" suggests an average of 52.52% of females and 47.29% of males. The difference of gender in basic skills is marginally slim, as well as in transfer level. Females in transfer level are at 52.47% and males 47.32%.

While there are no significant differences, no major changes need to be addressed. However, in examining the percentages of gender in Literature courses, we do find a significant shift. The average for females in Literature courses is at 65.18% compared to an average of 34.56% of males—a 30.62% difference. We do believe in promoting gender related studies, such as ENGL 32, Gender in Literature. The course examines the "representations of gender in literature…attitudes and values, and the ways in which writing can change conventional views of gender." By offering this course on a continuous basis, enrollment of males can increase in Literature courses.
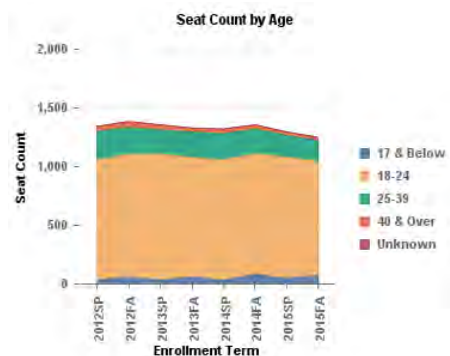
Age: Basic Skills, Transfer, and Literature

The following figures demonstrate the seat count by age in English basic skills, transfer and literature courses, as well as the entire EVC population.
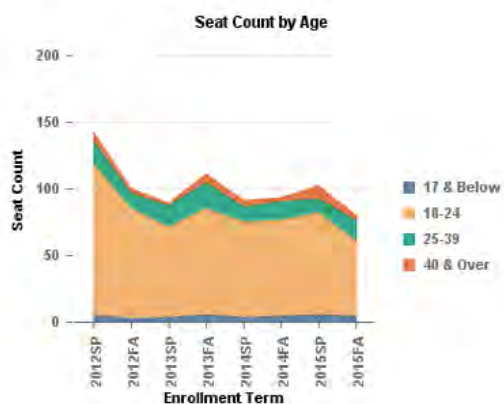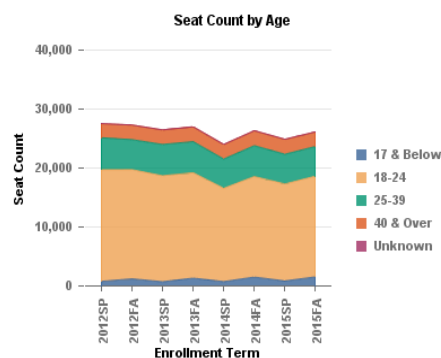
Seat count in Basic Skills:
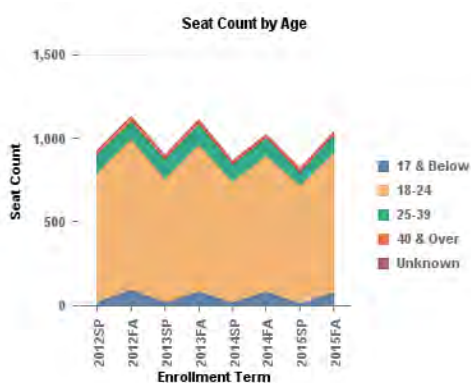
Seat count in Transfer:

Seat count in Literature:

Seat count by age of ENTIRE EVC campus:

The demographics of age are similar amongst all English classes and of the EVC population that being the main age group is 18-24 years old. Because there are no significant changes in this area, no major changes need to be addressed.
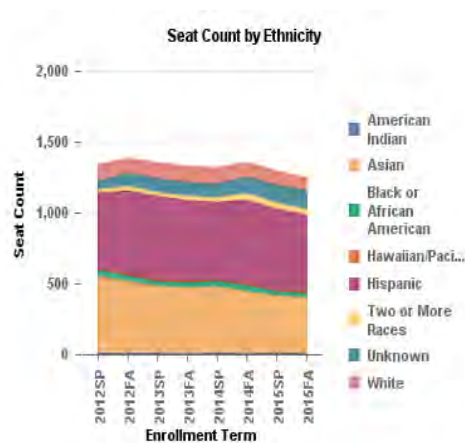
The following figures demonstrate the seat count of numerous ethnicities in English basic skills, transfer and literature courses, as well as the entire EVC population.
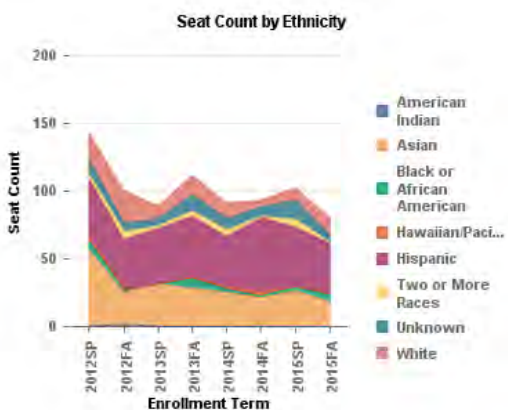
Seat count in Basic Skills: Seat count in Transfer:
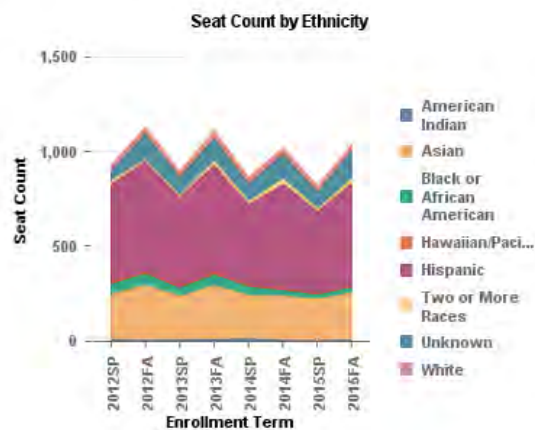
Seat count in Literature:

Similar to the data in gender, in order to identify current student demographics of ethnicity, exact numbers are essential to evaluate. Also, for the purpose of this review, Asian, Asian/India, Asian/Vietnamese, Black or African American, Filipino, Hispanic, Hispanic/Mex Hispanic/American and White are used. Based on the above graph figures, the identified ethnicities were selected for its dominant ratio and identified in the following tables. Please note "Pct of total" suggests percent of total. The data received from the district included other

ethnicities and were identified with a small percent of total; thusly, those were not identified in the tables.

Demographics of ethnicity in Basic Skills Courses

Race/ Ethnicity	2012SP Pct of Tot	2012FA Pct of Tot	2013SP Pct of Tot	2013FA Pct of Tot	2014SP Pct of Tot	2014FA Pct of Tot	2015SP Pct of Tot	2015FA Pct of Total
Asian	3.14%	2.04%	2.57%	2.25%	2.32%	0.78%	1.84%	2.02%
Asian/Indian	4.11%	3.90%	4.47%	4.60%	5.68%	5.78%	6.85%	6.65%
Asian/Vietnamese	10.05%	11.61%	10.95%	10.64%	10.89%	9.02%	9.91%	10.21%
Black or African Ame	5.95%	5.41%	4.92%	5.32%	6.03%	3.63%	3.67%	3.18%
Filipino	7.57%	7.00%	7.37%	7.39%	7.42%	8.14%	6.98%	6.74%
Hispanic	20.86%	15.07%	14.53%	13.17%	13.56%	10.59%	9.18%	8.00%
Hisp/Mex Hisp/Ame	27.03%	28.63%	29.05%	29.04%	28.85%	35.59%	34.52%	35.93%
White	3.78%	3.63%	4.25%	4.24%	4.17%	3.73%	4.65%	3.28%

Demographics of ethnicity in Transfer Courses

Race/ Ethnicity	2012SP Pct of Tot	2012FA Pct of Tot	2013SP Pct of Tot	2013FA Pct of Tot	2014SP Pct of Tot	2014FA Pct of Tot	2015SP Pct of Tot	2015FA Pct of Total
Asian	4.55%	3.69%	3.55%	3.17%	2.73%	2.73%	2.01%	1.60%
Asian/Indian	3.95%	4.41%	4.80%	6.03%	4.17%	4.80%	5.18%	5.93%
Asian/Vietnamese	16.78%	15.62%	14.84%	14.24%	16.22%	15.28%	13.52%	13.87%
Black or African Amer	4.10%	3.11%	2.88%	3.62%	3.11%	4.28%	3.25%	3.37%
Filipino	10.51%	9.11%	9.08%	8.52%	8.95%	8.41%	9.27%	9.14%
Hispanic	15.59%	15.40%	14.40%	10.93%	10.69%	10.04%	9.97%	7.86%
Hisp/Mex Hisp/Amer	20.06%	21.48%	22.67%	23.81%	23.81%	25.02%	27.59%	29.75%
White	9.55%	7.81%	8.79%	9.12%	9.33%	7.75%	8.04%	7.86%

Demographics of ethnicity in Literature Courses

Race/ Ethnicity	2012SP Pct of Tot	2012FA Pct of Tot	2013SP Pct of Tot	2013FA Pct of Tot	2014SP Pct of To	2014FA Pct of To	2015SP Pct of To	2015FA Pct of Tot
Asian	7.04%	2.00%	5.62%		1.10%	1.08%	0.98%	1.25%
Asian/Indian	2.82%	2.00%	2.25%	4.50%	3.30%	2.15%	4.90%	2.50%
Asian/Vietnames	9.86%	4.00%	10.11%	9.91%	15.38%	9.68%	11.76%	13.75%
Black or African A	4.23%	4.00%		7.21%	5.49%	2.15%	3.92%	7.50%
Filipino	15.49%	10.00%	13.48%	10.81%	7.69%	6.45%	10.78%	8.75%
Hispanic	9.86%	15.00%	17.98%	15.32%	20.88%	29.03%	14.71%	10.00%
Hisp/Mex Hisp/Ar	13.38%	18.00%	23.60%	17.12%	16.48%	26.88%	20.59%	30.00%
White	14.08%	24.00%	11.24%	15.32%	13.19%	5.38%	9.80%	16.25%

Combining Asian, Asian/Indian, Asian/Vietnamese (latter being largest representation of four) and Filipino, the percent total for the Fall 2015 semester is:

Basic Skills: 25.62%
Transfer: 30.54%
Literature: 26.25%

Combining Hispanic and Hispanic/Mexican Hispanic/American (latter being largest representation of two), the percent total for the Fall 2015 semester is:

Basic Skills: 43.93%
Transfer: 37.61%
Literature: 40%

These ethnicities account for the largest demographic at EVC.

The following graph illustrates the similar groups and the ethnicity of the entire EVC campus.

Demographics of Ethnicity of ENTIRE EVC campus:

Race/ Ethnicity Note: this is only the first reported race for each student, even when more than one race was reported.	2012 SP		2012 FA		2013 SP		2013 FA		2014 SP		2014 FA		2015 SP		2015 FA	
	SC	Pct of Total	SC	Pct of Total	SC	Pct of Total	SC	Pct of Total	SC	Pct of Total	SC	Pct of Total	SC	Pct of Total	SC	Pct of Total
Asian	1411	5.13%	1375	5.04%	1307	4.94%	1168	4.33%	1075	4.48%	1008	3.83%	948	3.82%	907	3.47%
Asian/Indian	986	3.58%	1047	3.84%	1031	3.90%	1109	4.11%	1001	4.18%	1186	4.51%	1108	4.46%	1325	5.07%
Asian/Vietnamese	5638	20.49%	5605	20.55%	5497	20.79%	5508	20.42%	5069	21.15%	5342	20.31%	5279	21.24%	5555	21.27%
Black or African American	1125	4.09%	921	3.38%	835	3.16%	902	3.34%	875	3.65%	867	3.30%	782	3.15%	780	2.99%
Filipino	2621	9.53%	2386	8.75%	2335	8.83%	2160	8.01%	1981	8.26%	2238	8.51%	2054	8.27%	2157	8.26%
Hispanic	3901	14.18%	3526	12.93%	3212	12.15%	3070	11.38%	2489	10.38%	2485	9.45%	2186	8.80%	1933	7.40%
Hisp/Mex Hisp/Amer	5182	18.83%	5283	19.37%	5083	19.22%	5560	20.61%	4955	20.67%	5976	22.72%	5648	22.73%	6416	24.57%
White	2059	7.48%	1985	7.28%	2071	7.83%	1979	7.34%	1706	7.12%	1832	6.96%	1773	7.14%	1734	6.64%

Combining Asian, Asian/Indian, Asian/Vietnamese (latter being largest representation of four) and Filipino, the percent total for the Fall 2015 semester is 38.07%. This is 8% higher than the reported combined for transfer composition.

Combining Hispanic and Hispanic/Mexican Hispanic/American (latter being largest representation of two), the percent total is 31.97%. There are more students of these two ethnicities represented in basic skills (43.93%) and transfer (37.61%) than the entire EVC population. Upon further observation, it is critical to point out the increase of population in "Hispanic/Mexican Hispanic/American" throughout the 8 semesters.

Basic Skills: 27.03%, 28.63%, 29.05%, 20.04%, 28.85%, 35.59%, 34.52%—an increase of 7.49%.

Transfer Level: 20.06%, 21.48%, 22.67%, 23.81%, 23.81%, 25.02%, 27.59%—an increase of 7.53%

At this time, no major changes need to be addressed. However, the English faculty believes in the promotion and continuation in offering ethnic literature course, such as ENGL 62: Asian/Asian-American Literature, ENGL 80: Mexican-American Literature as well as ENGL 82A: African American Literature. Also, based on the Strategic Initiative of Student-Centered, EVC's focus is to "provide access to quality and efficient programs and services to ensure student success." Looking at the two dominant ethnicities of EVC and English courses, special academic programs such as ASPIRE and Enlace, as well as AFFIRM, need to be supported by the college.

Language Arts Program Review Section 5
Steven Mentor

Identify enrollment patterns of the department/program in the last 6 years and provide an analysis of any notable trends or patterns.

Summary: In terms of enrollment patterns for English, the most interesting trends are:
1. Literature classes: in terms of academic load, from highs of 60-61% full time students in Lit classes (2012), we see a drop to 52% in Fall 2015. Half time students jump 10% to 43% in Fall 2015. The total numbers aren't large, but this is worth tracking.
2. Transfer classes: Day only students have risen from 50% in 2012 to 58% in Fall 2015. Meanwhile, day and night student numbers have steadily dropped from a high of 47% to a low of 35% in Fall 2015. This trend seems to be steady: fewer of these students, more day only students.
3. Transfer classes: for college level attempted units, 2015 Fall saw a significant drop in the percentage of students who were taking 12-15 units. Normally this is a group that tracks at around 40%, but for that one semester the numbers claim it was 21%!! This anomaly it is worth tracking in 2016 and after.
4. Basic Skills classes: From 2012 Spring to 2015 Fall, the percentage of women in Basic skills rose from 51% to 55.9%. This seems in line with the numbers suggesting that men in general, and minority men in particular, are making up less of the college population. It seems like breaking out success rates would be useful, but this isn't available in this data set.

Discussion and recommendations for future study:
1. **For all classes, we need to break out male and female students, and track persistence and success. This is especially important for our Basic Skills classes. If it appears that we are losing significant numbers of male students, we may want to address issues with curriculum and other factors.**
2. **Future study should look at the small but consistent declines in students taking some English courses, and at success rates and persistence across Ethnicity and gender.**

Description of data gathered:

Student Enrollment Types enabled me to look at some enrollment factors, but no big trends announced themselves. Gender skews toward women, but generally the numbers show slight increases. Basic skills classes are moving toward 56% women, but I'm not sure how this aligns with the college numbers overall. Certainly, English classes seem to be trending toward more women.

Basic Skills Courses (3)

Gender
From 2012 Spring to 2015 Fall, the percentage of women in Basic skills rose from 51% to 55.9%. This seems in line with the numbers suggesting that men in general, and minority men in particular are making up less of the college population. Is this a significant trend? It seems like breaking out success rates would be useful, but this isn't available in this data set.

Age
This appears consistent. 18-24 make up between 80% and 84%.

Ethnicity
IPEDS Headcount
Hispanic students make up 56% in 2012SP; these numbers are at 52% in Fall 2015. So this means that if Hispanic students make up about 40% of our numbers, then we need to be tracking success rates here.

Asian student percentages move from 26% to 24% in that time period.

White students make up from 3.4 to 4%.

Seatcount
Seatcount is slightly different, but generally goes along with this ratio
Hispanic goes from 55% to 51%
Asian goes from 29% to 25%.

There is not much of interest here, though if we began to correlate ethnicity (and gender) with success rates and persistence, then we would have something to evaluate.

Student enrollment types
This data seems stable. Only Headcount by Attempted Units seems significant; students with less than 2 units skyrocketed as a percent of the total in Fall 2015, but again, this may well be an anomaly.

English Transfer classes (3)

I began tracking trends with the file EVC Program Review English Transfer 2009-12 only to realize that the "seat count" the data showed for the entire semester was ridiculously low. I might be wrong but I think all this data is corrupted. So I used the information from 2012 – 2015

Gender
Gender is very stable; women make up right around 52% of our Transfer level students.

Age
18-24 is also stable, between 75-80% of students in these classes.

Ethnicity
Asian numbers in these classes has fallen somewhat regularly from 41% in Spring 2012 to 31% in Fall of 2015
Hispanic numbers hover around 42-44%.
White students are 8-10%

Other categories
Day or Evening
Day only students have risen from 50% in 2012 to 58% in Fall 2015
Meanwhile, day and night student numbers have steadily dropped from a high of 47% to a low of 35% in Fall 2015. This trend seems to be steady: fewer of these students, more day only students.

Academic load
Full time students have fallen from 60% in 2012 to 54% in 2015, but the fluctuations don't seem to spell a trend so much as local fluctuations each semester.
Half time student numbers are up 5% from 2012, again with local fluctuations.
Less than half time make up around 5-8% of students.

College level attempted units
2015 Fall saw a drop in the percentage of students who were taking 12-15 units. Normally this is a group that tracks at around 40%, but for that one semester the numbers claim it was 21%!! It isn't clear what caused this anomaly but it is worth tracking in 2016 and after.

Day of the week class offered
MW and TTH fluctuate a lot, but within 38-42% for MW and within 33-40% for TTH.

English Literature classes (5)

Because the numbers are lower, some of these categories fluctuate a lot.

Gender:
There are usually more women than men in Lit classes. The number is at a high of 72% in Spring 2014, and a low of 57%. The last two semesters of the data show a trend toward more balance of men and women.

Age:
This shows similar large fluctuations between semesters. 18-24 is still the biggest category, but moves from 72% to a high of 83%. Again, this is noise in terms of statistical meaning.

Ethnicity
In 2012 there were more Asian students (39%) than Hispanic students (30%) in Literature classes. After that Hispanic students predominate, up to 60% in 2014 Spring.

Student Enrollment types

Day and Evening
Lit classes show a drop in Day & Evening students taking these classes: from 36% to 25%. Again, the numbers are small enough that this might not be a lasting trend.

Academic load
From highs of 60-61% full time students in Lit classes, we see a drop to 52% in Fall 2015. Half time students jump 10% to 43% in Fall 2015.

Units
These numbers fluctuate wildly, though I'm not sure there is information in the shifts. 12-15 units are the largest category, and this stays around 45-55%, but then the numbers fall fast to 31% and 25% for the last two semesters. What to make of this? Again, the total numbers are small enough that statistical significance is hard to find.

Day of the week
Again, here we see strange shifts that don't seem to mean much. TTH percentages are usually more (this is a zero sum of MW and TTH) but lately MW has the upper hand. Who will emerge victorious? Only time will tell.

Language Arts Program Review Section 6

Steven Mentor

Identify department/program productivity (Weekly Student Contact Hours/FTEF).

Summary: In terms of productivity patterns for English, the most interesting trends are:
1. Basic Skills courses are strikingly consistent in productivity, and had a strong upturn in 2015.
2. Transfer Level courses: from 2012 Spring to 2015 Fall, the Spring sections stay relatively stable, while there is a four course drop from Fall 2012-2015, with a resultant dip in productivity numbers. Overall, productivity is relatively stable, with a dip and then a rise in the last year. There were no strong trends in productivity in this data.
3. Literature classes saw a drop in productivity in Fall of both 2012 and 2014. Since Fall 2012, the numbers have been stable.

Discussion and Future study:
3. Productivity numbers for English classes are constrained by the fact that both Basic Skills and Transfer classes are (rightfully) capped at 30. That is, class sizes are relatively low compared to many other courses at the College.
4. For Literature classes, the typical number of students hovers around 20-25, but the courses are loaded for 35. This means that both productivity and capacity numbers appear low. We may want to look at both the loading parameters, and the challenges of adding students to these demanding classes.
5. A large percentage of students at EVC take English courses; these classes are extremely labor intensive, and are in service to many other courses at the college. We may want to assess this factor in determining overall productivity for English classes.

Description of data gathered:

Basic Skills classes

Two files were accessed for this report:
 EVC Program Review Basic Skills classes 2009-2012 Report
  And
  A file called EVC Program Review Basic Skills Report, which goes from 2012 Spring to 2015 Fall.

  The first file appears to accurately measure sections, but has bizarre numbers for seat count. So the second file, which appears more accurate, was used.

Fall	Seat Count	Active sections
2012	1128	35
2013	1109	35
2014	1020	33
2015	1038	32

Spring

2012	925	29
2013	895	28
2014	863	27
2015	817	28

Here is the productivity graph for these numbers:
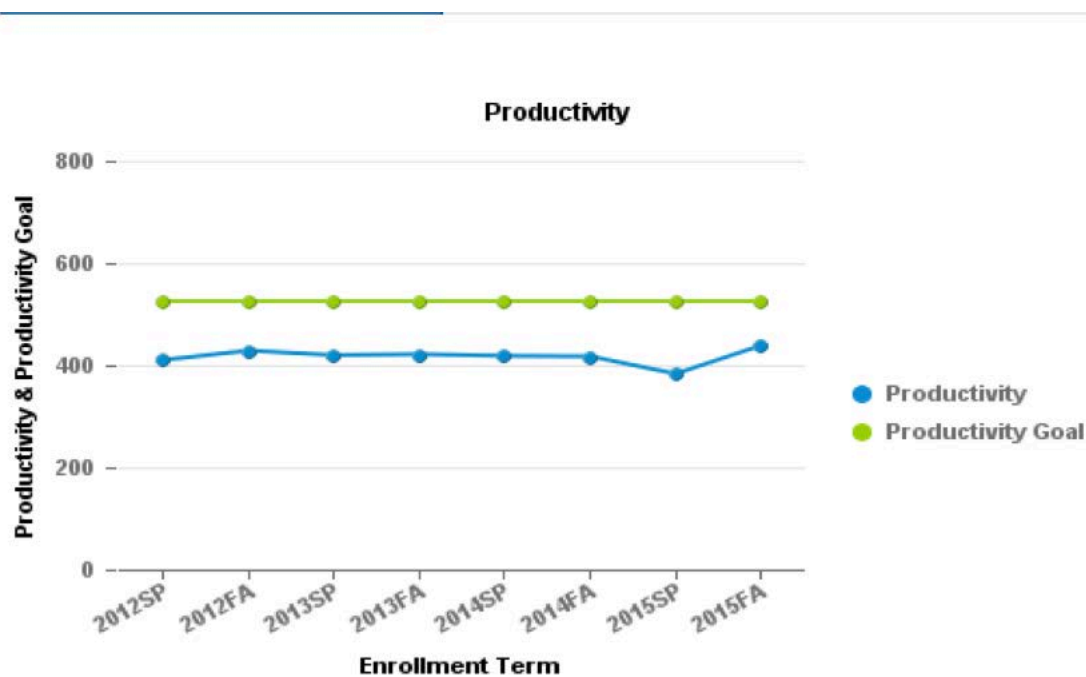
As you can see, productivity for Basic Skills is reasonably stable, with a dip and then a jump for the last two semesters of data. I suppose this means that we are moving in the right direction! But another data point, students in chairs, suggests that we are seeing fewer students in both Fall and Spring, with a consistent drop in Spring numbers and a recovery in Fall numbers.

As for calculations for productivity, the base line for Spring 2012 is 410.3; Fall 2015 is 439. The data doesn't indicate what is being used as a base FTEF.

## Productivity in Transfer classes

Data was gathered from the EVC Program Review English Transfer Report, which goes from 2012 Spring to 2015 Fall.

For our three Transfer classes from 2012 Spring to 2015 Fall, the Spring sections stay relatively stable, while there is a four course drop from Fall 2012-2015. Also, productivity is relatively stable, with a dip and then a rise in the last year. There were no strong trends in productivity in this data.

Fall	Seat Count	Active sections
2012	1383	47
2013	1327	46
2014	1355	43
2015	1247	43

Spring		
2012	1341	44
2013	1354	46
2014	1319	45
2015	1294	44

Here is the graph for this data:
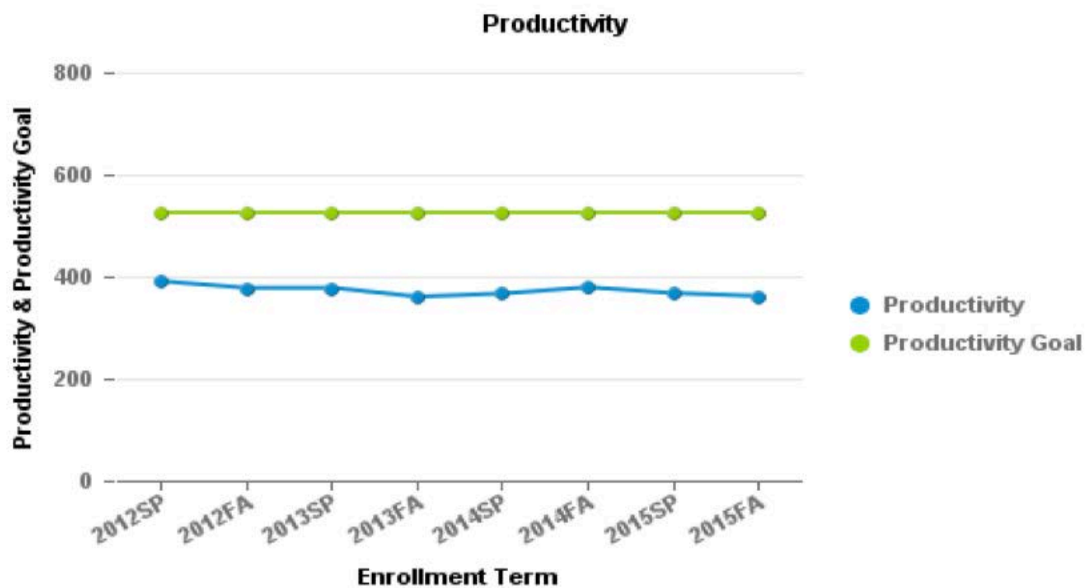
**Literature Courses and Productivity**

For Literature classes from 2012 Spring to 2015 Fall, we see a drop in productivity in Fall of both 2012 and 2014. Since Fall 2012, the numbers have been stable. It is worth asking why

numbers fall from 142 in Spring 2012 to 100 in Fall 2012; that is a fairly serious drop. However, one can also see that numbers stay at around 20 students/course, which is relatively robust considering the elective nature of the courses. Literature classes are loaded at 35, but rarely fill at that level, for a variety of reasons. They are the English equivalent of the "volatile oil and gas" numbers for US GNP statistics. Because of this, it doesn't take much for the productivity numbers to rise or fall.

Fall	Seat Count	Active sections
2012	100	5
2013	111	5
2014	93	5
2015	80	4

Spring		
2012	142	5
2013	89	4
2014	91	4
2015	102	5

Here is the graph for Literature Courses:
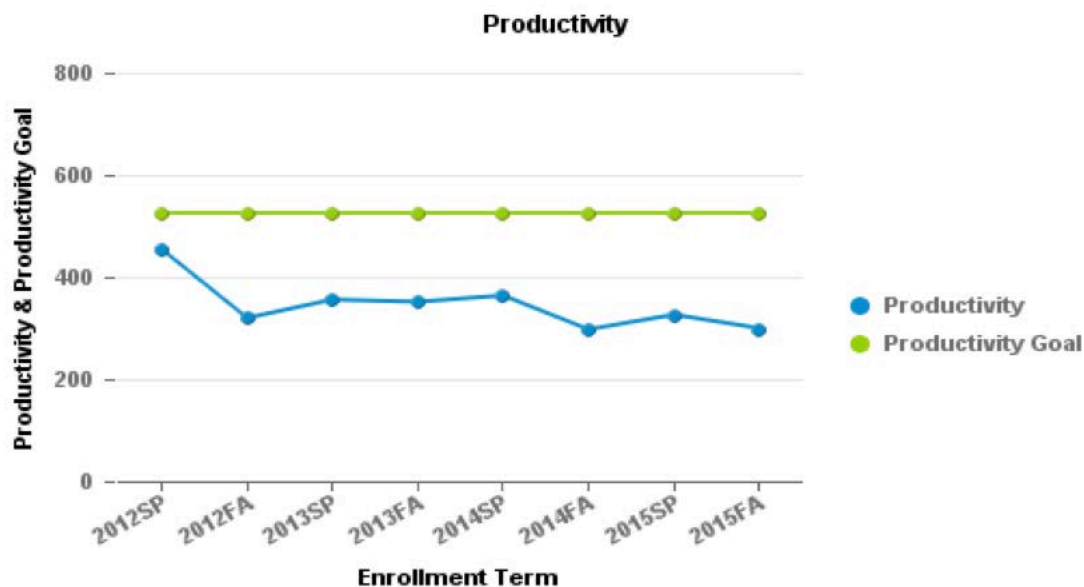
PART B: Curriculum

Identify all courses offered in the program and describe how the courses offered in the program meet the needs of the students and the relevant discipline(s).

1. **English 1A: English Composition** 2014
2. **English 1B: English Composition** 2014
3. **English 1C: Critical Thinking/Composition** 2014
4. **English 1L: English Composition Lab** 2012
5. **English 21: Introduction to Poetry** 2017
6. **English 28: Introduction to World Mythology** 2017
7. **English 32: Gender in Literature** 2016
8. **English 52: Children's/Adolescent Literature** 2017
9. **English 62: Asian/Asian-American Literature** 2017
10. **English 72: Fundamentals of Creative Writing** 2017
11. **English 73: Introduction to Shakespeare** 2017
12. **English 80: Mexican American Literature** 2017
13. **English 82A: African American Literature** 2017
14. **English 84A: Survey of American Literature** 2017
15. **English 84B: Survey of American Literature** 2017
16. **English 86A: Survey of English Literature I** 2017
17. **English 86B: Survey of English Literature II** 2017
18. **English 99: Grammar for Writers:WST Preparation 2006 (pending deactivation)**
19. **English 104: Fundamentals of Composition** 2010
20. **English 330: Improvement of Writing** 2011
21. **English 341: Sentence/Paragraph Development** 2012
22. **Humanities II: Introduction to World Literature** 2017

The English program meets the needs of its students at all levels, by offering developmental composition courses, college-level composition and critical thinking courses, and literature courses for English majors and transfer students.

English Program Course Enrollment-2016

Term	Developmental Writing Courses: English 104, 330, 341	College-level Composition Courses: English 1A, 1B, 1C, 1L	Literature and Creative Writing Courses: English 21, 28, 32, 33, 52, 62, 72, 73, 80, 82A, 84A/B, 86A/B	Total Enrollment for the Term
	# Students/% of Total Enrollment	# Students/% of Total Enrollment	# Students/% of Total Enrollment	# Students
Spring 2016	782/37%	1266/59%	92/4%	2140
Summer 2016	133/29%	324/71%	0/0%	457
Fall 2016	899/39%	1313/57%	79/4%	2291

All course outlines in this program should be reviewed and revised every six years. If this has not occurred, please list the courses and present a plan for completing the process, including timelines and dates for each course.

During the 2016-17 academic year, English 330 and English 104 course outlines will need review. English 99 will be deactivated since it has not been taught for three years.

Identify and describe innovative strategies or pedagogy your department/program developed/offered to maximize student learning and success. How did they impact student learning and success?

Online and hybrid versions of the following courses are now offered for students:

1. **English 1A, English Composition —online and hybrid**
2. **English 1B, English Composition —online and hybrid**
3. **English 1C, Critical Thinking/Composition —online and hybrid**
4. **English 32, Gender in Literature—online and hybrid**
5. **English 80, Mexican American Literature—online and hybrid**
6. **English 82A, African American Literature —online**
7. **English 341, Sentence/Paragraph Development —hybrid**

The English Department continues to offer both developmental and college-level composition courses as part of its commitment to culturally specific student support programs at EVC—including AFFIRM, ASPIRE, and Enlace.

An accelerated version of the two-semester sequence, College Composition and Reading, English 1A and English 1B, has been successfully offered for three years. The two courses are taught in two back to back eight-week time frames, enabling students to complete them both in a single semester.

Learning Communities provided an impressive mode of delivering class materials. For instance, in the past five years, the English Department has worked with Shape and taught World Literature along side Introduction to Theatre. Also in the past, the department offered at least one English 104 (composition) and English 102 (reading) Learning Community which resulted in impressive student retention and success. The EVC English Department will explore possibilities and reinstitute Learning Communities as an effective method of instruction in the future.

The English 1L Lab is designed to support students enrolled in transfer-level courses—English 1A, 1B, or 1C. In addition, developmental students in English 330 and English 104 are supported in the innovative Writing Center, a lab program which includes:

- **Mandatory three-hour writing center sessions per week to support developmental writers in English 104 and English 330**

- **Counts for 1 unit of a 4-unit class; a student's regular class and writing center work function as two parts of a single course**
- **Collaborative writing environment where the instructor/tutor acts as facilitator, model and mentor in a small group setting of 16 students per session**
- **Mutual respect promotes creativity, eases anxiety and helps overcome past patterns of resistance to and fear of writing**
- **Writing community with peers and mentors provides the necessary support and audience for the developing writers enabling them to build skills that transfer to effective composition leading to student learning and success**
- **Portfolio Assessment—students complete a lab module and write an essay each week**
- **Students practice the entire writing process since each weekly module focuses on a particular skill within the recursive writing process**
- **Constant updating of Writing Center curriculum to reflect current events and issues relative to the lives of our diverse student population. Updating two modules this semester to create election special modules.**
- **Mentor and train Writing Center 1) instructors, 2) student interns, and 3) classified staff in current writing pedagogy**
- **Updated Writing Center handbook for instructors and student interns**

Students who pass the Writing Center component of precollege classes (one unit of a four-unit class taught in a writing center environment) are better prepared to pass the final examination, thus succeeding in college/ transfer level classes and/or writing in the work force.

Improved assessment and placement of incoming students will begin in fall 2016 for students registering for spring 2017 classes. The assessment will be based on two new assessment methods— cumulative high school GPA and the new statewide Common Assessment exam. The improved assessment should eliminate the documented underplacement of students that occurred with the previous assessment test. Students will be placed higher and be able to complete their courses more readily, thus increasing the likelihood that they will success in reaching their academic goals.

Discuss plans for future curricular development and/or program (degrees & certificates included) modification. Use a Curriculum Mapping form as needed.

Online versions of EVC literature classes have not qualified for inclusion in the Online Education Initiative platform to date but may become eligible if and when the platform expands beyond high demand general education courses.

Describe how your program is articulated with the High School Districts, and/or other four year institutions. (Include articulation agreements, CID, ADTs…)

The English A.A.-T. degree has been approved and is an option for students, making transfer to public baccalaureate institutions easier in many disciplines. Such has not been the case with English Majors at EVC, however. On the other hand, we hope to direct the high rate of English Major Transfers (non AA-T) to one of the two available Associate Degrees in the future. Still, the English

Department will continue to recognize "student success" regardless of which educational pathway they select (e.g., English AA, English AA-T, or English Transfer (non AA-T).

Sections of English 104 are now being offered to SJSU students, with classes meeting at SJSU. These administrator initiated partnerships have not been particularly successful, nor has it improved communication between CSU faculty and EVC English Instructors. In the future, EVC English Instructors must become more proactive and initiate CSU partnerships that will be enduring on one hand and student/faculty centered on the other. We need to move away from EVC practice of having deans speak for faculty.

We developed English 99, Grammar for Writers: WST Preparation to help prepare EVC students heading to SJSU to enable them to become ready for the university's GWAR requirement. Changes at SJSU in writing requirements have eliminated the need for this jointly executed program.

Most EVC students who transfer to a baccalaureate institution transfer to San Jose State University (SJSU). With SJSU's increasing emphasis on English 1C rather than English 1B as the second term of college English, EVC may need to adjust the number of sections it offers of these two courses to anticipate the changing needs of transfer students.

If external accreditation or certification is required, please state the certifying agency and status of the program.

n/a

EVC English Major Data, Graphs, and Analysis
(Fall 2012 to Fall 2016)

The Evergreen Valley College English Department conducted random *English Major Data Collection Surveys* in several classes—including British Literature, American Literature, World Mythology, Shakespeare, Women in Literature, World Literature, and Creative Writing—the from the Fall Semester 2012 to the Spring Semester 2016. Students filled out English Major Data Cards that provided information on demographics; statistics identify and plot English Majors by gender, age, ethnicity groups, as well as degrees/transfer track patterns (e.g., the English AA Track, the English AA-T Track, and the English Transfer—non AA-T—Track). Qualification: Students freely participated in this study; nobody was coerced into providing information; it is not within the providence of professors to seek personal student data. Only the District Office and Admissions and Records have legal access to such information.

The following specific graphs and analytical notations offer an ethnographic snapshot that profiles current and future English majors—many of whom plan to become instructors of composition, critical thinking, and literature at all levels of academia. Overall, the -sampling of EVC English Majors yielded some rich, encouraging, albeit unanticipated details, in some instances. NOTE: the EVC English Major findings are based on a study of 92 representative students.

The EVC English Department Faculty thanks the 92 English Majors who freely participated in our data research in particular. EVC Faculty English Major Advisor, Sterling Warner initiated study during the 2010-2011 English Program Review because the Office of District Research had not collected such data (though the department requested it do so since the turn of the century). Warner and other English professors requested that new and returning English Majors in all literature classes fill out data cards (housed with English Faculty Advisors Sterling Warner and Nancy Wambach—now retired). Once again, the 2016 English Program Review outlines specific requests to collect data/information pertaining to English Majors at EVC—data that looks beyond a simplistic definition of "student success" and include all three English Major Tracks as meaningful paths to upper division education.
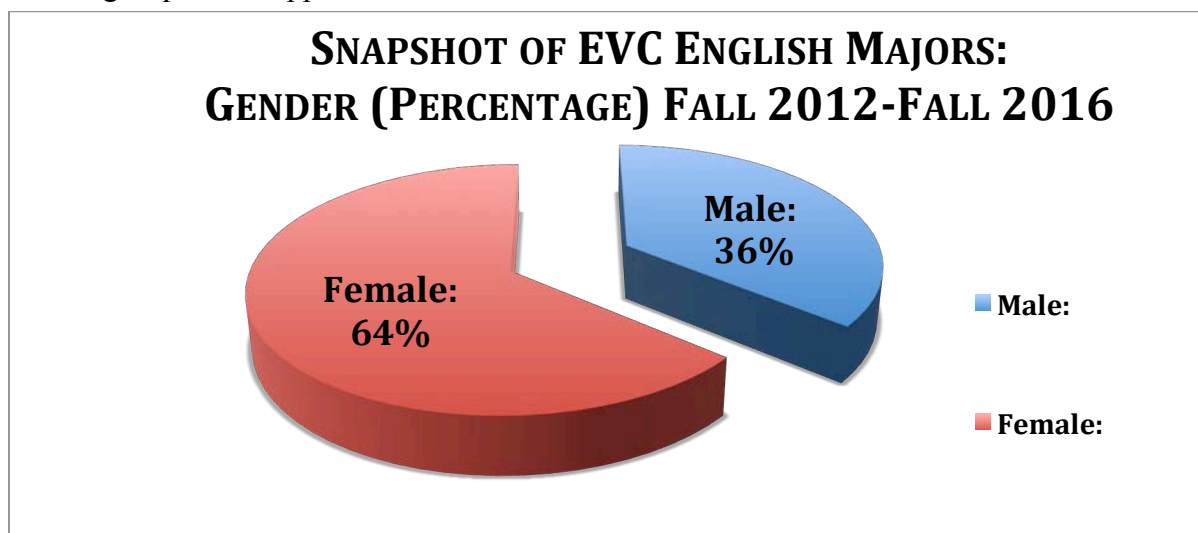

Figure 01: *Snapshot of EVC English Majors: Gender (Percentage) Fall 2012-Fall 2016.*

As clearly indicated by the previous graph, *Snapshot of EVC English Majors: Gender (Percentage) Fall 2012-Fall 2016*, female English Majors continue to outnumber male English Majors at Evergreen Valley College. See **Figure 04,** *EVC English Major Tracks: Female (Percentage) Fall 2012-Fall 2016* and **Figure 05**, *Snapshot of EVC English Major Tracks: Male (Percentage) Fall 2012-Fall 2016* for a more detailed breakdown of the three EVC English Major pathways to "success."

The random sampling of current and a few past English Majors at Evergreen Valley College revealed that female outnumbered male English Majors by 24% (64% female to 36% male, respectively). However, none of this comes as much of a surprise. Continuing enrollment growth in degree-granting institutions has been reflected by an increase in the number of degrees conferred. With the addition of the English AA-T, the number of degrees award may increase. However, as future graphs illustrate, the English AA-T, though lauded by some as the pathway towards expedient, durative learning—not to mention utilitarian transfer (in two years)—has yet to attract many English Majors at EVC. Still, it has decreased the number of those who formerly just transferred.
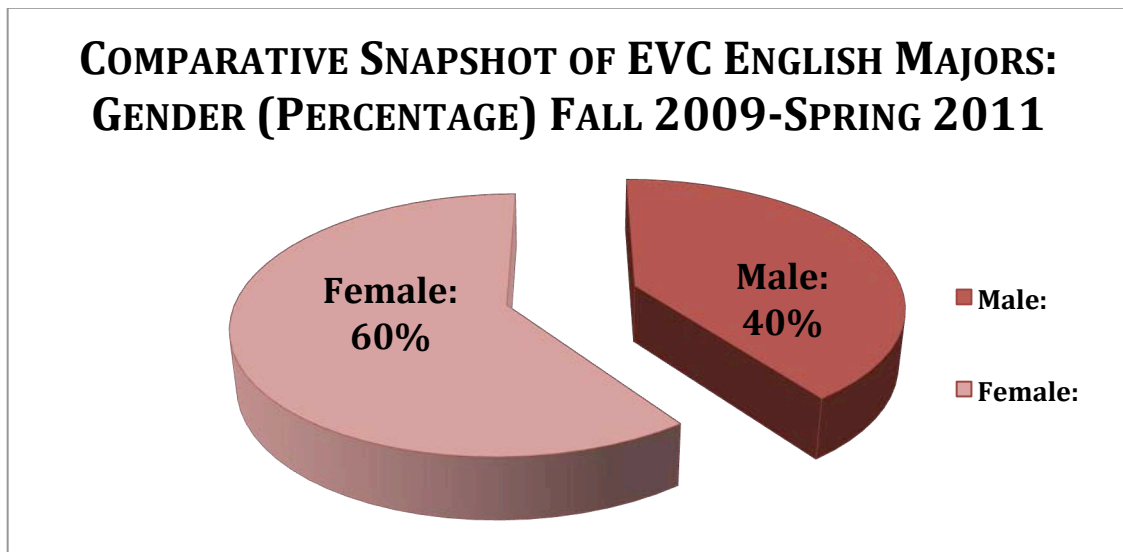

Figure 02: *Comparative Snapshot of EVC English Majors: Gender (Percentage) Fall 2009-Spring 2011.*

Overall, the number of female English Majors increased 4% for a total of 64% from Fall 2012 to Fall 2016 while male English majors decreased by the same number—4%—for a total of 36%—from Fall 2012 to Fall 2016. This may not be a particularly significant, however, since 8% more EVC students (females and males combined) had participated in the English Major survey since 2011—the last English Program Review. As demonstrated in the graph above, The *Comparative Snapshot of EVC English Majors: Gender (Percentage) Fall 2009-Spring 2011,* Female English Majors outnumbered Male English Majors by 20% (60% female vs. 40% male). Curiously, at present, men outnumber women in terms of preferring the English Transfer Track (non AA-T) by 10%.

The following *Aggregated Snapshot of EVC English Major Tracks (Percentage) Fall 2012-Fall 2016* (e.g, English AA, English AA-T, and English *non AA-T* Transfer), illustrates that 46% of all English Majors identify with the non-AA-T transfer track. Still, more people are beginning to opt for an English AA in particular; others tentatively claim they may settle for an English AA-T. (Combined 56% of all English Majors plan to seek one or the other Associate Degree offered by the EVC English Department).

AGGREGATE SNAPSHOT OF EVC ENGLISH MAJOR TRACKS (PERCENTAGE) FALL 2012-FALL 2016

- ■ Total Majors on the EVC English AA Track
- ■ Total Majors on the EVC English AA-T Track
- ■ Total Majors on the EVC English Trasfer Track (non AA-T)

- ■ Total Majors on the EVC English AA & AA-T Track (combined)
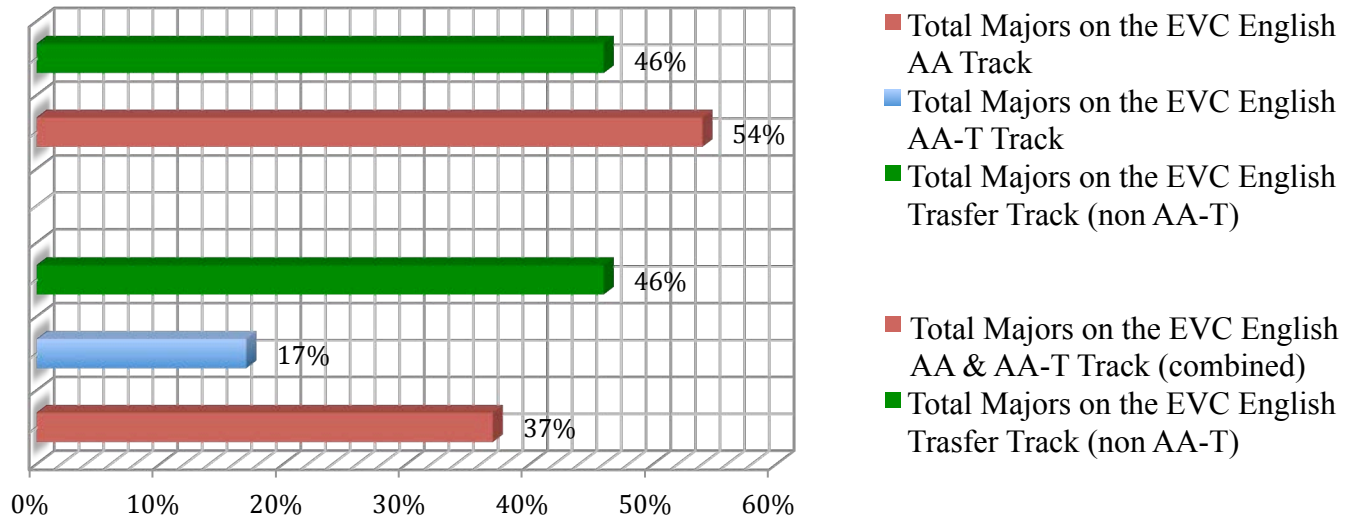- ■ Total Majors on the EVC English Trasfer Track (non AA-T)

Figure 03. *Aggregated Snapshot of EVC English Major Tracks—the English AA, the English AA-T, and the English non AA-T Transfer Track (Percentage) Fall 2012-Fall 2016.* Also, the top of the graph presents a look at the combined number of students on an *Associate Degree Track vs. a non AA-T Transfer Track* (**Figure 06**).

Increases in the number of two and four-year college degrees conferred across the disciplines in general and in English in particular are expected to continue between 2014–2015, the last year of actual data, and 2023–24 (*Projections of Education Statistics to 2023*, William J. Hussar). The following chart evolved through long-term census studies and educational bodies, including the National Center for Education Statistics (NCES) the U.S. Department of Education, and the Institute of Educational Sciences (IES).
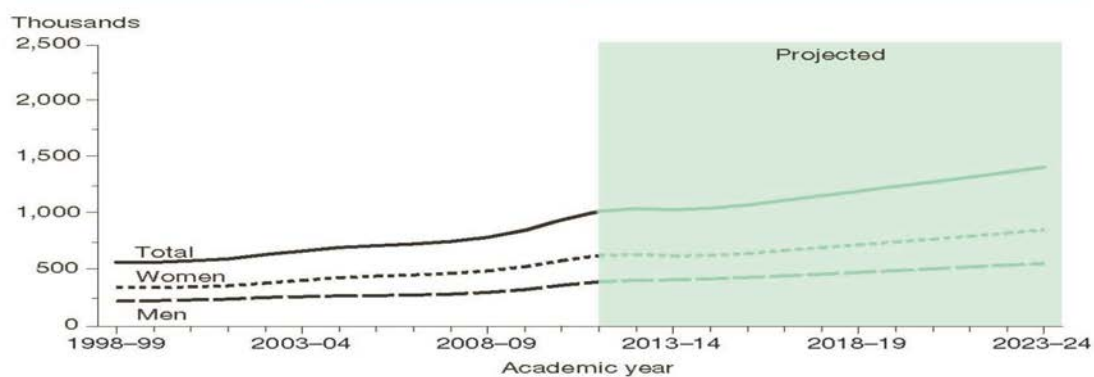
NOTE: Some data have been revised from previously published figures. Mean absolute percentage errors of selected education statistics can be found in table A-2, appendix A. SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), "Completions Survey" (IPEDS-C:99); IPEDS Fall 2000 through Fall 2012 Completions component; and Degrees Conferred Projection Model, 1980–81 through 2023–24. (This figure was prepared August 2014.)

Figure 04. *Actual and projected numbers for associate's degrees conferred by postsecondary degree-granting institutions, by sex of recipient: Academic years 1998–99 through 2023–24.* (Graph courtesy of NCES).

Between the academic years of 2011-2012 and 2023-2024, the Forty-second Edition of *Projections of Education Statistics to 2023* predicts that a continued increase in the number of degrees; Associate Degrees alone will rise by 39%. This breaks down to a 42% swell in Associate Degrees for men and a 36% increase swell in Associate Degrees for women (Hussar). EVC English faculty members predict a similar increase in degree seeking students, bit they also remains well aware that many students will still opt to transfer without any degree or certificate.

Although the English Department cautions that all EVC English Majors data has been derived from a raw sampling of 92 EVC students (an representative rather than exhaustive enumeration of them)—who seek to distinguish themselves and achieve "success" by completing one of the three available English Major Tracks—it nonetheless tends to be a rather accurate reflection of them.

SNAPSHOT OF EVC ENGLISH MAJOR TRACKS GENDER: TRANSFER (NON AA-T) TRACK, AA-T TRACK, AND AA TRACK FALL 2012-FALL 2016
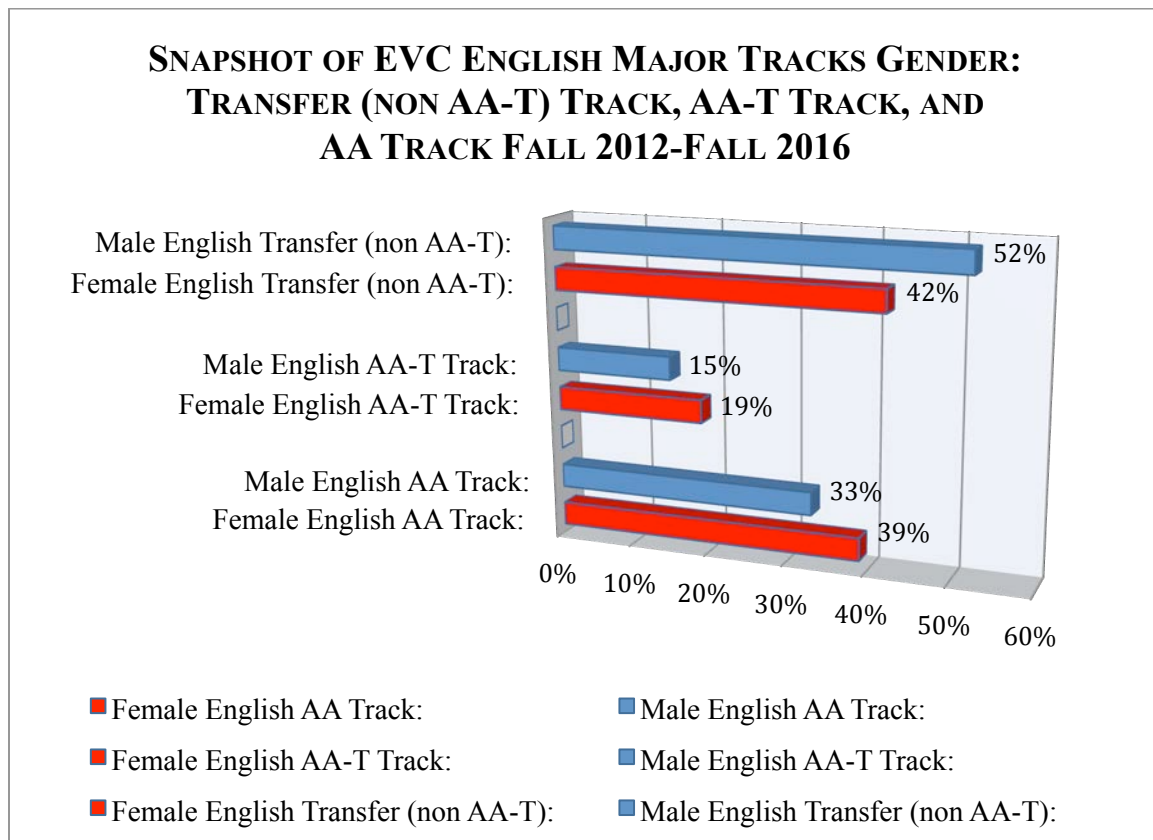
Figure 05: *EVC English Major Tracks Gender: English AA Track, AA-T in English Track, and English Transfer—non AA-T (Percentage) Fall 2012-Fall 2016.*

As noted in the EVC 2011 English Program Review, the rise in the number of degree seeking female college students in general (all disciplines combined) tended to be a statewide—as well as nationwide—pattern. Nonetheless, the EVC English Department witnessed no significant achievement gap—when comparing male and female to male English AA. For details, compare findings in **Figure 07**, *Snapshot of EVC English Major Tracks Gender: Transfer (non AA-T) Track, AA-T Track, and AA Track Fall 2012-Fall 2016* to a similar graph, **Figure 08**, *Comparative Snapshot of EVC English Major Tracks: Transfer Track vs. AA Track Gender (Percentage) Fall 2009-Spring 2011* which has been cited from the last EVC English Program Review: 2010-2011.

Although the data in both **Figure 05** and **Figure 06** indicate that a large number of English Majors identify themselves as non AA-T transfer students (top of **Figure 05**), many others are now choosing to complete an associate's degree (bottom).

Also, duly noted in the EVC 2011 English Program Review, the rise in the number of degree seeking female college students in general (all disciplines combined) tended to be a statewide—as well as nationwide— trend; certainly EVC has seen similar numbers with an influx of women on the English AA Track and more recently, the English AA-T Track. Importantly, the Associates Degree in English at Evergreen Valley College indicated no major access disparity between genders. Examine **Figure 07,** *Snapshot of EVC English Major Tracks: Female (Percentage) Fall 2012-Fall 2016*, and **Figure 08,** *Snapshot of EVC English Major Tracks: Male (Percentage) Fall 2012-Fall 2016*, for a comparative glance at gender and EVC English Major Tracks.
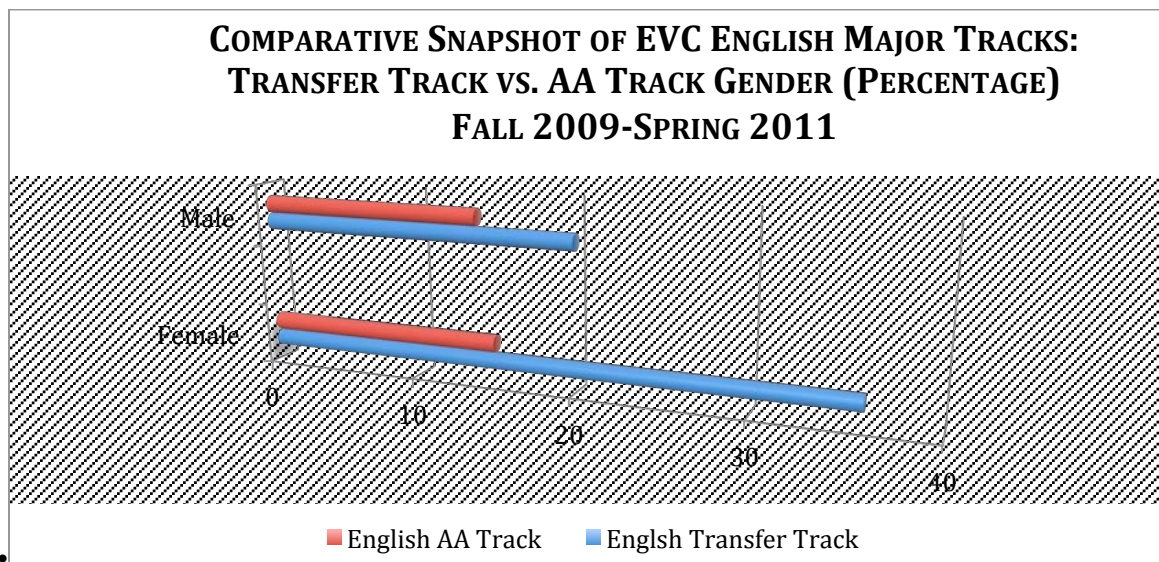

COMPARATIVE SNAPSHOT OF EVC ENGLISH MAJOR TRACKS: TRANSFER TRACK VS. AA TRACK GENDER (PERCENTAGE) FALL 2009-SPRING 2011

■ English AA Track   ■ Englsh Transfer Track

Figure 06. *Snapshot of EVC English Major Tracks: Aggregated Gender (Percentage) Fall 2009-Spring 2011.* No English AA-T existed for the 2010-11 EVC English Program Review.

EVC English Majors still prefer an AA to an AA-T degree, but greater degree options might affect their commitment to a given English Track in the future. Indeed, some students may very well ground themselves in the discipline, earn a transfer degree, and complete a Bachelor's Degree in a related field (e.g., journalism or communication).

As stated in "What Can One Do with a Degree in English" (Warner), "*While many majors go into teaching, library work, law, or graduate school in English, a growing number of students view the English major as a pre-professional degree, a degree that enhances their ability to write, think, and speak more effectively. As we move further into the 21ˢᵗ century, degrees in English are blossoming; students considering careers in numerous fields find the English Major an ideal preparation for entry into their profession.*" (See the EVC English Program Review 2016-2017 **Appendix B** for the complete document.) If anything, the English Major Program at Evergreen Valley College has become more robust and diverse over the past five years. However, it needs recognition and support, both in terms of greater accessibility to major courses (e.g., scheduling major courses more than once a year) and an increased commitment to consistent class offerings. EVC must change its reputation as a college of limited choices.

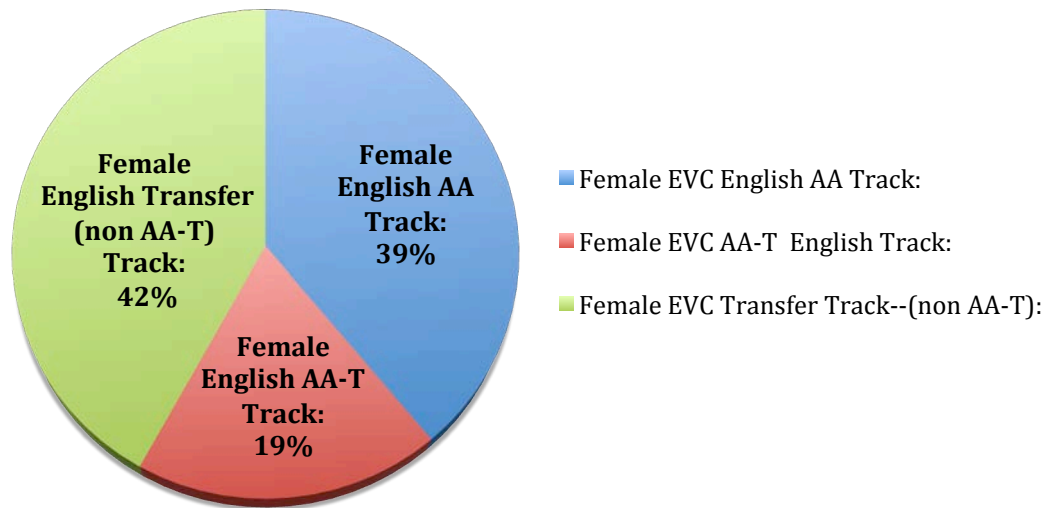**SNAPSHOT OF EVC ENGLISH MAJOR TRACKS: FEMALE (PERCENTAGE) FALL 2012-FALL 2016**

Female English Transfer (non AA-T) Track: 42%

Female English AA Track: 39%

Female English AA-T Track: 19%

■ Female EVC English AA Track:

■ Female EVC AA-T English Track:

■ Female EVC Transfer Track--(non AA-T):

Figure 07: *EVC English Major Tracks: Female (Percentage) English AA Track, English AA-T Track, and English Transfer (non AA-T) Track. Fall 2012-Fall 2016.*

Currently, students on one of the English Major Tracks of study at Evergreen Valley College represent the diverse demography of its campus student population. This pattern bodes well not only for the English AA Program at EVC but for the future of profession as well—a point more fully examined elsewhere. Why? Once again, an English AA or BA can provide a great background for any number of careers (see **Figure 12**); teaching is only one among dozens of career choices.

SNAPSHOT OF EVC ENGLISH MAJOR TRACKS: MALE (PERCENTAGE) FALL 2012-FALL 2016

■ Male English AA:

■ Male English AA-T:

■ Male Transfer—(non AA-T):

Male English Transfer (non AA-T) Track: 52%

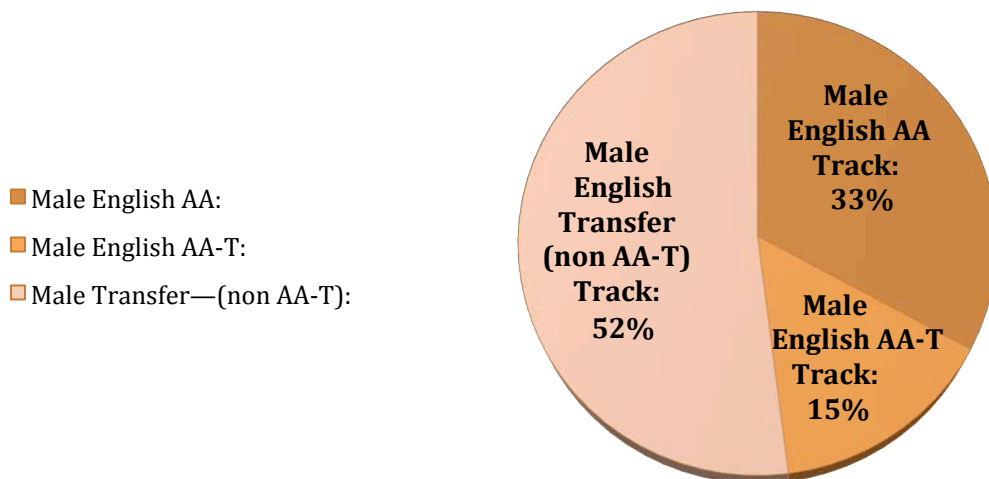Male English AA Track: 33%

Male English AA-T Track: 15%

Figure 08: *EVC English Major Tracks: Male (Percentage) English AA Track, AA-T in English Track, and English Transfer (non AA-T) Track. Fall 2012-Fall 2016.*

EVERGREEN VALLEY COLLEGE ENGLISH MAJOR TRACKS: GENDER & ETHNICITY (PERCENTAGE) FALL 2012-FALL 2016

AFRICAN AMERICAN

Female:

EVC English AA Track:	**4%**
EVC English AA-T Track:	**0%**
EVC English Transfer	
(non AA-T) Track:	**12%**

Male:

EVC English AA Track:	**18%**
EVC English AA-T Track:	**4%**
EVC English Transfer	
(non AA-T) Track:	**9%**

ASIAN

Female:

EVC English AA Track:	**4%**
EVC English AA-T Track:	**0%**
EVC English Transfer	
(non AA-T) Track:	**12%**

Male:

EVC English AA Track:	**9%**
EVC English AA-T Track:	**40%**
EVC English Transfer	
(non AA-T) Track:	**12%**

CAUCASIAN

Female:

EVC English AA Track:	**17%**
EVC English AA-T Track:	**27%**
EVC English Transfer	
(non AA-T) Track:	**32%**

Male:

EVC English AA Track:	**9%**
EVC English AA-T Track:	**20%**
EVC English Transfer	
(non AA-T) Track:	**28%**

FILIPINO/PACIFIC ISLANDER

Male:

EVC English AA Track:	**9%**
EVC English AA-T Track:	**10%**
EVC English Transfer	
(non AA-T) Track:	**12%**

Female:

EVC English AA Track:	**10%**
EVC English AA-T Track:	**0%**
EVC English Transfer:	
(non AA-T) Track:	**12%**

LATINO/HISPANIC

Female:

EVC English AA Track:	**52%**
EVC English AA-T Track:	**18%**
EVC English Transfer	
(non AA-T) Track:	**28 %**

Male:

EVC English AA Track:	**37%**
EVC English AA-T Track:	**20%**
EVC English Transfer:	
(non AA-T) Track:	**18%**

MIDDLE EASTERN

Female:

EVC English AA Track:	**0%**
EVC English AA-T Track:	**9%**
EVC English Transfer	
(non AA-T) Track:	**0%**

Male:

EVC English AA Track:	**0%**
EVC English AA-T Track:	**0%**
EVC English Transfer	
(non AA-T) Track:	**5%**

OTHER

Female:

EVC English AA Track:	**4%**
EVC English AA-T Track:	**20%**
EVC English Transfer”	
(non AA-T) Track:	**4%**

Male:

EVC English AA Track:	**0%**
EVC English AA-T Track:	**9%**
EVC English Transfer	
(non AA-T) Track:	**0%**

TWO OR MORE ETHNICITIES

Female:

EVC English AA Track:	**9%**
EVC English AA-T Track:	**0%**
EVC English Transfer	
(non AA-T) Track:	**16**

Male:

EVC English AA Track:	**9%**
EVC English AA-T Track:	**28%**
EVC English Transfer	
(non AA-T) Track:	**12%**

Since the EVC English Department established its AA degree in 1995, many of our graduates have returned to campus as instructors, not only in English but other related areas such as Communications. The college and English Department should consider this a significant commentary about the English AA, for it actively displays the concept of "giving back" to EVC in general and the English discipline in particular.

At Evergreen Valley College, the English Department encounters new English Majors every semester—majors reflective of its ethnically diverse student population. In particular, the department notices a huge growth in the number Hispanic majors and other students of color, proud of their multiple cultural heritages. The following graph, a disaggregated ethnic and gender breakdown of EVC students on the English AA Track, demonstrates the culturally diverse nature of EVC English Majors
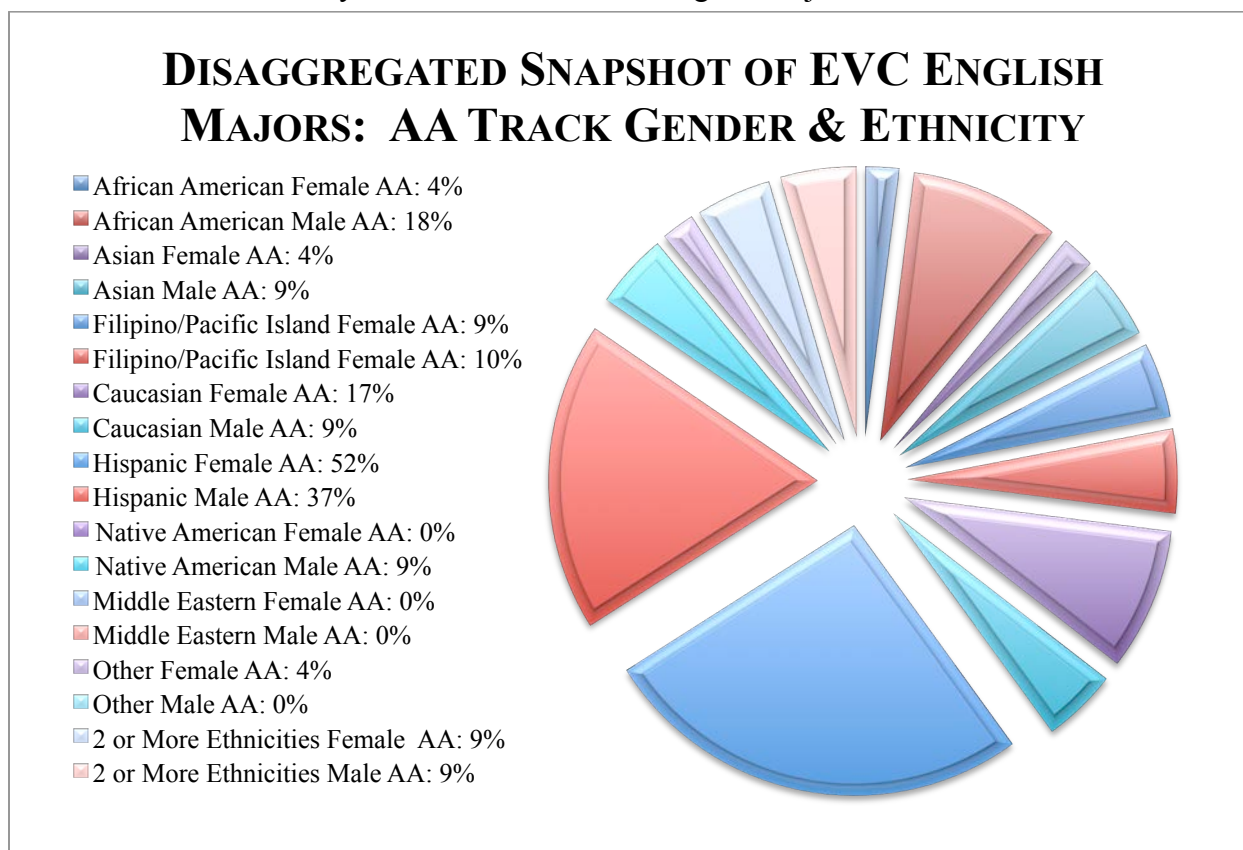

DISAGGREGATED SNAPSHOT OF EVC ENGLISH MAJORS: AA TRACK GENDER & ETHNICITY

- African American Female AA: 4%
- African American Male AA: 18%
- Asian Female AA: 4%
- Asian Male AA: 9%
- Filipino/Pacific Island Female AA: 9%
- Filipino/Pacific Island Female AA: 10%
- Caucasian Female AA: 17%
- Caucasian Male AA: 9%
- Hispanic Female AA: 52%
- Hispanic Male AA: 37%
- Native American Female AA: 0%
- Native American Male AA: 9%
- Middle Eastern Female AA: 0%
- Middle Eastern Male AA: 0%
- Other Female AA: 4%
- Other Male AA: 0%
- 2 or More Ethnicities Female AA: 9%
- 2 or More Ethnicities Male AA: 9%

Figure 09. *Disaggregated Snapshot of EVC English Majors: English AA Track Gender & Ethnicity (Percentage) Fall 2012-Fall 2016.* (Correction: *Filipino/Pacific Islander Female AA: 10%* should read *Filipino/Pacific Islander Male AA: 10%.*).

52% of female Latina/Hispanic students are on the English AA Track followed by 37% of male Latino/Hispanic majors on the AA Track. In contrast, only 17% of Caucasian females and 9% of Caucasian males are on the same AA Track. Mistakenly, many people in the San Jose/Evergreen Community College District still believe Caucasian students represent the core ethnicity of EVC English Majors—but that's just an unfortunate stereotype. The English Department documented similar numbers when assessing EVC English majors in its 2010-2011 program review. At that time, department statistics revealed that Hispanic (33% total) English Majors out numbered Caucasian (26% total) English Majors on the AA Track.

SNAPSHOT OF EVC ENGLISH MAJOR TRACKS: AA-T GENDER & ETHNICITY (PERCENTAGE) 2012-2016
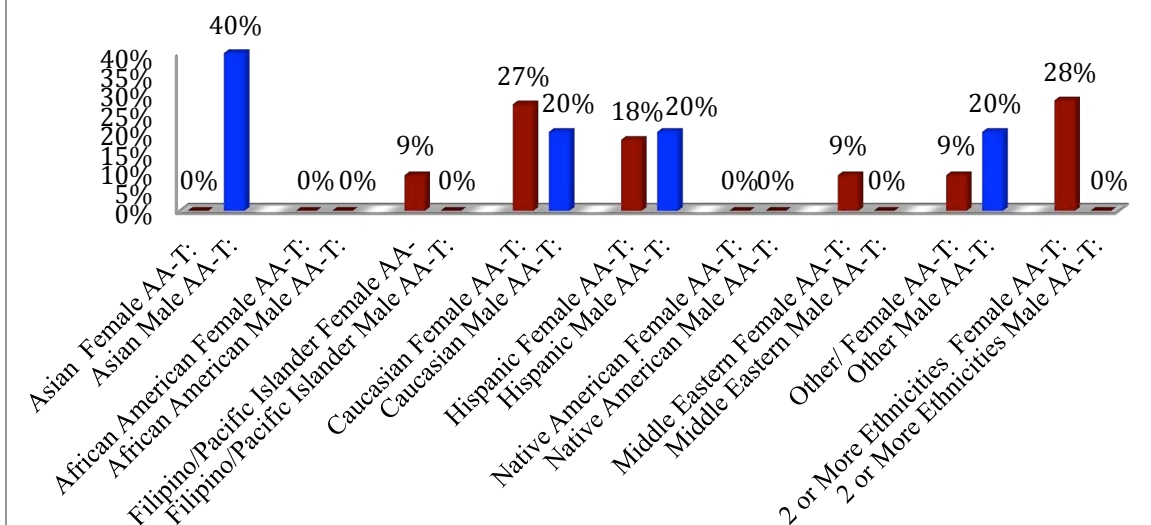
Figure 10. *Disaggregated Snapshot of EVC English Majors: English AA-T Track Gender & Ethnicity (Percentage) Fall 2012-Fall 2016.*

Even though 19% of male English Majors and 15% of female English Majors are on the English AA-T Track, half of each group expressed that it wanted to be on the English AA Track, had been persuaded by counselors to opt for the English AA-T, but then had second thoughts. (Students want to know a formal process for changing major goals on district records). Historically, English Majors at Evergreen Valley College have been transfer oriented rather than degree oriented, but that seems to be changing; more EVC students are on the English AA and the new AA-T degree track than ever before.

Before the creation of AA-T degrees, major requirements for Associate Degrees in many disciplines differed, and as a result, courses that articulated with some four-year colleges and universities were not accepted at others. Students on one of the EVC English Tracks, however, never encountered course articulation problems. However, varying requirements have not deterred English majors from receiving credit for course work and transferring—with or without an English AA—in two years because department courses are modeled after CSU/UC curriculum. More complicated circumstances and complex situations tend to account for the delay in two-year graduations. The English Department recognizes the English AA-T as one of three educational transfer pathways, but not the vehicle to expedite graduation. "The new Associate Degree for Transfer is a step in the right direction, but it offers only a limited number of pathways" ("Improving College Completion," PPIC Higher Education Center, April 2016).

DISAGGREGATED EVC ENGLISH MAJORS: TRANSFER (*NON AA-T)* TRACK GENDER & ETHNICITY (PERCENTAGE) FALL 2012-FALL 2016
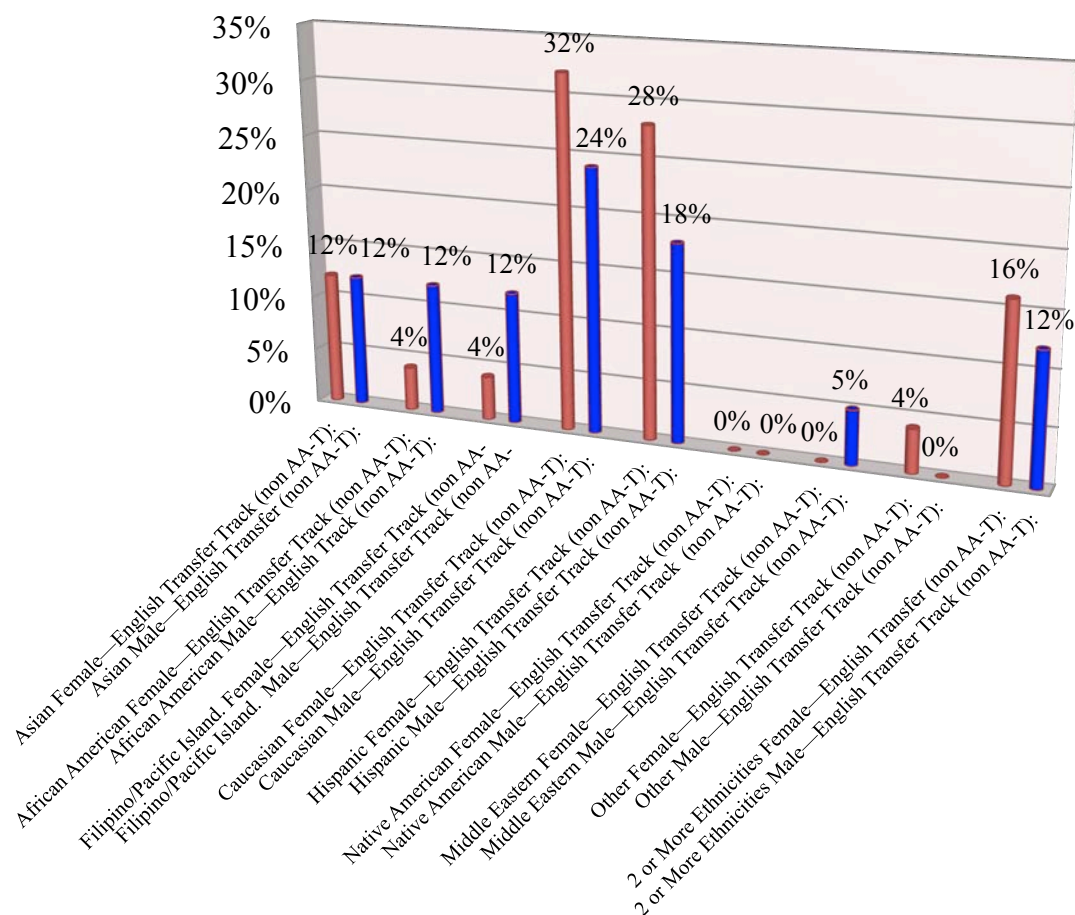

Figure 11. *Disaggregated Snapshot of EVC English Majors: English Transfer Track (non AA-T) Gender & Ethnicity (Percentage) Fall 2012-Fall 2016.*

All three English Tracks serve EVC students; one track simply does not address the needs or interests of all majors. The concept of "student success" is much larger than merely the number of degrees or certificates awarded each academic year by the English Department. The different English Major Tracks allow students to pursue a pathway that takes their personal obligations, family commitments, work schedules, lifestyles, and social responsibilities into consideration. Each track offers students access to higher education and prepare for upper division work at four-year colleges. Completing degrees in two years at EVC is ideal but not very realistic at EVC or elsewhere. "Only 12 percent of community college students receive associate degrees after two years" ("Improving College Completion" 2016). Regardless, the EVC English Department will do all it can to expedite student access and promote success without asking students to compromise multiple responsibilities that may affect the pace and ultimate completion of course work.

In its April 2016 report, the Public Policy Institute of California observed and documented the fact that "California is more reliant on its community colleges as a point of entry to postsecondary education than almost any other state. Community colleges serve a diverse population with diverse goals. Not all students intend to obtain associate degrees or transfer to four-year programs—many are interested in getting technical training or simply learning new skills." Indeed, obtaining a degree or certificate as the primary measure of "student success" seems a bit short sighted and student unfriendly. California's 114 community colleges have served a plethora of student needs for decades, including transfer. On the other hand, degrees can and often do matter.

Recently, the U.S. Bureau of Labor Statistics projected that "occupations that require an associate degree will grow by 18 percent through 2020—faster than the new job growth for those with a bachelor's degree." An English AA, therefore, could be instrumental in preparing and qualifying future students for a competitive job market where reading, writing, and critical thinking skills may be essential. In fact, students who opt for any one of the three English Majors Tracks will be well positioned in the work force as demonstrated by the following graph from the U. S. Census Bureau:
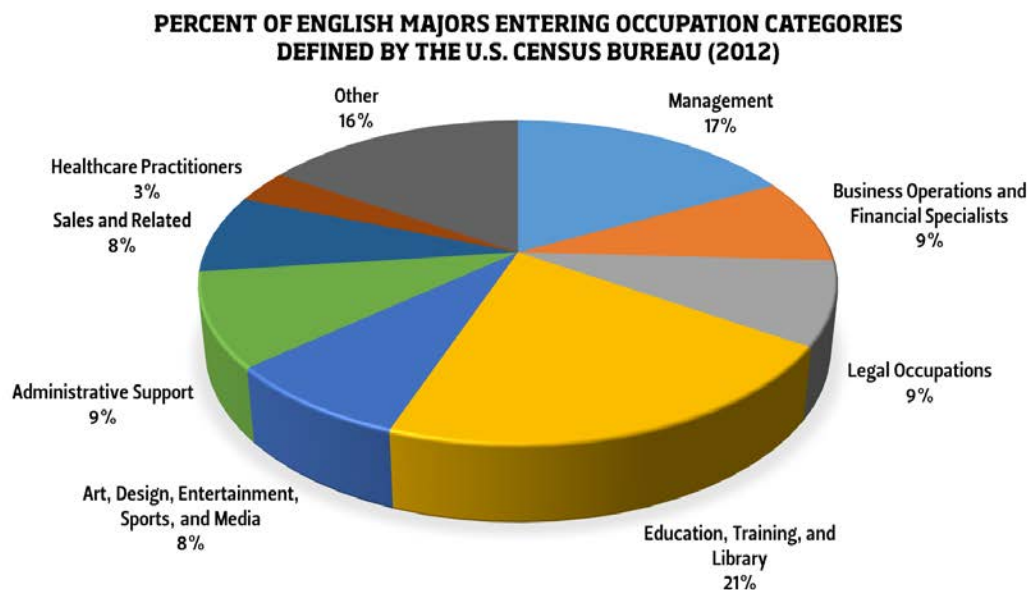

PERCENT OF ENGLISH MAJORS ENTERING OCCUPATION CATEGORIES DEFINED BY THE U.S. CENSUS BUREAU (2012)

- Other 16%
- Management 17%
- Business Operations and Financial Specialists 9%
- Legal Occupations 9%
- Education, Training, and Library 21%
- Art, Design, Entertainment, Sports, and Media 8%
- Administrative Support 9%
- Sales and Related 8%
- Healthcare Practitioners 3%

Figure 12. *Percent of English Majors Entering Occupation Categories. Source: U. S. Census Bureau (2012)*

Prior to the current academic year, 2016-2017, "Twenty-nine percent of University of California and 51 percent of California State University graduates started at a California community colleges" ('California Community College Key Facts,' cccco.edu). Like a large number of English Majors at EVC, community college transfer has not always culminated in receiving an associates degree or certificate. Today, students have been discouraged from seeking an English AA—any AA or AS degree for that matter—as a terminal degree. Perhaps both pathways should continue to be honored.

Outside of those who earned an English AA Degree, the District Office engaged in limited research and collected little data on English Majors—data the EVC English Department requested five years ago at the time of its former program review. For instance, according to the EVC Admissions and Records—only SIX (6) students received an English AA during the Spring 2016 semester—and were therefore, *successful*—but far more students transferred as English Majors and will earn Bachelor Degrees; that is success too!

After gathering data for the 2011 English Program Review, faculty realized that a large portion of our English Majors—whether they intended to earn an English AA from EVC or transfer and English BA from a four year college or university—intended to become English Professors in their own right. Nothing has changed. In 2016, a large majority of English Majors still indicated that they intend to teach or be involved in education or social work in some way which validated former findings and career trends.

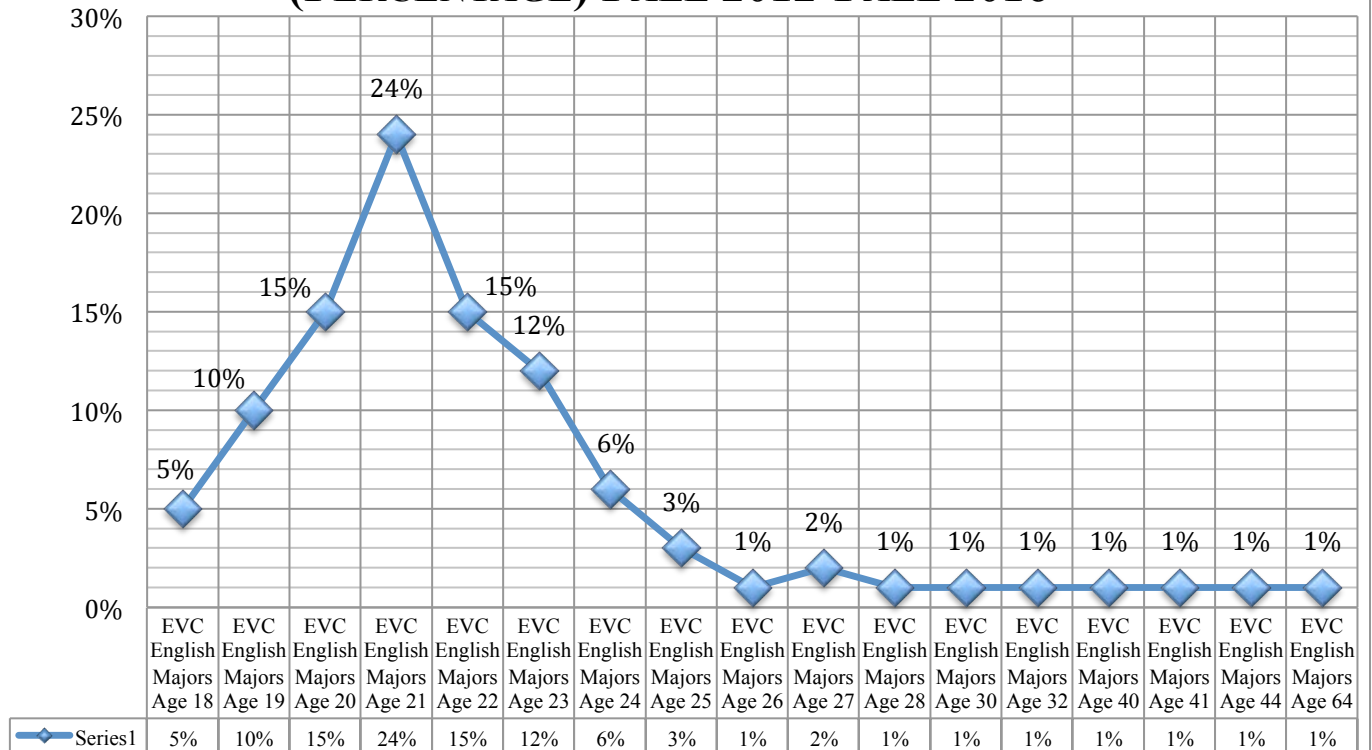## AGGREGATE GRAPH OF EVC ENGLISH MAJORS: AGE (PERCENTAGE) FALL 2012-FALL 2016

	EVC English Majors Age 18	EVC English Majors Age 19	EVC English Majors Age 20	EVC English Majors Age 21	EVC English Majors Age 22	EVC English Majors Age 23	EVC English Majors Age 24	EVC English Majors Age 25	EVC English Majors Age 26	EVC English Majors Age 27	EVC English Majors Age 28	EVC English Majors Age 30	EVC English Majors Age 32	EVC English Majors Age 40	EVC English Majors Age 41	EVC English Majors Age 44	EVC English Majors Age 64
Series1	5%	10%	15%	24%	15%	12%	6%	3%	1%	2%	1%	1%	1%	1%	1%	1%	1%

Figure 13. *Aggregate Graph of EVC English Majors: Age (Percentage) Fall 2012-Fall 2016*

It's no secret that incoming EVC students often have been advised by some students not to major in English it offers because, allegedly, it only offers them limited career opportunities. Perhaps this accounts for the small number (5%) of 18 year old first year students declaring English as their major of choice.

The number of students declaring one of the three English Major Tracks doubles by age 19 and triples by age 20. Numerically, students working towards success on one of the English Major tracks peaks at age 21, but large numbers still proclaim themselves as English Majors at age 22 (15%) and age 23 (12%). The six (6) English Majors 30 years old or older ranged from students returning to college from the workforce, to U. S. Veterans looking to become educators, to people in their mid-sixties who want to follow a dream and complete an English AA after dedicating forty (40) years in a vocation or a lifetime committed to family and other individuals. The English Department proudly provides program access and serves all students—regardless of age—for it still regards lifelong learning in English commendable and useful to society in general and the Evergreen Valley College community in particular.

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Precisely when EVC English majors filled out their *English Major Track Data Card* could have a direct bearing on age reported. That is, while students volunteered to divulge personal data to English faculty, no records exist that can authenticate *when* majors filled out their information cards (e. g, their first semester in college, second year in college, fifth semester in college, and so on). Future data collection efforts should obtain information about 1) the age of students when they declared a given English Major Track, and 2) their respective age when they tentatively plan to graduate or transfer. That way, the department could distinguish between majors beginning their education and those about to transfer to four-year colleges and universities.

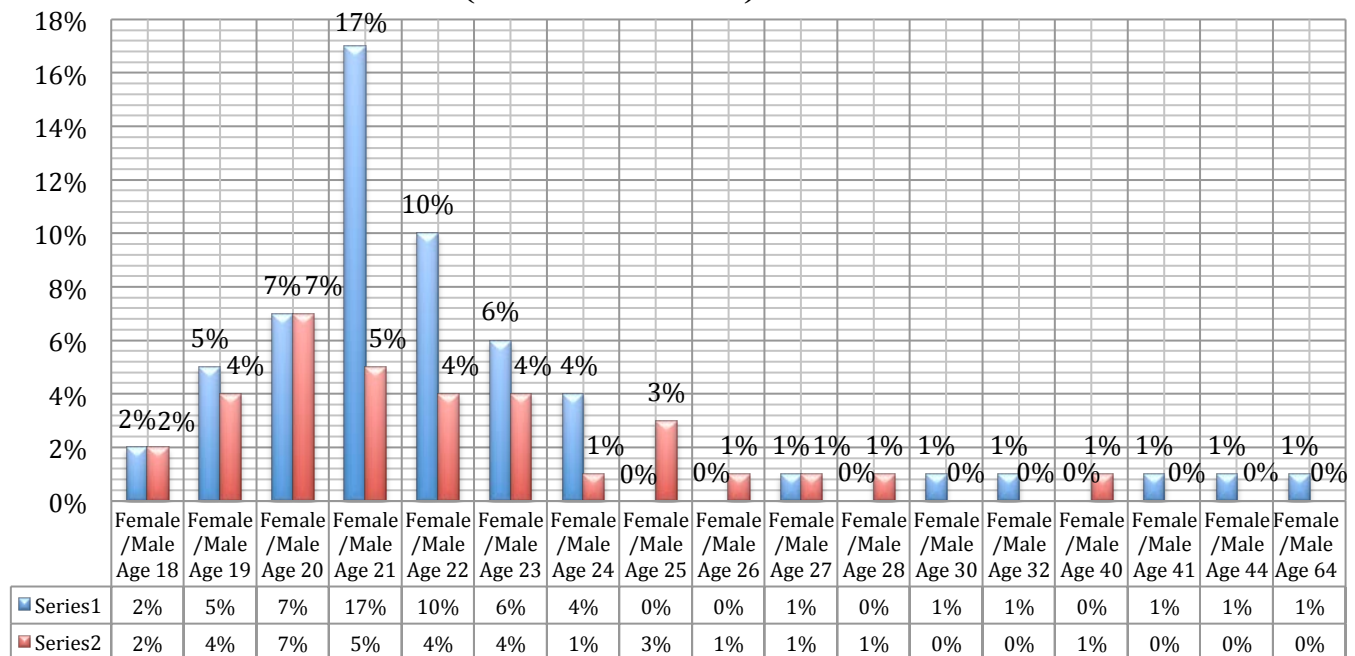COMPARATIVE SNAPSHOT OF EVC ENGLISH MAJORS: GENDER & AGE (PERCENTAGE) FALL 2012-FALL 2016

	Female /Male Age 18	Female /Male Age 19	Female /Male Age 20	Female /Male Age 21	Female /Male Age 22	Female /Male Age 23	Female /Male Age 24	Female /Male Age 25	Female /Male Age 26	Female /Male Age 27	Female /Male Age 28	Female /Male Age 30	Female /Male Age 32	Female /Male Age 40	Female /Male Age 41	Female /Male Age 44	Female /Male Age 64
Series1	2%	5%	7%	17%	10%	6%	4%	0%	0%	1%	0%	1%	1%	0%	1%	1%	1%
Series2	2%	4%	7%	5%	4%	4%	1%	3%	1%	1%	1%	0%	0%	1%	0%	0%	0%

Figure 14. *Aggregate Graph of EVC English Majors: Gender & Age (Percentage) Fall 2012-Fall 2016.* Series 1 (blue)=females; Series 2 (pink)=males.

Breaking down English Majors both in terms of gender and age reveals some predictable information (e.g., females outnumber males overall)—yet some surprises. Contrary to expectations, 17% of the EVC English Majors are 21 years old; the second highest age group, also Female, are 22 year olds (10%). Outside of that, there appears to be gender parity through age through age 27 although women surpass men five to two from age 30 to 64.

Statistics can be misleading or contradictory; they are indicators rather than the final word on anything. Hopefully, the 2016 discussion of EVC English Major Tracks in terms of ethnicity, age, gender, might resolve some questions and clarify any misinformation regarding English Majors served at Evergreen Valley College. Looking forward, the English Department fully anticipates a growth in students seeking degrees, but realizes that it will always have those who will transfer without an AA or AA-T.

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SPECFIC REQUESTS FOR FUTURE EVC/DISTRICT RESEARCH TEAM, THE IEC, AND ALL OTHERS RESPONSIBLE FOR COLLECTING ENGLISH DEPARTMENT DATA (2016 FORWARD)

A) EVERGREEN VALLEY COLLEGE ENGLISH COMPOSITION

Goaded on by the state legislature which has played a major role in changing the nature of higher education in two-year colleges, more and more community college administrations across the state attempt to manage "learning" as if it were a business enterprise. As a result, meaningful *deep learning, effective writing, and critical thinking skills* that transfer to other college classes and the work world—tend to be undervalued.

From here on out, the District Research Team needs to keep all English Faculty well informed of significant findings and to cease operating from a "top down" business model. Depending on deans to disperse information as they see fit is not acceptable. We need management to either advocate with—rather than in place of—faculty and staff, administering to student and instructor needs or, like San Jose City College, create the position (with appropriate release time) of an English Department Chair. The latter would be able to operate in the best interests of students and English faculty since he or she would not be torn between being a good "administrative team player" on one hand and an advocate of English faculty/student issues and concerns on the other. The practice of funneling department business though a dean has been unreasonable and ineffective.

The EVC Innovative Writing Center continues to serve developmental writing students and prepares them for college level and workforce skills. In the future, the Composition Department would like to offer more Writing /Reading Learning Communities which have proven quite successful in student retention and success. Still, it needs the district to collect data and support such effective modes of instruction.

B) EVERGREEN VALLEY COLLEGE ENGLISH MAJORS: ENGLISH AA, ENGLISH AA-T & ENGLISH TRANSFER (NON AA-T)

Preface: Before any useful data can even be collected by researchers, EVC (probably SJCC too, but that's not our responsibility) needs to rethink the way it identifies and measures the progress of any major on campus. Currently, when students do not declare a major at EVC, they usually have been identified as either an Astronomy Major or a Sociology Major. This partially explains the large number English Majors who transfer without any degree. Sterling Warner discovered this in the fall of 2016 while looking through student data cards from the Admissions and Records, crosschecking information on English Majors.

Counselors have noted the problem of being assigned a major (for the sake of data? rather than allowing students to identify and select their major. Some explained that a computer automatically assigns one of the two mentioned majors to undeclared students. Perhaps. Warner had been informed that no formal procedure exists to change a major once it has been declared. If so, that must change. To its credit, Admissions and Records and others claim, "they are working on the issue." However, that solves nothing for current students, and it makes the job of voluntary English Major Faculty Advisors unnecessarily difficult. The department would like to assure its majors—regardless of their track of study—better access to courses. Moreover, it needs to serve non-English Majors who take creative writing and literature courses offered by the Department.

ENGLISH MAJOR SUPPORT: A DETAILED PLAN OF ACTION

For better or worse, people cannot deny that they live in a data driven society. As such, the San Jose/Evergreen Community College District and Evergreen Valley College must constantly reassess how it collects and applies data to maintain to have valid information when collecting, assessing and using numbers accurately:

1) *Revisit the current process where students have a record of being "branded" with a major contrary to their actual field of study*. We place blame on nobody, but seek resolution to an existing problem with the entire campus community.
2) *Reprogram a non-thinking computer*—if, indeed, a computer is to blame—so it does not unfairly place students in a major they have no intention of completing.
3) *Provide the counseling staff with the power, authority, and responsibility to adjust majors* and update student profile cards at least once a year. If there is some secret process that already addresses this issue, share it in an email to faculty, students, and staff. Moreover, place it in the appropriate place on the EVC website. Perhaps include it hard copy and electronically on every PPD. Don't assign deans to be reliable messengers of such important information.
4) *Declare* such restructuring efforts as part of the ongoing "student sustainability" effort at EVC. Genuine "student sustainability" efforts will go a long way to retain a meaningful record of student work at EVC as well as their upper division aspirations.
5) *Assign the Matriculation Committee the task of developing a new "student sustainability" report*—something that has not been done at EVC since 1999 when Shirley Sloan, the Matriculation Chair, lead the college-wide effort to discover what the college did/did not provide students. More importantly, it identified real reasons why students dropped classes or decided to attend a different two-year college for their higher education (e.g., pursuing greater accessibility to and selection of classes).
6) *Establish and maintain accountability and transparency* with regard to the district and/or future college research teams whose are responsible for collecting and assessing valid student and course data.
7) *Build faculty trust in research data* by maintaining dependable records. Granted, the English Department realizes that the high turnover of district researchers may explain some of the disconnect between where data—if collected—might have been stored, but it does not mitigate district accountability to students and instructors if and when researchers take jobs elsewhere. Note: The SJECCD has a statewide reputation of conveniently "losing past data" in order to advance its present projects (e.g., commercial development of Evergreen Valley College's 27 acres—land intended for college growth and development). In the future, it owes a paper trail to faculty, staff, EVC students, and members of the immediate community.

GATHERING AND UPDATING CURRENT EVC ENGLISH MAJOR DATA:

- *Begin to gather data on all three tracks of study* individual English Majors select: The English AA Track, the English AA-T Track, and the English Transfer *non* AA-T Track (a large number of out current EVC English Majors).
- *Gather disaggregated data on English Majors* including the English Major Track, the number of male and female majors, age groups, and/or the ethnicity and/or multiple ethnicities of majors.

- *Gather aggregated data* about English Majors with the assistance of English Faculty.
- *Differentiate and don't compare an aggregate group (e.g., Latino/Latina) with disaggregated groups of students* (e. g., Chinese, Korean, Japanese, Vietnamese, Laotian, Cambodian, Thai, Taiwanese, Indonesian, etc.) We requested as much during our last English Program Review 2010-11. The English Department was not surprised when the Accreditation Team asked for a disaggregated breakdown of student achievement in classes; however, it also realizes that it cannot require students provide data (e.g., age, ethnicities, sexual preference, disabilities, and so on).
- *Gather* information pertaining to the *projected time frame* for student graduation from EVC or transfer to a four-year college or university. One could invite students to share reasons why they may not complete 60 units of work, including major courses, in two years or four semesters. Here the SJECCD must become realistic about what it wants (every student receiving a degree or a certificate in two years) and what students can actually accomplish given the complexity of their lives as well as situations affecting their full-time commitment to college work.
- *Distinguish the narrow district agenda* (and its use of data) from meaningful English Major Tracks data. That way the English Faculty can respond to any misleading figures or information unintentionally generated by the district research team (e.g., mixing Reading and Composition Department data the way it did—at least initially— in 2016) the next time it engages in an English Program Review.

PARTING SHOTS ON ENGLISH COMPOSITION & LITERATURE PROGRAMS

The EVC English Department extends a special thanks to David Wong (Santa Barbara City College), statistician/TYCA Research Committee advisor for assistance in interpreting raw data based on EVC English Major Survey 2012-2016.

The 2016-2017 English Program Review offers data and analysis that showcase its commitment to transparency, honesty, scholarship, and awareness of best (as opposed to currently popular) teaching practices applied by English Composition and Literature faculty. Carefully culled data will provide useful, enlightening figures—to the English Department in general and the SJECCD administrators and the Board of Trustees in particular. They may offer a realistic, "student centered" vision, projecting educational pathways recognizing barriers, as opposed to a "business centered" vision.

Expediting transfer is a reasonable objective, but reasons for a prolonged stay at EVC or any other community college defies a simply remedy (e.g., a plan of action to move the least prepared students though college by accelerating remediation.) Studies have shown some short-term success in terms of retention, but the jury remains out about the long term benefits of accelerate basic skills development.

In April 2016, the PPIC Higher Education Center fact sheet testified that, **"College success depends on K-12 preparation,"** noting that *"Entering students who are prepared for college-level work are 50 percent more likely to graduate at CSU and 75 percent more likely to graduate from a community college."* However, as of 2014, around "75% of California first-time community college came to us unprepared" ("Improving College Completion," PPIC.org). While the EVC English Department will continue to serve underprepared students, it also must work with the CSU and advocate better college readiness greater academic rigor in high schools; students need to enter all three California higher education systems college ready.

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PART C: Student Learning Outcomes and Assessment

1. **On the program level, defined as a course of study leading to a degree or certificate, list the Program Learning Outcomes (PLO), and how they relate to the GE/ILOs (link to ILOs). If you are completing this program review as a department or discipline and do not offer any degrees or certificates, please disregard this question.**

The following Program Learning Outcomes (PLOs)/Student Learning Outcomes (SLOs) apply equally to the *Evergreen Valley College AA Degree* and the *Evergreen Valley College AA-T Degree in English: (See the English AA/ AA-T Assessment Matrix appears at the end of Part C.)*

EVC Associate in Arts Degree in English (AA)
EVC Associate In Arts Degree for Transfer (AA-T)
(Program SLOs)

PLO/SLO # 1.   Demonstrate knowledge of and familiarity with the methods of Interpreting literature across genres.
     PLO #1/GE-ILO Relationship: *ILO#1: Communication*

PLO/SLO # 2.   Assess, evaluate, and analyze ideas expressed in text or in spoken language.
     PLO #2 GE-ILO Relationship: *ILO#2: Inquiry and Reasoning*

PLO/SLO # 3.   Express orally and in writing coherent arguments that evidence clear prose and synthesize diverse bodies of knowledge.
     PLO #3/GE-ILO Relationship: *ILO#1: Communication*

NOTE: In the Fall of 2016, THREE (3) PLOs/ SLOs/ for both the Evergreen Valley College AA degree in English and the AA-T degree in English, and we assess only THREE (3) PLOs/SLOs. Somehow, PLO #3, *"Express orally and in writing coherent arguments that evidence clear prose, and synthesize diverse bodies of knowledge,"* got divided into two simple sentences instead of the correct compound sentence mentioned above in the AA-T PLO.

However, Warner and others corrected the EVC AA-T English Degree Sheet and took, *synthesize and respond to diverse bodies of knowledge,* which had been erroneously stated as PLO #4 on the English AA-T 2016-2017 sheet, and corrected it by moving what appears as PLO #4 to the end of PLO #3 (PLO #3 should be written a compound sentence) The English Associate of Arts Degree 2016-2017 correctly reflects the THREE (3) English PLOs.

➔ **SLOs, SLO Measurement Tools, Mapping ILOs and English Course Curriculum**
Over the summer of 2016, Sterling Warner researched recent course texts to add to the list of suggested texts for EVC's literature and creative writing classes. He also added the SLO assessment tools used for each course and mapped them to ILOs. Thus, as of the Fall Semester, 2016, the majority of these classes are now in compliance with the SLO section of CurricUNET. (See the English AA and English AA-T sheets at the end of section C).

The EVC English Department's "culture of evidence" evolves from faculty expertise and practices that support and integrate research, data analysis, evaluation, and resource augmentation/change. Moreover, professional national studies such at the TYCA Research Initiative further inform the EVC English Faculty's decision-making. Also, the student-centered, "faculty-driven" assessment updates those "outside the classroom" about learning realities, and provides them with verifiable, timely evidence to advocate the uphill battle addressing student/faculty needs.

For more information on the English Major Degrees, consult the following 2016/2017 public website for the Associate in Arts in English (AA) Degree as well as the Associate in Arts for Transfer (AA-T) in English at: http://www.evc.edu/academics/degrees-certificates.

2) **Since your last program review, summarize SLO assessment results at the course and program level (if this is your first program review, please summarize your SLO assessment results over the past 6 years). Please include dialogue regarding SLO assessment results with division/department/college colleagues and/or GE areas. Provide evidence of the dialogue (i.e. department meeting minutes or division meeting minutes…).**

All courses offered and listed in Part B have current Student Learning Outcomes, Institutional Learning Outcomes, and/or Course Learning Outcomes on file. These are available on the SJECCD intranet. Department faculty members assess and/or reaffirm SLOs/ILOs/PLOs on a consistent basis. The process is outlined as follows on the public website at: http://www.evc.edu/discover-evc/student-learning-outcomes-(slos)/student-learning-outcomes-(slo)-assessment

The SLO matrices for English Composition, Literature, and Creative Writing courses that appear at the end of PART C: Student Learning Outcomes and Assessment of the English Program Review clearly summarize 1) course/program SLOs, 2) assessment tools for respective courses/programs, 3) assessment results, and 4) Analysis/Action or Changes—if any/and Timeline for future assessment. The following provides a brief overview of English Composition, Creative Writing, and Literature Courses—as well as how often the college offers them, position in the SLO Assessment Loop, and Assessment Matrix completion status.

BASIC SKILLS CLASSES

English 341: Sentence/Paragraph Development
Course Frequency: Multiple sections taught during the fall and spring semester
SLO Assessment Cycle: Second Complete Assessment Loop Closed: Fall 2016
Assessment Matrix Updated: Fall Semester, 2016

English 330: Improvement of Writing
Course Frequency: Multiple sections taught during the fall and spring semester)
SLO Assessment Cycle: Second Complete Assessment Loop Closed: Fall 2016
Assessment Matrix Updated: Fall Semester, 2016

English 104: Fundamentals of Composition
Course Frequency: Multiple sections taught during the fall and spring semester
SLO Assessment Cycle: Second Complete Assessment Loop Closed: Fall 2016
Assessment Matrix Updated: Fall Semester, 2016

COLLEGE COMPOSITION/CRITICAL THINKING CLASSES

English 1A: English Composition I
Course Frequency: Multiple sections taught during the fall and spring semesters
SLO Assessment Cycle: Second Complete Assessment Loop to be Closed: 2018
Assessment Matrix Updated: Fall Semester, 2016

English 1B: English Composition II
Course Frequency: Multiple sections taught during the fall and spring semesters
SLO Assessment Cycle: Second Complete Assessment Loop Closed: Fall 2016
Assessment Matrix Updated: Fall Semester, 2016

English 1C: Critical Thinking/Composition
Course Frequency: Multiple sections taught during the fall and spring semesters
SLO Assessment Cycle: Second Complete Assessment Loop Closed: Fall 2016
Assessment Matrix Updated: Fall Semester, 2016

ENGLISH LITERATURE (INCLUDING HUMANITIES II)/CREATIVE WRITING CLASSES

English: 21:   Introduction to Poetry
Course Frequency: One section to be taught in the future)
SLO Assessment Cycle: SLO Assessment Cycle will begin once the class is offered
Assessment Matrix Updated: Fall Semester, 2016

English: 28:   Introduction to World Mythology
Course Frequency: One section taught during the fall semester)
SLO Assessment Cycle: Second Complete Assessment Loop Closed: Fall 2016
Assessment Matrix Updated: Fall Semester, 2016

English: 32   Gender in Literature
Course Frequency: Scheduled to be taught for fall semester; has not "held"
SLO Assessment Cycle: The SLO Assessment Cycle will begin once class is offered
Assessment Matrix Updated: Fall Semester, 2016

English: 33:   Women in Literature
Course Frequency: Discontinued—active at SJCC; English 32 will replace it
SLO Assessment Cycle: Final SLO Assessment Loop Closed: Fall 2016
Assessment Matrix Updated: Fall Semester, 2016

English 52:   Children's/Adolescent Literature
Course Frequency: One section taught every other year —spring semester
SLO Assessment Cycle: Second Complete Assessment Loop Closed: Fall 2016
Assessment Matrix Updated: Fall Semester, 2016

English 62:   Asian/Asian American Literature
Course Frequency: One section taught during the spring semester
SLO Assessment Cycle: Second Complete Assessment Loop Closed: Fall 2016
Assessment Matrix Updated: Fall Semester, 2016

English: 72:   Fundamentals of Creative Writing
    Course Frequency: One section taught during the spring semester
    SLO Assessment Cycle: Second Complete Assessment Loop <u>Closed</u>: Fall 2016
    Assessment Matrix Updated: Fall Semester, 2016

English: 73:   Introduction to Shakespeare
    Course Frequency: One section taught <u>every other year</u>—spring semester
    SLO Assessment Cycle: Second Complete Assessment Loop <u>Closed</u>: Fall 2016
    Assessment Matrix Updated: Spring Semester, 2015/Fall Semester, 2016

English: 80   Mexican/Mexican American Literature
    Course Frequency: One section taught during the fall semester)
    SLO Assessment Cycle: Assessment timeline—once the class is offered and "holds"
    Assessment Matrix Updated: Fall Semester, 2016

English: 82A African/African American Literature
    Course Frequency: One section taught during the fall semester)
    SLO Assessment Cycle: Assessment timeline—once the class is offered and "holds"
    Assessment Matrix Updated: Fall Semester, 2016

English: 84A Survey of American Literature I
    Course Frequency: One section taught during the fall semester)
    SLO Assessment Cycle: Second Complete Assessment Loop <u>Closed</u>: Fall 2016
    Assessment Matrix Updated: Fall Semester, 2016

English: 84B Survey of American Literature II
    Course Frequency: One section taught during the spring semester)
    SLO Assessment Cycle: Second Complete Assessment Loop <u>Closed</u>: Fall 2016
    Assessment Matrix Updated: Fall Semester, 2016

English: 86A Survey of English Literature I
    Course Frequency: One section taught during the fall semester)
    SLO Assessment Cycle: Second Complete Assessment Loop <u>Closed</u>: Fall 2016
    Assessment Matrix Updated: Fall Semester, 2016

English: 86B Survey of English Literature II
    Course Frequency: One section taught during the spring semester)
    SLO Assessment Cycle: Second Complete Assessment Loop <u>Closed</u>: Fall 2016
    Assessment Matrix Updated: Fall Semester, 2016

Humanities II: Introduction to World Literature
    Course Frequency: One section taught during the fall semester)
    SLO Assessment Cycle: Second Complete Assessment Loop <u>Closed</u>: Fall 2016
    Assessment Matrix Updated: Fall Semester, 2016

NOTE: Although Humanities II: World Literature is technically the lone literature class offered by the Humanities Department (a one course department and the "H" in SHAPE), it is one of the most common and highly regarded survey class by universities; it always has been an elective for the EVC English Major. It always has been evaluated with other literature classes.

Composition Classes and SLOs

The principal assessment mechanism for course level SLOs is the departmental final—the ultimate SLO—where all department faculty members gather as a group over a two –day period and holistically score 330, 104, 1A, and 1B essays (as well as any parallel ESL composition classes) at the end of the semester. EVC composition students complete a 100-minute common final exam essay. Months prior to the final exam, the final exam coordinator appoints exam topic selection groups. Faculty carefully assess and consider every topic suggested, assuring the final selection will be accessible to the diverse students at Evergreen Valley College. Ultimately, a minimum of two English faculty members holistically scores each student's essay on a traditional rubric from 1-6 scale (for a total score of 2-12). Other department courses also employ portfolio review to evaluate SLOs.

Evergreen Valley College's English and ESL departmental final is not only the ultimate SLO measure for students, but for faculty as well—it is a key norming measure which ensures smooth articulation across our curriculum. Very few community colleges in the U.S. have implemented departmental finals for Basic Skills/ESL and college composition courses due to logistics issues, but EVC English faculty has been recognized by national organizations as a collegial, innovative, cooperative group of leaders who have moved beyond the standard SLO practices in measuring student success.

Overall results remain quite positive. Even though SLO pundits have extolled the holistically scored final exam as a "model measurable SLO assessment mechanism" on EVC's past two accreditation reports—also highlighted in the 2011 English Department Program Review—the exam predates concept of SLOs by a decade. Thus, abundant evidence exists that the faculty driven assessment process—rather than the creation of SLOs—has anything to do with accurately measuring what we now refer to as "student outcomes."

Literature Classes and SLOs
Each literature class has similar—yet some different—SLOs dependent upon the genre studied. Overall, demonstration of core competencies, include the recognition of elements of all major literary genres–non-fiction, fiction, poetry, drama; the identification of characteristics in literary works from diverse authors, places, and times; and the defense of a literature interpretation citing textual evidence; enable English Faculty to assess program level "literature" SLOs.

Effective, successful English Program level SLOs have been assessed in a variety of ways: homework, quizzes, exams, essays, presentations, etc. Throughout each semester, for instance, students will periodically read, synthesis information, and respond to a prompt for a representative text, and they will write a coherent, well-supported and properly cited essay advancing a literary interpretation of that text.

The EVC English Department began its ongoing assessment of measurable SLOs around 1996, a year after it created an AA in English, and it continues to the present. Although English faculty members respect "academic freedom" in instruction on one hand, they remain answerable to each other on the other. Thus, all comply to Program Level SLOs, making assessment of their relevancy and effectiveness possible at department meetings, during

greensheet development (two to three times each academic year), and when updating department course outlines.

Faculty members in the EVC English Department discusses effective teaching practices all year long—both informally and formerly—at each of its Department Meetings. We also note how such practices reflect SLOs or ILOs for courses and programs. In comparison to vibrant exchange of best teaching classes throughout the academic year, the fact that the department offers one section of its English Literature classes and its Creative Writing course ONCE a year—and sometimes every other year—makes it difficult for similar conversations during both the spring and winter semesters. This does not minimize the usefulness of SLOs in other disciplines, nor does ignore the department's responsibility to include them in all greensheets and course outlines and to assess them when courses are offered. The macrocosm of ongoing assessment in composition and literature classes is clearly reflected in the microcosm of SLOs.

Reponses to SLO Concerns after IEC review of Part C first draft
> On pg. 74, it is unclear how this information was derived and further explanation may be needed for readers to understand: "Students report that SLOs have little influence or impact on their learning.)"

<u>Explanation from Sterling Warner</u>
First, EVC only offers each literature and creative writing class ONCE per academic year. It's not as if there are several sections of each class. Sterling Warner who teaches many literature classes constantly asks students for input on valuable greensheet information—as well as important information that they would have found beneficial to include. What students *perceive* as meaningful and insignificant material helps to inform future greensheets.

Warner teaches World Mythology, Shakespeare, World Literature, English Literature I and English Literature II, Children's Literature, and Creative Writing classes. A pattern emerged over and over again in these classes: students saw no point in the SLOs because they felt the SLO page was repetitive! <u>Perhaps by the time they reached the page with SLOs, they were well aware of what they should be able to demonstrate at the end of the semester</u>, presuming that they 1) attend all class sessions; 2) complete all assigned readings, as well as handouts; 3) do all assigned homework, 4) fully participate in collaborative activities and classroom discussions, 5) take and pass all quizzes, 6) take and pass each midterm, 7) take and pass the final exam. The high success rates demonstrate that ongoing assessment works, and that instructors should be respected—if not praised—for daily class interventions (even though such interventions are guided by *best teaching practices* in the profession rather than the result of SLOs).

> "Comments: (LA) Your point is well taken regarding ongoing assessment; however, this section is for the authors to point out a few changes made as a result of SLO assessment. You noted that classes have "closed the loop" of assessment. That indicates that an intervention was done and was reassessed. Please add some examples of this here. i.e. SLO #3 in English 62."

SLO pontificates demand that instructors attribute false cause of an effect here. SLOs—at least for English—do not drive curriculum. Student success is a direct result of ongoing assessment—not something that has evolved as a result of SLOs. What now is recognized as *SLO assessment mirrors*

something we always have done.

Hopefully, SLO pundits will come to understand and appreciate that 1) effective skills in Composition, Rhetoric, and Literature courses have been measured by outcomes (writing ability, reading ability, critical thinking ability) for thousands of years, 2) English Literature Instructors constantly assess methods of delivery, 3) instructors adjust teaching tools and activities throughout the course to complement student's learning styles and maximize their success… (*achieving desired outcomes)*, and 4) students continue to experience a high rate of success because instructors use "best teaching practices" in the profession not because they were necessarily guided by "SLO" intervention (which seems to be the case for some programs).

If one goes back to the last time the English department "closed the loop" on composition and literature course, he/she will note that most state **"No Changes Needed."** Why? Because constant, ongoing assessment and implementation of innovation teaching approaches continues to lead to student success. Why insist that SLO assessment alone motivate instructors to assess respective literature course, making changes as necessary? In essence, the English Department is being told that, despite impressive student outcomes in literature classes, instructors could not possibly have been successful—nor could a SLO be assessed and a "loop closed" unless changes have been made BECAUSE of SLOs.

In the literature and creative writing classes—where one section is taught only once a year— instructors need to "read" their students daily, assess their learning styles, and modify methods and approaches to assignments often "on the spot." Students differ from year to year. Whereas students might have preferred and excelled in Powerpoint class presentations in 2014/2015, in other a class of students in 2016/2017 might prefer google docs to reach the same end. There is no way to determine a "best" approach until one meets and works with respective students. Typical examples of on the spot assessment and immediate classroom adjustment of methods and materials used to reach desired outcomes might include: 1) fix a disconnect between student learning styles and delivery systems (e.g., increase technology as a delivery tool when students respond positively and effectively to it— and vice-versa) or 2) increase collaborative activities when they prove more productive than individual projects.

Summation:
1 All English Composition courses not only have through SLOs, but also, the common
       department final has been heralded at the "ultimate SLO" and was in place long before
       the SLO movement.
2 All literature and the creative writing course have SLOS.
3 We note that student success in our classes directly reflect these SLOs
4 All the literature and creative writing classes employ best *practices* which lead to successful
       instructor delivery and student learning.
5 All SLOs have been assessed for the courses; continuing to pay attention to "best
       teaching/learning practices" in the English Profession enables this success . . . not
       necessarily SLO intervention.
6 The English Department gives SLOs more credit than they deserve already. Now it seems
       that a part of the Program Review will not "be met" until we present powers that be with

"Alt. Facts" that validate SLOs rather than assess the English Program. In other words, somebody desires particular "outcomes" from Program Reviews instead of truth….

➔ **21** total English Classes (Composition and Literature Classes Combined)
➔ **5/6** Composition Classes closed their second complete SLO loop by December 2016
➔ **1** Composition Classes will close its second complete SLO loop by 2018
➔ **11** of **15** Literature Classes closed their second complete SLO loop by December 2016
➔ **4** of **15** Literature Classes SLO assessment cycle will begin—once the class is offered and "holds"

3) **What plans for improvement have been implemented to your courses or program as a result of SLO assessment?** (NOTE: This tends to be a *leading* question, discouraging, if not denying respondents to opportunity to make objective, honest, scholarly responses.

Like colleagues in the English Profession across the nation, the EVC English Faculty realizes that the college's activities are based on the assumption of literacy, which is what we're responsible for. There is not a set point when a student is not literate and then becomes literate. It is an individualized continuum. The loop is never closed because it's a spiral—or like Yeat's "gyre"—always in motion, always addressing change. Thus, on a weekly basis, we are always assessing, always measuring, and always making constant improvements to our composition and literature courses prior—and in addition to SLO assessment which we also do.)

Once again, *best teaching and learning practices* as articulated thorough NCTE (National Council of Teachers of English), TYCA (The Two-Year College English Association), CCCC (Conference on College Composition and Communication), ECCTYC (English Council of California Two-Year Colleges, and other (e.g., Academic Senate for the State of California) *guide* **EVC English Instructors on** *daily and weekly assessment of delivery methods* in the classroom (and online).

By the same token, students demonstrate the results of learning in an environment of best teaching and learning practices—which includes frequent assessment—rather than a narrow assessment of SLOs. We can only speak for the English Department, but "plans for improvement" in our discipline have been and will continue to be constant rather than merely a reaction to periodic SLO assessment.

SLOs as an assessment tool clearly reflect student achievement. However as instructors of composition, literature, rhetoric, and critical thinking, EVC English Department instructors caution attributing "faulty cause" (SLOs) to student success. As we all know, *post hoc ergo propter hoc* "faulty cause" fallacies tend to mistake a correlation or an association for causation, by assuming that because one thing follows another (e.g., level of student success), it was caused by the other—in this case, SLOs or outcomes being the *prima mobile*.

4) **As a result of SLO assessment data, will you be requesting additional resources for your program or courses (i.e. additional faculty, equipment request, program personnel…)?**

The EVC English Department will certainly make use of SLOs, tools for assessment, to request additional resources until SLOs become replaced by another tool. A detailed discussion of our

request for faculty, equipment, program personnel, and learning tools will be discussed in Section F of the 2016-2017 English Program Review.

In order to help the department complete SLO assessment for classes in the English Program that participate in the holistic departmental final exam (English 330, English 104, English 1A, and English 1B), we would like to restore funding for final examination scoring to the levels that existed for the first 20 years of the final exam: 4 Chief Readers ($400 stipend each)**,** 4 Table Readers ($200 stipend each)**,** 20-25 adjuncts (2 hours each at roughly $80 per hour [Contract Appendix D-4]). We would also like to compensate 4 adjuncts to serve on topic selection committees (2 hours each). The English Department final exam is directly tied to our SLO assessment for English 330, 104, 1A and 1B. This would cost an estimated $34,080 per year. Considering that English composition and reading directly affect one's ability to read, assess, and respond across the curriculum, this meager *reinvestment* in the final exam infrastructure would be a small price to place for college wide student success.

Looking back to the early 1990s, the *Language Arts Continuum: A Hand Book of Practices and Procedures* (assembled, assessed, and republished ever two years or so), as well as the English Programs Reviews in 2000 and 2010, the English Department has constantly requested and justified additional faculty, equipment, and program personal—including Writing Center interns—justifying requests with the through the popular channels of the day.

Fortunately, though dialogue with colleagues and informal oral and written surveys with students, the SLO Assessment Matrix for individual English Courses as well as things like the English AA and AA-T programs, we have been able to present some "student centered data" relating to ways students believe they can increase their "level of proficiency" in courses rather than simply achieving an outcome denoting "success."

ASSOCIATE IN ARTS: ENGLISH   **2016-2017**

Students considering careers in advertising, communication, film writing, electronic and print journalism, library science, public relations, publishing and editing, or teaching find the English major an ideal academic preparation for entry into these professions. In addition, the English major readies students for graduate programs, including communication, history, law, and medicine. A grade of "C" or better in each major course and elective course is required for this degree.

Program Learning Outcomes:
- Demonstrate knowledge of and familiarity with the methods of interpreting literature across genres
- Assess, evaluate, and analyze ideas expressed in text or in spoken language.
- Express orally and in writing coherent arguments that evidence clear prose and synthesize diverse bodies of knowledge

Core Classes

ENGL 001B	English Composition	3.0
ENGL 084A	Survey of American Literature I	3.0
ENGL 084B	Survey of American Literature II	3.0
ENGL 086A	Survey of English Literature I	3.0
ENGL 086B	Survey of English Literature II	3.0

Major Electives (s*elect three courses from the following)*:   9.0

ENGL	021	Introduction to Poetry
ENGL	028	Introduction to World Mythology
[ENGL	033*	Women in Literature]	(Since Engl 33 = not taught at EVC, it cannot appear on the major sheet—even though SJCC teaches the class.)

ENGL	072	Fundamentals of Creative Writing
ENGL	073	Introduction to Shakespeare
HUMNT	002	Introduction to World Literature

English Major Core	15.0
English Major Electives	9.0
General Education Requirements	39.0
Total units	**63.0**

Other Electives

ENGL   052 Children's'/Adolescent Literature 3.0

English Courses that meet the Humanities/Cultural Pluralism Requirements:*
ENGL 032 Gender in Literature
ENGL 062 Asian/Asian American Literature
ENGL 080 Mexican American Literature
ENGL 082A African American Literature

> *Major Core 15.0*
> *General Education Requirements 39.0*
> *Major Electives 9.0*

Total Units 63.0

ASSOCIATE IN ARTS IN ENGLISH FOR TRANSFER   2016-2017

The Associate in Arts in English for Transfer degree is designed to prepare students to seamlessly transfer into the California State University (CSU) system and complete a baccalaureate degree in English or similar field of study. A baccalaureate degree in English cultivates strong reading, writing, analytical, and creative skills. It provides a sound foundation for students seeking careers in advertising, communication, film writing, electronic and print journalism, library science, public relations, publishing and editing, law, or teaching.

Program Learning Outcomes:
- Demonstrate knowledge of the methods of interpreting literature across genres
- Assess, evaluate, and analyze ideas expressed in text or in spoken language
- Express orally and in writing coherent arguments that evidence clear prose*
- Synthesize and respond to diverse bodies of knowledge*

> ***NOTE:** There are THREE (3) not (4) PLOs for the English AA-T. As formerly discussed, what appear as PLO #3 and #4 here should be combined:
> • *Express orally and in writing coherent arguments that evidence clear prose and synthesize diverse bodies of knowledge*

Required Core:

ENGL 001B	English Composition		3.0
ENGL 001C	Critical Thinking/Composition		3.0

LIST A: Select two courses (6 units)   6.0

ENGL	084A	Survey of American Literature
ENGL	084B	Survey of American Literature
ENGL	086A	Survey of English Literature I
ENGL	086B	Survey of English Literature II
HUMNT	002	Introduction to World Literature

LIST B: Select one course (3 units)   3.0

Any **LIST A** course not already used or

ENGL	021	Introduction to Poetry
ENGL	028	Introduction to World Mythology
ENGL	033	Women in Literature
ENGL	073	Introduction to Shakespeare
ENGL	072	Fundamentals of Creative Writing

> During the Fall Semester 2016, the English Department voted to add English 33, Gender in Literature and Vietnamese 1B, Elementary Vietnamese, to LIST C for the English AA-T. Counselors will recommend the English AA track for English Majors interested in a career in education since many colleges require two semesters of a foreign language—built into the English AA Track. Changes will be reflected in the July 2017 revision of the English AA-T requirements sheet.

LIST C: Select one course (3 units)   3.0

Any **LIST A or B** course not already used [or English Courses below recommended] or

ENGL	032	Gender in Literature (to be added to list C: 2016/2017)
ENGL	052	Children's/Adolescent Literature
ENGL	062	Asian/Asian American Literature
ENGL	080	Mexican American Literature
ENGL	082A	African American Literature
FREN	001B	Elementary French
SPAN	001B	Elementary Spanish
SPAN	002A	Intermediate Spanish
VIET	01B	Elementary Vietnamese (to be added to list C: 2016/2017)

Major Requirements	18.0-20.0
CSU-GE or IGETC General Education	37.0-39.0

Elective (CSU Transferable units)   10.0-18.0
Total Degree Units   60.0

English AA & AA-T PROGRAM SLOS	Assessment Plan for Each Progam SLO	EVC English AA/AA-T Program Courses					Analysis/Action Plan and Timeline
SLO/PLOs #1 • Demonstrate knowledge of the methods of interpreting literature across genres. *ILO#1: Communication*	• Academic essays • Individual/group projects & assignments. **Completed Fall 2016** *ILO #1: Communication Reaffirmed 2016* *Next Assessment: 2018*	**English 21** D **English 84A** D Humanities II D (For individual course details, see the Assessment Matrix for each course mentioned above.) ➔ At EVC, English Literature/Creative Writing courses are taught only once—one section—each year. Courses like English 73 (Shakespeare) = taught every other year). ➔ English 21= On books—yet to be offered. ➔ English 33= It remains a part of the English Major AA &AA-T core electives. The last English 33 Assessment Matrix= included F.Y.I. ➔ Humanities II=Literature course offered through SHAPE (the "h" in SHAPE). It needs to be listed In English as well (a future task). ➔ English 1B=Second course in English Composition typically included on the list with major courses. (See explanatory notations and date in column four relating English 1B to SLO/ILO/PLO #1.) ➔ Since English 1B=taught every semester, I offer Fall 2015 and Spring 2015 assessment data.	**English 28** D **English 84B** D	**English 33** D **English 86A** D	**English 72** D **English 86B** D	**English 73** D **English 1B** D	**Source of Data:** Papers, Quizzes, and Test results, as well as discussion of readings during every class meeting serve as multi-measures used to accurately assess student success reflected by SLOs. (Note: English1B data derived from the holistically scored English Department Final Exam.) **English 21 =** *No data until course offered* **English 28 =** **100%** Success—Fall 2015 **English 33 =** **73%** Success—Fall 2015 (deactivated) **English 72 =** **96%** Success—Spring 2016 **English 73 =** **96.3** Success—Spring 2015 **English 84A =** **88%** Success—Fall 2015 **English 84B =** **94%** Success—Fall 2016 **English 86A =** **88%** Success—Fall 2015 **English 86B =** **100%** Success—Spring 2016 **Humanities II =** 96 Success—Fall 2015* **English 1B =** **87%** Success—Fall 2015 **English 1B =** **94%** Success—Spring 2015 *English 1B:* At the end of *spring semester 2016*, 317 students completed the 100-minute English 1B final exam essay, comparing a poem and a prose passage. Two English faculty holistically score each student's essay on a traditional rubric from 1-6 scale (for a total score of 2-12). The mean score was 8.30, the equivalent of a C+ grade. Overall, respectable 94% of test-takers passed the exam with the needed C- (C minus) grade or higher. (NOTE: during *fall semester 2015*, 274 students completed the holistically scored department final with a mean score of 8.30 where 94% of test-takers passed the exam with the needed C- (C minus) grade or higher.) • *As of August 2016*, depending on level of preparation and participation, 95-100% (87-100% when adding English 1B to the stats) of EVC's English Majors seeking an AA degree or settling for an AA-T have effectively demonstrated this SLO/PLO. **Next English AA/AA-T Program PLO Assessment: 2018**

English AA/AA-T SLO/ILO/PLO Assessment Matrix Prepared by Sterling Warner, Fall 2016: Sterling.Warner@evc.edu

SLO/PLO #2							Source of Data:

SLO/PLO #2

- Assess, evaluate, and analyze ideas expressed in text or in spoken language.

ILO#2: Inquiry and Reasoning

- Academic essays

- Individual/group projects & assignments.

Completed Fall 2016

ILO #1: Communication Reaffirmed 2016

Next Assessment: 2018

English 21	English 28	English 33	English 72	English 73
D	D	D	D	D

English 84A	English 84B	English 86A	English 86B	English 1B
D	D	D	D	D

Humanities II D

(For individual course details, see the Assessment Matrix for each course mentioned above.)

➔ At EVC, English Literature/Creative Writing courses are taught only once—one section—each year. Courses like English 73 (Shakespeare) = taught every other year).

➔ English 21= On books—yet to be offered.

➔ English 33= It remains a part of the English Major AA &AA-T core electives. The last English 33 Assessment Matrix= included F.Y.I.

➔ Humanities II=Literature course offered through SHAPE (the "h" in SHAPE). It needs to be listed In English as well (a future task).

➔ English 1B=Second course in English Composition typically included on the list with major courses. (See explanatory notations and date in column four relating English 1B to SLO/ILO/PLO #2.)

➔ Since English 1B=taught every semester, I offer Fall 2015 and Spring 2015 assessment data.

Source of Data: Papers, Quizzes, and Test results, as well as discussion of readings during every class meeting serve as multi-measures used to accurately assess student success reflected by SLOs.

English 21 = *No data until course offered*
English 28 = **100%** Success—Fall 2015
English 33 = **73%** Success—Fall 2015 (deactivated)
English 72 = **96%** Success—Spring 2016
English 73 = **96.3** Success—Spring 2015
English 84A = **88%** Success—Fall 2015
English 84B = **94%** Success—Fall 2016
English 86A = **88%** Success—Fall 2015
English 86B = **100%** Success—Spring 2016
Humanities II = **96** Success—Fall 2015*
English 1B = **87%** Success—Fall 2015
English 1B = **94%** Success—Spring 2015

English 1B: At the end of *spring semester 2016*, 317 students completed the 100-minute English 1B final exam essay, comparing a poem and a prose passage. Two English faculty holistically score each student's essay on a traditional rubric from 1-6 scale (for a total score of 2-12). The mean score was 8.30, the equivalent of a C+ grade. Overall, respectable 94% of test-takers passed the exam with the needed C- (C minus) grade or higher. (NOTE: during *fall semester 2015*, 274 students completed the holistically scored department final with a mean score of 8.30 where 94% of test-takers passed the exam with the needed C- (C minus) grade or higher.)

- *As of August 2016*, depending on level of preparation and participation, 95-100% (87-100% when adding English 1B to the stats) of EVC's English Majors seeking an AA degree or settling for an AA-T have effectively demonstrated this SLO/PLO.

Next English AA/AA-T Program PLO Assessment: 2018

SLO/PLO #3

- Express orally and in writing coherent arguments that evidence clear prose and synthesize diverse bodies of knowledge.

    ILO#1: Communication

    ILO#2: Inquiry and Reasoning

s

- Academic essays

- Individual/group projects & assignments.

    Completed Fall 2016

    ILO #1: Communication Reaffirmed 2016

    Next Assessment: 2018

English 21	English 28	English 33	English 72	English 73
D	D	D	D	D

English 84A	English 84B	English 86A	English 86B	English 1B
D	D	D	D	D

Humanities II D

(For individual course details, see the Assessment Matrix for each course mentioned above.)

- → At EVC, English Literature/Creative Writing courses are taught only once—one section— each year. Courses like English 73 (Shakespeare) = taught every other year).
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English 86B = **100%** Success—Spring 2016
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English 1B: At the end of *spring semester 2016*, 317 students completed the 100-minute English 1B final exam essay, comparing a poem and a prose passage. Two English faculty holistically score each student's essay on a traditional rubric from 1-6 scale (for a total score of 2-12). The mean score was 8.30, the equivalent of a C+ grade. Overall, respectable 94% of test-takers passed the exam with the needed C- (C minus) grade or higher. (NOTE: during *fall semester 2015*, 274 students completed the holistically scored department final with a mean score of 8.30 where 94% of test-takers passed the exam with the needed C- (C minus) grade or higher.)

• ***As of August 2016***, depending on level of preparation and participation, 95-100% (87-100% when adding English 1B to the stats) of EVC's English Majors seeking an AA degree or settling for an AA-T have effectively demonstrated this SLO/PLO.

Next English AA/AA-T Program SLO/PLO Assessment: 2018

Evergreen Valley College: Fall Semester 2016

Source of Data	*Source of Data for Literature and Creative Writing Courses:* Accumulative papers, Individual & Collaborative Projects, Quizzes and Test results, as well as discussions during every class meeting.
	Source of Date for English 1B: The Second Course in English Composition (literature based): The English Department's holistically scored Final Examination wherein a minimum of two English Faculty members assess final essay based on common Scoring Rubric. As noted earlier, the Fall 2016 English PLO Assessment Matrix includes date from the Fall 2015 Semester and Spring 2016 semester.
Analysis & Insights:	In 2012 The Evergreen Valley College English Department completed the loop in the assessment of SLOs/ILOs/PLOs for the English AA Program which the department initiated in 1995 (long before SLO/ILO/PLO assessment).
	The Fall Semester 2016 marks the second time the English Department completed the loop in SLO assessment—regardless of how many of us feel about the process—or worth—of SLOs in the classroom.

Since 2012, the English Department created—as mandated by the state of California—an English AA-T degree.
- ➔ Program SLOs are identical for students on the English AA track and the English AA-T track.
- ➔ Program assessment of SLOs apply equally to the English AA and the English AA-T (for that matter, it also applies to students who still prefer to transfer—a form of "student success"—rather than opting for an English AA or and English AA-T.
- ➔ PLO time line for future assessment also apply equally to the English AA or and English AA-T (there will not be a separate assessment.
- ➔ Details on enrollment patterns for the English AA, the English AA-T, and the general transfer with an English Emphasis appear in the 2011 English Department Program Review and will be forthcoming in the 2016/2017 English Program Review.

At this point in time, students who seek a regular AA find themselves better prepared for upper division and graduate work at four-year universities according to the CSU English Council.

The EVC English Program would like ongoing data on 1) English transfers (many who opt for neither an AA nor an AA-t), AA Transfers, & AA-T Transfers.

During the last English Program Review, the D.O.'s office of research promised but never provided such data. (It seems every time we get a person who specializes in gathering data and research for the district, he/she finds a job elsewhere.

*(**FYI:** Students wonder how and why SLO/ILO/PLO advocates think they can measure success without regard to learning styles, study habits, and social commitments.)*

Recommendations:	The enrollment management team needs to rethink its value system and prioritize student access to electives in the English Program above efficiency.

Efficiency at EVC from management's perspective: 1) fewer class offerings, 2) premature class cancellations, and 3) fewer student opportunities to earn a 60 unit AA or AA-T in a two-year time period since all literature/creative writing classes are only taught one time each year).

In consultation with Paul Fong, AFT/Union President (and former congressman), Eric Narveson, EVC Faculty Senate President, colleagues who sit on the California State Academic Senate for Community Colleges as well as The English Council of California Two-Year Colleges, BASIC AID offers a plethora of opportunities to build programs and sustain modestly enrolled classes because EVC is not hampered by strict enrollment guidelines and FTES formulas.
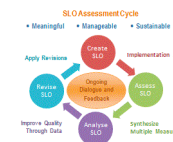
Colleges with Basic Aid funding, therefore, have a better chance to build fledgling programs and promote new courses—ultimately serving students effectively and enabling the concept of "Student Success" to be obtainable at EVC rather than something students seek at other institutions that provide greater support services, broader curricular offerings, and a reputation for sustaining lower enrolled classes rather than a place know renown for its course cancellations.

English AA/AA-T SLO/ILO/PLO Assessment Matrix Prepared by Sterling Warner, Fall 2016: Sterling.Warner@evc.edu

Evergreen Valley College
Course Level SLO and Assessment Matrix
Course: _English 21: Introduction to Poetry_ (Fall 2016 Update)

Student Learning Outcomes (SLOS)	Assessment Tool List the tools to assess each SLO (such as rubrics, projects, assignments, survey, etc.	Evaluation Timeline	Assessment Results Summarize collected data including how data were collected and number of students	Analysis/Action Plan and Timeline Will changes be made to instruction, or the SLO and when?
SLO #1 Identify the major elements of poetry such as diction, tone, form, imagery, figures of speech, and symbolism. **ILO#2:** **Inquiry & Reasoning**	• Individual and group projects and assignments. • Tests, presentations, quizzes, and scholarly research papers that specifically analyze diction, tone, form, imagery, figurative language, and symbolism.	**Completed 2016** **ILO #2 Reaffirmed** **ILO #2 Reaffirmed 2016**	**Source of Data:** Will be tests, presentations, quizzes, and scholarly research papers. Administered, collected, graded, and recorded throughout the semester. **Number of Students: NA.** This course, while recommended for English Majors, has not been taught in years; data for it is more than 9 years old.	**No SLO changes needed.** They have been updated Spring 2012. • Reconsider/assess SLOs for English 21 as data becomes available. **Next Assessment:** After the course has been offered again.
SLO #2 Analyze poetry from diverse authors, places, and times. **ILO#2:** **Inquiry & Reasoning**	A • Written exam, documented papers, tests, quizzes. • Literary Analysis Rubric	**Completed 2016** **ILO #2 Reaffirmed 2016**	**Source of Data:** Will be tests, quizzes, presentations, and scholarly research papers administered, collected, graded, and recorded throughout the semester. **Number of Students: NA.** This course, while recommended for English Majors, has not been taught in years; data for it is more than 9 years old.	**No SLO changes needed.** They have been updated Spring 2012. • Reconsider/assess SLOs for English 21 as data becomes available. **Next Assessment:** After the course has been offered again.
SLO #3 Apply the principles of literary criticism to the analysis of poetry **ILO#2:** **Inquiry & Reasoning**	• Tests, quizzes, and documented papers.	**Completed 2016** **ILO #2 Reaffirmed 2016**	**Source of Data:** Will be tests, quizzes, and scholarly research papers administered, collected, graded, and recorded throughout the semester. **Number of Students: NA.** This course, while recommended for English Majors, has not been taught in years; data for it is more than 9 years old.	**No SLO changes needed**. They have been updated Spring 2012. • Reconsider/assess SLOs for English 21 as data becomes available. **Next Assessment:** After the course has been offered again.
SLO #4 Support an interpretation of a poem using textual evidence **ILO #1:** **Communication** _replaces_ **ILO # 4:** **Information Competency**	• Literary Analysis Rubric • Analytical research papers, including formal MLA documentation.	**Completed 2016** **ILO #1 Communication Replaces ILO #4 Information Competency 2016**	**Source of Data:** Will be documented research papers written throughout the semester. **Number of Students: NA.** This course, while recommended for English Majors, has not been taught in years; data for it is more than 9 years old. • In 2018, ILO #1: Communication will replace Information Competency as a "better fit" to SLO #4 for English 21.	**No SLO changes needed**. They have been updated Spring 2012 and reaffirmed Fall 2016 • ILO #1: Communication Information Competency replaces ILO #4L •Reconsider/assess SLOs for English 21 as data becomes available. **Next Assessment:** After the course has been offered again.

Student Learning Outcomes (SLOS)	Assessment Tool List the tools to assess each SLO (such as rubrics, projects, assignments, survey, etc.	Evaluation Timeline	Assessment Results Summarize collected data including how data were collected and number of students	Analysis/Action Plan and Timeline Will changes be made to instruction, or the SLO and when?
SLO #1 Analyze, interpret, and critique world myths from different historical periods and cultures through systematic reading, writing and discussion assignments *ILO#1: Communication*	• Individual and group projects and assignments. • A scholarly research paper.	**Completed 2016** **ILO added 2013 Reaffirmed 2016**	**Source of Data:** Tests, quizzes, and presentations collected, graded, and recorded throughout the semester—as well as scholarly research papers at term's end. **Number of students: 31/33** students **(94%).** passed the class & effectively demonstrated this SLO at various levels—depending on preparation, participation, and execution of assignments. Two students hospitalized at the end of the semester received an INC and will clear them shortly and also pass the class (100%) **Assessment Criticism**: Even though students demonstrated this SLO, most felt available class technology antiquated, programs dated, and inefficiency slow. EVC internet connections compromised multiple presentations. Students also wanted longer library hours.	**NO CHANGES NEEDED.** *Students work hard in this challenging course, so it has an extremely high pass/success rate (why mess with something that's not broken?)* •ILO added: 2013/reaffirmed: 2016. • (Students report SLOs have little influence or impact on their learning) • The 2 students who received INC due to health issues at the end of the semester mentioned that they would have been able to complete the class if EVC offered better, student support services. **Next Assessment: 2018**
SLO 2 Identify and assess the significance of the four major functions of global myths *ILO#2: Inquiry & Reasoning*	• Campbell's 4 Functions of Myth (a narrative rubric) used to identify types of myths and their related purpose. • Tests, quizzes, and presentations.	**Completed 2016** **ILO added 2013 Reaffirmed 2016**	**Source of Data:** Tests, quizzes, presentations collected, graded, & recorded throughout the semester. **Number of students: 31/33** students **(94%).** passed the class & effectively demonstrated this SLO at various levels—depending on preparation, participation, and execution of assignments. Two students hospitalized at the end of the semester received an INC and will clear them shortly and also pass the class **(100%).** **Assessment Criticism**: While students demonstrated this SLO, most felt class technology antiquated and EVC internet connections horrible. They also want longer library hours to maximize college resources.	**NO CHANGES NEEDED.** (*Students work hard in this challenging course, so it has an extremely high pass/success rate.)* ILO added: 2013/reaffirmed: 2016. • (Students report SLOs have little influence or impact on their learning) • The 2 students who received INC due to health issues at the end of the semester mentioned that they would have been able to complete the class if EVC offered better, student support services. **Next Assessment: 2018•**

SLO #3 Compare and contrast creation, fertility, and hero myths across cultures *ILO#2: Inquiry & Reasoning*	• Comparing and contrasting types of myths on a global level by way of frequent class presentations, tests, and quizzes.	**Completed 2016** **ILO added 2013 Reaffirmed 2016**	**Source of Data:** Tests, presentations, and quizzes administered, collected, graded, and recorded throughout the semester. **Number of students: 31/33** students **(94%)**. passed the class & effectively demonstrated this SLO at various levels—depending on preparation, participation, and execution of assignments. Two students hospitalized at the end of the semester received an INC and will clear them shortly and also pass the class **(100%).** **Assessment Criticism**: While students demonstrated this SLO, most felt available class technology antiquated, programs dated, and inefficiency slow. EVC internet connections compromised their multiple presentations. • Class members felt that better, less limited student support services—available at times convenient to them—would help them meet the demands of academic rigor more effectively.	**NO CHANGES NEEDED**. •*(Students work hard in this challenging course, so it has an extremely high pass/success rate. Why mess with something that's not broken and is working well?).* • ILO added: 2013/reaffirmed: 2016. • (Students report SLOs have little influence or impact on their learning) • The 2 students who received INC due to health issues at the end of the semester mentioned that they would have been able to complete the class if EVC offered better, student support services (tutoring, the library, the technology center). **Next Assessment: 2018**•
SLO #4 Explain the value and purpose of global mythic archetypes and recognize allusions to key mythological characters and episodes in world mythology *ILO#1: Communication*	• Every week, students demonstrate knowledge of mythic archetypes, themes, and motifs—and communicate an understanding of their value and purpose in original journals.	**Completed 2016** **ILO added 2013 Reaffirmed 2016**	**Source of Data:** Original journals demonstrating a mythic archetype, theme, or motif written by students. • Journals collected weekly & recorded. **Number of students: 31/33** students **(94%)**. passed the class & effectively demonstrated this SLO at various levels—depending on preparation, participation, and execution of assignments. Two students hospitalized at the end of the semester received an INC and will clear them shortly and also pass the class **(100%).** **Assessment Criticism**: While students demonstrated this SLO, most felt available class technology antiquated, programs dated, and inefficiency slow. EVC internet connections compromised their multiple presentations.	**NO CHANGES NEEDED**. *(Students work hard in this challenging course, so it has an extremely high pass/success rate. Why mess with something that's not broken and is working well?).* •ILO added in 2013 and reaffirmed in 2016. • The 2 students who received INC due to health issues at the end of the semester mentioned that they would have been able to complete the class if EVC offered better, student support services (tutoring, the library, the technology center). **Next Assessment: 2018**•

Student Learning Outcomes (SLOS)	Assessment Tool List the tools to assess each SLO (such as rubrics, projects, assignments, survey, etc.	Evaluation Timeline	Assessment Results Summarize collected data including how data were collected and number of students	Analysis/Action Plan and Timeline Will changes be made to instruction, or the SLO and when?
SLO #1 Describe image of women in literature by defining, comparing, and contrasting gender, ethnic and age-based stereotypes, and assessing the significance of social class setting, and sexual orientation.	Students write a final exam comparing and contrasting 3 female characters from different genres, explaining how they represent women's experiences and the benefit of studying them.	**Fall 2012** **Fall 2015** **(English 33 = discontinued at EVC; no further assessment)**	**Source of Data:** Final Exam **Fall 2012:** 21/21—100%-- students received a score of 4 (C+) or better on the attached English 33 scoring rubric. **Fall 2015L** 11/11—100%-- students received a score of 4 (C+) or better on the attached English 33 scoring rubric. **(NOTE:** English 33 = discontinued at EVC; no further assessment**)**	No changes to instruction or SLO=needed as current instruction methodologies are effective in meeting SLOs. **RE: Next Assessment: Fall 2015** was the last time this course was offered; in Fall 2016 a new course English 32, Gender in Literature, will take its place. The new course will address more students' needs and increase enrollment.
SLO #2 Analyze verbally and in writing the relationship of literature to society.	Students write a minimum 3 page essay about a female character's emotions, motivations, and actions reflect conflicts in society during her time.	**Fall 2012** **Fall 2015** **(English 33 = discontinued at EVC; no further assessment)**	**Source of Data:** Final Exam **Fall 2012:** 21/21—100%-- students received a score of 4 (C+) or better on the attached English 33 scoring rubric. **Fall 2015L** 11/11—100%-- students received a score of 4 (C+) or better on the attached English 33 scoring rubric. **(NOTE:** English 33 = discontinued at EVC; no further assessment**)**	No changes to instruction or SLO=needed as current instruction methodologies are effective in meeting SLOs. **RE: Next Assessment: Fall 2015** was the last time this course was offered; in Fall 2016 a new course English 32, Gender in Literature, will take its place. The new course will address more students' needs and increase enrollment.
SLO #3 Analyze verbally and in writing the relationship of the individual reader to the literature by comparing readers' experiences with those of characters in literature and assessing readers' reaction to the themes conveyed about women in literature.	Students write a minimum 3 page essay about a character, work, or author who caused them to see the world through different eyes in some way.	**Completed Fall 2012** **Fall 2015** **(English 33 = discontinued at EVC; no further assessment)**	**Source of Data:** Final Exam **Fall 2012:** 21/21—100%-- students received a score of 4 (C+) or better on the attached English 33 scoring rubric. **Fall 2015L** 11/11—100%-- students received a score of 4 (C+) or better on the attached English 33 scoring rubric. **(NOTE:** English 33 = discontinued at EVC; no further assessment**)**	No changes to instruction or SLO=needed as current instruction methodologies are effective in meeting SLOs. **RE: Next Assessment: Fall 2015** was the last time this course was offered; in Fall 2016 a new course English 32, Gender in Literature, will take its place. The new course will address more students' needs and increase enrollment.

Evergreen Valley College
Course Level SLO and Assessment Matrix
Course: English 33: Images of Women In Literature (Deactivated at EVC; active at SJCC)

| SLO #4 Compare and contrast images of women in distinct genres of literature. | Students write a minimum 6 page researched essay comparing and contrasting two female characters in distinct genres, using all applicable types of literary criticism. | Fall 2012 Fall 2015 (English 33 = discontinued at EVC; no further assessment) | Source of Data: Final Exam **Fall 2012:** 21/21—100%-- students received a score of 4 (C+) or better on the attached English 33 scoring rubric. **Fall 2015L** 11/11—100%-- students received a score of 4 (C+) or better on the attached English 33 scoring rubric. **(NOTE:** English 33 = discontinued at EVC; no further assessment**)** | No changes to instruction or SLO=needed as current instruction methodologies are effective in meeting SLOs. **RE: Next Assessment:** <u>Fall 2015</u> was the last time this course was offered; in Fall 2016 a new course English 32, Gender in Literature, will take its place. The new course will address more students' needs and increase enrollment. |

ESSAY SCORING GUIDE FOR ENGLISH 33

6 (A) OUTSTANDING. The "6" essay will be fluent, well-developed, and well-organized, demonstrating a clear understanding and fulfillment of the assignment. It will do all of the following:
- Show the student's ability to use language effectively
- Be generally free of errors in sentence structure, grammar, and mechanics
- Demonstrate a clear sense of essay form, paragraphing, and sentence complexity and variety
- Support a thesis with specific, convincing evidence going beyond the personal narrative to analysis

5 (B) IMPRESSIVE. A "5" essay, in general, will demonstrate competence in the same categories as the "6" essay. It will do all of the following:
- Be somewhat less fluent or display less facility of expression than the "6" paper
- Perhaps contain some minor grammatical or mechanical flaws
- Demonstrate a strong sense of essay form, paragraphing, and sentence variety
- Display intellectual content, thesis support, and vocabulary superior to that of the "4" essay

4 (C) ADEQUATE. The "4" essay will adequately complete all tasks set by the assignment. It will do all of the following:
- Demonstrate a basic knowledge of sentence structure, but lack the variety of the "5" paper
- Demonstrate support of a thesis, but lack the specificity and development of the "5" paper
- Display some mechanical errors but not ones that will impair meaning

3 (D+) INADEQUATE. The "3" paper may not provide adequate development, may lack detail and specificity, or may be poorly organized. It usually has problems in diction, grammar, and mechanics. It will probably do at least one of the following:
- Reveal a minor misreading of the topic or neglect one of the assigned tasks
- Respond to the topic in a superficial or simplistic way
- Display an accumulation of errors in diction, logic, sentence construction, coherence, organization, or basic mechanics but not ones that impair meaning
- Contain sentences showing no syntactic complexity or variety

2 (D-) POOR. The "2" paper, though it addresses the topic, may reveal at least one or a combination of the following weaknesses:
- Misreading of the assignment
- Problems in organization and focus
- Errors in sentence construction, grammar, and mechanics serious enough to impair meaning
- Little development

1 (F) UNACCEPTABLE. The "1" paper is clearly incompetent on the mechanical, syntactical, or rhetorical level. It may reveal at least one or a combination of the following weaknesses:
- Be badly marred by serious and persistent writing errors
- Be unfocused, illogical, incoherent, or undeveloped
- Reveal the writer's inability to comprehend the question

Evergreen Valley College
Course Level SLO/ILO and Assessment Matrix: 2016
Course: English 52: Children's/Adolescent Literature

Student Learning Outcomes (SLOS)	Assessment Tool List the tools to assess each SLO (such as rubrics, projects, assignments, survey, etc.	Evaluation Timeline	Assessment Results Summarize collected data including how data were collected and number of students	Analysis/Action Plan and Timeline Will changes be made to instruction, or the SLO and when?
SLO #1 Compare and contrast global archetypal stories found in children's nursery rhymes through adolescent novels from the past to present literature for children and adolescents. *ILO #2: Inquiry & Reasoning*	• Individual and group projects and assignments. • Collaborative presentations on comparative global fairy tales. • Self-assessment surveys and group assessment surveys.	**Completed 2016** *ILO #2 Reaffirmed 2016*	**Source of Data:** Comparative verbal and written assignments. **Number of students:** 14/15 (94%) met SLO. • Similar data (29/29 students—100%—met SLO) from the Spring 2014 semester was not permissible here: We based assessment results on students registered for the Spring 2016. **Assessment Criticism**: Although all students demonstrated this SLO, a majority of them felt the antiquated available technology, dated programs, and inefficient (slow) EVC internet connection compromised the potential quality and effectiveness of their multiple presentations.	**No SLO changes needed.** • Students demonstrate all outcomes expressed in the SLOs; why change what is not broken? • Children's Lit. is only **taught every other year** (no 2015 class). **Outside Instruction & SLOs:** Address student criticisms of campus technology by 1) investing in new, state of the art equipment, 2) updating all programs (e.g., PowerPoint, Acrobat Reader for .pdf files, Word, Outlook, and so on). **Next Assessment: 2018**
SLO #2 Analyze and interpret the historical context of literature for children and adolescents. *ILO #2: Inquiry & Reasoning*	• Tests and quizzes. • Classroom based research (CBR) investigating the cause/effect relationship between "historical contents" and themes in Adolescent/Children's literature.	**Completed 2016** *ILO #2 Reaffirmed 2016*	**Source of Data:** Verbal and written assignments. **Number of students:** 14/15 (94%) met SLO • Similar data (29/29 students—100%—met SLO) from the Spring 2014 semester was not permissible here: We based assessment results on students registered for the Spring 2016.	**No SLO changes needed.** • Students demonstrate all outcomes expressed in the SLOs; why change what is not broken? • Children's Lit. is only **taught every other year** (no 2015 class). **Next Assessment: 2018**
SLO #3 Critique and discuss the literary qualities of works written for children and adolescents using the vocabulary of literary analysis. *ILO #1: Communication*	• The oral/written critiques applying the vocabulary of literary analysis measure and assess skill here. • An original children's book or adolescent story demonstrates knowledge of *literary works* for children & adolescents.	**Completed 2016** *ILO #1 Reaffirmed 2016*	**Source of Data:** Oral/Written Critiques & Revisions. **Number of students:** 14/15 (94%) met SLO. • Similar data (29/29 students—100%—met SLO) from the Spring 2014 semester was not permissible here: We based assessment results on students registered for the Spring 2016.	**No SLO changes needed.** • Students demonstrate all outcomes expressed in the SLOs; no need to change what is not broken. • Children's Lit. is only **taught every other year** (no 2015 class). **Next Assessment: 2018**

2016 SLO Matrix for English 52 Prepared by Sterling Warner and Scott Wilson

Course Level SLO and Assessment Matrix

Course: English 062 Asian and Asian/American literature

English 62	Student Learning Outcomes (SLOs) As listed on EVC ACCC Course Outline "On completion of this course, the student will…"	Assessment Tool List the tools to assess each SLO (such as rubrics, projects, assignment, survey, etc.)	Evaluation Timeline When will the SLO be assessed?	Assessment Results Summarize collected data including how data were collected and number of students.	Analysis/Action Plan and Timeline What, if any, changes will be made to instruction, or the SLO and when?
SLO #1	Comprehend and evaluate the literary merits of Asian and Asian-American literature ILO #1: Communication ILO #2: Inquiry and Reasoning ILO #3: Information Competency ILO #5: Personal Development ILO #4: Social Responsibility	Journal response to each writing assignment Oral presentation Scholarly research paper Individual and group projects and assignments	Completed: Spring 2012 Spring 2016 ILO #2 and ILO #3 reaffirmed Spring 2016	**Source of data:** Journals, papers, quizzes, group discussions and exams. Spring 2012: 89% of the students received B+ and above on their journal responses. However, a majority of responses on Confucianism were less than C. **Spring 2016:** This semester we spent two class sessions on discussing the Confucian philosophy and analyzed how it impacted the writing of the contemporary Asian and Asian-American writers, in particular discussing the works of Amy Tan and Chang Rae lee. 90% of the students scored a grade of B and higher on this journal response.	**Spring 2012:** I will devote at least one additional class session to teaching Confucian philosophy and literature when the class is offered again in Spring 2016. **Spring 2016:** Students have a much better grasp of Confucian philosophy this semester. I will reassess student results in Spring 2017

English 62	Student Learning Outcomes (SLOs) As listed on EVC ACCC Course Outline "On completion of this course, the student will…"	Assessment Tool List the tools to assess each SLO (such as rubrics, projects, assignment, survey, etc.)	Evaluation Timeline When will the SLO be assessed?	Assessment Results Summarize collected data including how data were collected and number of students.	Analysis/Action Plan and Timeline What, if any, changes will be made to instruction, or the SLO and when?
SLO #2	Recognize the universality of human experiences reflected in these works

ILO #1: Communication
ILO #2: Inquiry and Reasoning
ILO #3: Information Competency
ILO #5: Personal Development
ILO #4: Social Responsibility | Journal response to each writing assignment
Oral presentation
Scholarly research paper
Individual and group projects and assignments | Completed:
Spring 2012
Spring 2016

ILO#2, ILO#3 and ILO#5 reaffirmed Spring 2016 | **Source of data:**
Journals, papers, quizzes, group discussions and exams.
Spring 2012 and Spring 2016: Students were able to identify with emotions and human conditions expressed in literature written in China or India in 500 BC. For instance, they could identify with the moral dilemmas in the Ramayana. | **Spring 2016**
I will continue to introduce students to projects connecting the moral dilemmas in the Ramayan to moral dilemmas faced in contemporary society so students can empathize with the human condition expressed in the ancient literary classics of India and China |
| SLO #3 | Analyze elements of literature such as imagery, theme, motifs, style, tone, and explain how these elements contribute to the overall effect of the work.

ILO #2: Inquiry and Reasoning
ILO #3: Information Competency | Journal response to each writing assignment.
 Scholarly research paper
Midterm and Final exam
Individual and group projects | Completed:
Spring 2012
Spring 2016

ILO#2 and ILO#3 reaffirmed in Spring 2016 | **Source of data:**
Journals, papers, quizzes, group discussions and exams.
Spring 2012:
Some students were able to identify different aspects of figurative language, symbolism, themes, motifs, tone and style and how they impact the work of literature, as expressed in the research paper and the critical thinking questions in the midterm and the final exam.
Spring 2016:
Students are still struggling with analyzing different types of figurative language and how they impact literature. | **S pring 2012:**
I will spend an extra class session on figurative language and symbolism and how they impact different works of literature when the class is offered again in Spring 2016.
Spring 2017:
I will introduce students to figurative language earlier in the semester and have them work collaboratively in small groups as they analyze and evaluate the impact of figurative language. |

English 62	Student Learning Outcomes (SLOs) As listed on EVC ACCC Course Outline "On completion of this course, the student will…"	Assessment Tool List the tools to assess each SLO (such as rubrics, projects, assignment, survey, etc.)	Evaluation Timeline When will the SLO be assessed?	Assessment Results Summarize collected data including how data were collected and number of students.	Analysis/Action Plan and Timeline What, if any, changes will be made to instruction, or the SLO and when?
SLO #4	Compare and contrast works of Asian and Asian-American writers of different cultures

ILO #2: Inquiry and Reasoning
ILO #3: Information Competency
ILO #5: Personal Development | Journal response to each writing assignment
Scholarly research paper
Midterm and Final exam
Individual and group projects | Completed: Spring 2012 Spring 2016

ILO#2, ILO#3 and ILO#5 reaffirmed in Spring 2016 | **Source of data:** Journals, papers, quizzes, group discussions and exams. Spring 2012: Students were able to compare and contrast the styles, subject matter and tone in the works of a variety of Vietnamese, Chinese, Japanese, Filipino and Korean writers in their research papers and journal prompts. | **Spring 2017:** I will continue to reassess student responses for critical analysis of the literary works. |
| SLO #5 | Demonstrate improvement in critical thinking skills and writing skills through interpretation and comparative analysis of literary texts.

ILO #5: Personal Development
ILO #2: Inquiry and Reasoning
ILO #3: Information Competency | Journal responses to each reading assignment.
Scholarly research paper
Midterm and Final exam
Individual and group projects | Completed; Spring 2012 Spring 2016

ILO#2, ILO#3 and ILO#5 reaffirmed in Spring 2016 | **Source of data:** Journals, papers, quizzes, group discussions and exams. **Spring 2012:** 80 % of the students were able to research, analyze, evaluate and synthesize information from on line and print sources as they supported their thesis statements and their literary arguments in their research papers. **Spring 2016:** We spent more time on researching and evaluating sources. This included a library orientation to introduce the students to our databases. We also studied the MLA format in great detail. | **Spring 2012:** I will devote two more class sessions on on line, research, analyzing and evaluating on line sources, and formatting the research paper in the MLA format in Spring 2016. **Spring 2016:** Student research papers for the most part followed the MLA format. Some still need to work on synthesizing research sources more seamlessly within their papers. I will continue to review the research process in class and reassess the results in Spring 2017. |

Evergreen Valley College
Course Level SLO/ILO and Assessment Matrix
Course: English 72: Creative Writing (Spring 2016)

Student Learning Outcomes (SLOS)	Assessment Tool List the tools to assess each SLO (such as rubrics, projects, assignments, survey, etc.	Evaluation Timeline	Assessment Results Summarize collected data including how data were collected and number of students	Analysis/Action Plan and Timeline Will changes be made to instruction, or the SLO and when?
SLO #1 Demonstrate knowledge of the elements that go into the creating short fiction, poetry, and dramatic monologues. *ILO #1: Communication*	• Individual and group projects and assignments. • Creation or original poetry, fiction, nonfiction and drama. • Self-assessment surveys and group assessment surveys.	**Completed 2016** **ILO #1 Reaffirmed**	**Source of Data:** Portfolio & assignments **Number of students:** 22/23 Students **(96%)** passed the class & effectively demonstrated this SLO at various levels—depending on preparation, participation, and execution of assignments. (Note: the 23rd student failed to withdraw & received a FW). • Assessment results based on students registered for the Spring 2016 class.	**NO CHANGES NEEDED.** -Course instruction continues to improve upon excellence via best teaching practices—not SLOs. •SLOs reflect the effectiveness of best teaching practices and student success as a result. • (Students report that SLOs have little influence or impact on their learning.) **Next Assessment: 2019**
SLO #2 Recognize, with 70% accuracy for a "C", specific literary terminology relevant to literary forms and techniques in fiction, drama, and poetry. *ILO #1: Communication*	• Application of terms in oral discussion of creative works. • Tests and quizzes.	**Completed 2016** **ILO #1 Reaffirmed**	**Source of Data:** Quizzes & Tests results, as well as discussion, oral and written critiques during every class meeting. **Number of students:** 22/23 Students **(96%)** passed the class & effectively demonstrated this SLO at various levels—depending on preparation, participation, and execution of assignments. (Note: the 23rd student failed to withdraw & received a FW). • Assessment results based on students registered for the Spring 2016 class.	**NO CHANGES NEEDED.** Course instruction continues to improve upon excellence via best teaching practices—not SLOs. •SLOs reflect the effectiveness of best teaching practices and student success as a result. • (Students report that SLOs have little influence or impact on their learning.) **Next Assessment: 2019**
SLO #3 Evaluate the work of self and others through written and oral critiques; then revise work based on these. *ILO #2: Inquiry & Reasoning*	• The oral/written critiques measure and assess skill here. • Revisions demonstrate effective measure knowledge.	**Completed 2016** **ILO#2 Reaffirmed**	**Source of Data:** Oral/Written Critiques and Revisions of creative efforts. • Spring 2016 semester. • Oral/written critiques are part of the midterm portfolio assessment that I observe. **Number of students:** 22/23 **(96%)** of the students passed the class & effectively demonstrated this SLO at various levels—depending on preparation, participation, and execution of assignments. (Note: the 23rd Spring 2016 student failed to withdraw & received a FW).	**NO CHANGES NEEDED.** Course instruction continues to improve upon excellence via best teaching practices—not SLOs. •SLOs reflect the effectiveness of best teaching practices and student success as a result. • (Students report that SLOs have little influence or impact on their learning.) **Next Assessment: 2019**

Evergreen Valley College
Course Level SLO/ILO and Assessment Matrix
Course: English 72: Creative Writing (Spring 2016)

SLO #4		Completed	Source of Data:	NO CHANGES NEEDED.
Engage in all steps involved in working with a publisher toward a finished manuscript.	• Magazine submissions (critiqued before sent)	**Completed 2016**	**Source of Data:** Portfolio assignments	**NO CHANGES NEEDED.**
	• Locating prospective publishers of poetry and fiction through resource guides on the internet.		• Completion of assignments as well as submission to three literary magazines thus far has demonstrated unanimous ability to satisfy SLO #4.	Course instruction continues to improve upon excellence via best teaching practices—not SLOs.
ILO #4: Social Responsibility	• Reading sample magazines/journals to determine content and eventually submit original work to a magazine following prescribed publisher guidelines.	**ILO #4 Reaffirmed**	• The fact that all students followed submission guidelines, corrected galleys, and signed contracts (knowing the copyright law) further demonstrated unmitigated success here.	• (Students report that SLOs have little influence or impact on their learning.)
			Number of students: 22/23 Students **(96%)** passed the class & effectively demonstrated this SLO at various levels—depending on preparation, participation, and execution of assignments. (Note: the 23rd student failed to withdraw & received a FW).	**Next Assessment: 2019**
			• Assessment results based on students registered for the Spring 2016 class.	

Evergreen Valley College
Course Level SLO/ILO and Assessment Matrix Course:
ENGLISH 73: SHAKESPEARE (Spring 2015)

Student Learning Outcomes (SLOS)	Assessment Tool List the tools to assess each SLO (such as rubrics, projects, assignments, survey, etc.	Evaluation Timeline	Assessment Results Summarize collected data including how data were collected and number of students	Analysis/Action Plan and Timeline Will changes be made to instruction, or the SLO and when?
SLO #1 Demonstrate the ability to read and understand Elizabethan English. *ILO#1: Communication*	• Individual and group projects and assignments. • Class readings/discussions of select passages of Shakespeare's plays • Academic papers and projects.	**Completed** **2013** **2016** **ILO #`1: Reaffirmed 2016**	**Source of Data:** Papers, Quizzes, and Test results, as well as discussion of readings during every class meeting. • **Number of students: (26/27)** • Depending on level of preparation and participation, as of **May 2015, 96.3%** of the Shakespeare students have effectively demonstrated this SLO. • Shakespeare is only offered every other year; there will be no 2016 data.	**NO CHANGES NEEDED.** *(FYI: Shakespeare students still wonder how and why SLO pundits think they can measure success without regard to learning styles, study habits, & social commitments.)* • Shakespeare is only taught every other year. **Next Assessment: 2018**
SLO #2 • Compare and contrast major literary characters in Shakespeare's works. *ILO#2: Inquiry and Reasoning*	• Comparison/contrast essays, quizzes, and oral presentations.	**Completed** **2013** **2016** **ILO #`2: Reaffirmed 2016**	**Source of Data:** Papers, Quizzes, and Test results, as well as discussion during every class meeting. • **Number of students: (26/27)** • Depending on level of preparation and participation, as of May 2015, 96.3% of the Shakespeare students have effectively demonstrated this SLO in both oral andwritten forums. • Shakespeare is only offered every other year; there will be no 2016 data.	**NO CHANGES NEEDED.** No SLO changes needed. *(FYI: Shakespeare students still wonder how and why SLO pundits think they can measure success without regard to learning styles, study habits, & social commitments.)* • Shakespeare is only taught every other year. **Next Assessment: 2018**
SLO #3 Analyze verbally and in writing Shakespeare's dramatic and poetic development in light of historical context, critical theories, and/or formal elements. *ILO#1: Communication*	• Oral presentations. • Tests and quizzes. • Formal essays and research papers. (Example: Compare and contrast themes, motifs, & symbols in two or more Shakespearean tragedies, comedies, or histories, and support your critical insights using textual evidence followed by analysis and documentation)	**Completed** **2016** **ILO Reaffirmed 2016**	Source of Data: Accumulative papers, Quizzes and Test results, as well as discussions during every class meeting. Number of students: (26/27) • As of May 2015, • depending on level of preparation and participation, as of May 2015, 96.3% of the Shakespeare students have effectively demonstrated this SLO in both oral and written forums. • Shakespeare is only offered every other year; there will be no 2016 data.	**No changes needed.** • We did reduce the number of SLOs in 2012, however. *(FYI: Students wonder how and why SLO pundits think they can measure success without regard to learning styles, study habits, & social commitments.)* • Shakespeare is only taught every other year. **Next Assessment: 2018**

Prepared by Sterling Warner, EVC English Department

Evergreen Valley College
Course Level SLO/ILO and Assessment Matrix Course:
<u>ENGLISH 80</u>: MEXICAN-AMERICAN LITERATURE **(2016)**

Student Learning Outcomes (SLOs) As listed on EVC ACCC Course Outline "On completion of this course, the student will...	Assessment Tool List the tools to assess each SLO (such as rubrics, projects, assignment, survey, etc.)	Evaluation Timeline When will the SLO be assessed?	Assessment Results Summarize collected data including how data were collected and number of students.	Analysis/Action Plan and Timeline What, if any, changes will be made to instruction, or the SLO & when?
Identify and explain the key issues of Mexican-American historical, social, and cultural aspects as they are contextualized in literature **SL0 #1** *ILO - Inquiry and Reasoning ILO - Inquiry and Reasoning*	• Scoring Guide Rubric for homework • Journal responses	SLO #1 cannot be assessed at this time since course was not offered last academic year. Last offered, Fall 2014. **Timeline:** When English 80 is offered and "holds," it will yield data that can be assessed.	Data will be collected and analyzed the next time the course 1) is offered, and 2) holds . . .	* Down the road, instructors might consider reducing 7 SLOs to 3 or 4 SLOs.
Examine different Literary genres and analyze how literary interpretation is linked to an understanding of human interactions and behaviors **SL0 #2** *ILO: Inquiry and Reasoning*	• Scoring Guide Rubric for papers	SLO #2 cannot be assessed at this time since course was not offered last academic year. Last offered, Fall 2014. **Timeline:** When English 80 is offered and "holds," it will yield data that can be assessed.	Data will be collected and analyzed the next time the course 1) is offered, and 2) holds . . .	* Down the road, instructors might consider reducing 7 SLOs to 3 or 4 SLOs.
Identify and analyze the various elements in literature **SL0 #3** *ILO: Inquiry and Reasoning*	• Scoring Guide Rubric for presentations	SLO #3 cannot be assessed at this time since course was not offered last academic year. Last offered, Fall 2014. **Timeline:** When English 80 is offered and "holds," it will yield data that can be assessed.	Data will be collected and analyzed the next time the course 1) is offered, and 2) holds . . .	* Down the road, instructors might consider reducing 7 SLOs to 3 or 4 SLOs.
Describe, compare, and contrast the major periods of Mexican American literature **SL O#4** *ILO: Communication*	• Scoring Guide Rubric for midterm	SLO #4 cannot be assessed at this time since course was not offered last academic year. Last offered, Fall 2014. **Timeline:** When English 80 is offered and "holds," it will yield data that can be assessed.	Data will be collected and analyzed the next time the course 1) is offered, and 2) holds . . .	* Down the road, instructors might consider reducing 7 SLOs to 3 or 4 SLOs.

Evergreen Valley College
Course Level SLO/ILO and Assessment Matrix Course:
ENGLISH 80: MEXICAN-AMERICAN LITERATURE (2016)

Student Learning Outcomes (SLOs) As listed on EVC ACCC Course Outline "*On completion of this course, the student will...*	Assessment Tool List the tools to assess each SLO (such as rubrics, projects, assignment, survey, etc.)	Evaluatio Timeline When will the SLO be assessed?	Assessment Results Summarize collected data including how data were collected and number of students.	Analysis/Action Plan and Timeline What, if any, changes will be made to instruction, or the SLO & when?
Describe, compare, and contrast the images of the Mexican American presented in Literature **SLO #5** *ILO: Communication*	• Comparison/Contrast papers and oral presentations • Scoring Rubric for papers/presentations	SLO #5 cannot be assessed at this time since course was not offered last academic year. Last offered, Fall 2014. **Timeline:** When English 80 is offered and "holds," it will yield data that can be assessed.	Data will be collected and analyzed the next time the course 1) is offered, and 2) holds . . .	* Down the road, instructors might consider reducing 7 SLOs to 3 or 4 SLOs.
Analyze verbally and in writing the major themes contained in the literature **SLO #6** *ILO: Communication*	• Scoring Rubric for papers/presentations	SLO #6 cannot be assessed at this time since course was not offered last academic year. Last offered, Fall 2014. **Timeline:** When English 80 is offered and "holds," it will yield data that can be assessed.	Data will be collected and analyzed the next time the course 1) is offered, and 2) holds .. .	* Down the road, instructors might consider reducing 7 SLOs to 3 or 4 SLOs.
Examine the dynamic notion of ethnicity, specifically how individuals and ethnic groups struggle with values of the dominant cultural group as well as within their own cultural group **SLO #7** *ILO: Inquiry and Reasoning*	• A final reflective essay that asks for personal insights and connections into individual struggles and successes within the dominant as well as his/her own cultural group	SLO #7 cannot be assessed at this time since course was not offered last academic year. Last offered, Fall 2014. **Timeline:** When English 80 is offered and "holds," it will yield data that can be assessed.	Data will be collected and analyzed the next time the course 1) is offered, and 2) holds . . .	* Down the road, instructors might consider reducing 7 SLOs to 3 or 4 SLOs.

Prepared by Raquel Rojas and Sterling Warner
Modified from Bakersfield College; Approved by SLO Sub-committee

Course Level SLO and Assessment Matrix

Course: English 82A

Student Learning Outcomes (SLOs) As listed on EVC ACCC Course Outline "On completion of this course, the student will	Assessment Tool List the tools to assess each SLO (such as rubrics, projects, assignment, survey, etc.)	Evaluation Timeline When will the SLO be assessed?	Assessment Results Summarize collected data including how data were collected and number of students.	Analysis/Action Plan and Timeline What, if any, changes will be made to instruction, or the SLO and when?
SLO#1 Analyze relationship of African-American writers and their works to the prevailing philosophies of the specific time period. *ILO: Inquiry and Reasoning*	➢ Multiple essay exams including midterm and final exam.	**SLO #1 cannot be assessed at this time (Fall 2016)** since the course was not offered last academic year. (82A = last offered: Fall 2013.) December 2013 **Timeline:** When English 80 is offered and "holds," it will yield current data that can be assessed.	**SLO #1 cannot be assessed at this time (Fall 2016)** since course was not offered last academic year. **Data from Fall 2013 82A** shows a 79% pass rate for students enrolled in the course. All students who completed the course by taking the final exam passed the final.	➢ This class can chiefly be improved by refinement of the course in its online format. ➢ Having transitioned this course to an online format, it is now important to make the class as accessible and intuitive as possible for students. ➢ This SLO will be fulfilled to an even greater degree as 82A online goes through successive iterations and is improved over time. **Next Assessment:** After English 82A is offered, "holds," and provides current assessment data.
SLO #2 Evaluate the role of sociology as it explains and interprets plot, theme, and characterization in African-American literary works. *ILO: Inquiry and Reasoning*	➢ Multiple essay exams including midterm and final exam. ➢ Two projects focusing on analysis of assigned reading	**SLO #2 cannot be assessed at this time (Fall 2016)** since the course was not offered last academic year. (82A = last offered: Fall 2013.) December 2013 **Timeline:** When English 80 is offered and "holds," it will yield current data that can be assessed.	**SLO #2 cannot be assessed at this time (Fall 2016)** since course was not offered last academic year. **Data from Fall 2013 82A** shows a 79% pass rate for students enrolled in the course. All students who completed the course by taking the final exam passed the final and achieved passing grades on the project assignments.	➢ This class can chiefly be improved by refinement of the course in its online format. ➢ Having transitioned this course to an online format, it is now important to make the class as accessible and intuitive as possible for students. ➢ This SLO will be fulfilled to an even greater degree as 82A online goes through successive iterations and is improved over time. **Next Assessment:** After English 82A is offered, "holds," and provides current assessment data.
SLO#3 Interpret and identify psychological behavior of characters in African-American literature as behavior is reflective of the pressure of racism *ILO: Inquiry and Reasoning*	➢ Multiple essay exams including midterm and final exam. ➢ Two projects focusing on analysis of assigned reading	**SLO #3 cannot be assessed at this time (Fall 2016)** since the course was not offered last academic year. (82A = last offered: Fall 2013.) December 2013 **Timeline:** When English 80 is offered and "holds," it will yield current data that can be assessed.	**SLO #3 cannot be assessed at this time (Fall 2016)** since course was not offered last academic year. **Data from Fall 2013 82A** shows a 79% pass rate for students enrolled in the course. All students who completed the course by taking the final exam passed the final and achieved passing grades on the project assignments.	➢ This class can chiefly be improved by refinement of the course in its online format. ➢ Having transitioned this course to an online format, it is now important to make the class as accessible and intuitive as possible for students. ➢ This SLO will be fulfilled to an even greater degree as 82A online goes through successive iterations and is improved over time. **Next Assessment:** After English 82A is offered, "holds," and provides current assessment data.

Student Learning Outcomes (SLOs) As listed on EVC ACCC Course Outline *"On completion of this course, the student will...*	Assessment Tool List the tools to assess each SLO (such as rubrics, projects, assignment, survey, etc.)	Evaluation Timeline When will the SLO be assessed?	Assessment Results Summarize collected data, including how data were collected and number of students.	Analysis/Action Plan and Timeline What, if any, changes will be made to instruction, or the SLO and when?
Identify and define the role of African-American folklore in the development of African-American writers and their works. **SLO#4** *ILO: Inquiry and Reasoning* *ILO: Communication*	➢ Multiple essay exams including midterm and final exam. ➢ Two projects focusing on analysis of assigned reading	**SLO #4 cannot be assessed at this time (Fall 2016)** since the course was not offered last academic year. (82A = last offered: Fall 2013.) December 2013 **Timeline:** <u>When English 80 is offered and "holds," it will yield current data that can be assessed.</u>	**SLO #4 cannot be assessed at this time (Fall 2016)** since course was not offered last academic year. **Data from Fall 2013 82A** shows a 79% pass rate for students enrolled in the course. All students who completed the course by taking the final exam passed the final and achieved passing grades on the project assignments	➢ This class can chiefly be improved by refinement of the course in its online format. ➢ Having transitioned this course to an online format, it is now important to make the class as accessible and intuitive as possible for students. ➢ This SLO will be fulfilled to an even greater degree as 82A online goes through successive iterations and is improved over time. **Next Assessment:** *After English 82A is offered, "holds," and provides current assessment data.*
Compare and contrast various African-American writers in regard to philosophical, psychological and sociological adjustment to American life. **SLO#5** *ILO: Inquiry and Reasoning*	➢ Daily writing assignment ➢ Journall writing ➢ Two projects focusing on analysis of assigned reading	**SLO #5 cannot be assessed at this time (Fall 2016)** since the course was not offered last academic year. (82A = last offered: Fall 2013.) December 2013 **Timeline:** <u>When English 80 is offered and "holds," it will yield current data that can be assessed.</u>	**SLO #1 cannot be assessed at this time (Fall 2016)** since course was not offered last academic year. **Data from Fall 2013 82A** shows a 79% pass rate for students enrolled in the course.	➢ This class can chiefly be improved by refinement of the course in its online format. ➢ Having transitioned this course to an online format, it is now important to make the class as accessible and intuitive as possible for students. ➢ This SLO will be fulfilled to an even greater degree as 82A online goes through successive iterations and is improved over time. **Next Assessment:** *After English 82A is offered, "holds," and provides current assessment data.*

82A Matrix Prepared by Keenan Norris and Sterling Warner

* Modified from Bakersfield College; Approved by SLO Sub-committee 3/9/12

Evergreen Valley College
Course Level SLO/ILO and Assessment Matrix Course:
ENGLISH 84A: SURVEY OF AMERICAN LITERATURE I (2016)

Student Learning Outcomes (SLOS)	Assessment Tool List the tools to assess each SLO (such as rubrics, projects, assignments, survey, etc.	Evaluation Timeline	Assessment Results Summarize collected data including how data were collected and number of students	Analysis/Action Plan and Timeline Will changes be made to instruction, or the SLO and when?
SLO #1 Using appropriate terminology, categorize and assess literary genres (poetic, narrative, and dramatic), forms and motifs in representative American literature from *1865 to the present*. *ILO#2: Inquiry & Reasoning*	• Individual and group projects and assignments. • A scholarly research paper.	**Completed 2016** *ILO Reaffirmed 2016*	**Source of Data:** Tests, quizzes, and presentations collected, graded, and recorded throughout the semester—as well as scholarly research papers at term's end. To pass the class, students need to be in control of key terms, and this control is evident in student work. **Number of students: : 14/16** students (88**%)** passed the class and effectively demonstrated this SLO at various levels.	**NO CHANGES NEEDED.** •ILO added: 2013/reaffirmed: 2016. • Teaching terms and categories is something we have done for years. • **Next Assessment: Fall 2018**
SLO #2 Apply established critical approaches (e.g., psychological, gender, historical, sociological, multicultural, Marxist, deconstructive) to analyze the relationship between cultural context and literary form. *ILO#2: Inquiry & Reasoning*	• A scholarly research paper. • Careful, documented research, paying detailed attention to various schemes and tropes typical to a broad range of criticism. • Comparing and contrasting various genres of American Literature in papers, quizzes, oral presentations, collaborative activities, and examinations.	**Completed 2016** *ILO Reaffirmed 2016*	**Source of Data:** Presentations, exams, quizzes, collected, graded, & recorded throughout the semester. **Number of students: : 14/16** students (88**%)** passed the class and showed the ability to use different approaches in class discussion, essays, and the Final Exam.	**CHANGES MADE:** • ILO added: 2013/reaffirmed: 2016. • I added a handout on these approaches, and practiced them more with students in class as we addressed different texts. **Next Assessment: Fall 2018**•

Evergreen Valley College
Course Level SLO/ILO and Assessment Matrix Course:
ENGLISH 84A: SURVEY OF AMERICAN LITERATURE I (2016)

SLO #3 Discuss personal insights into the literature, and relate the social and cultural contexts to their own lives. *ILO - Communication*	• Students are invited to make personal and contemporary connections with the literature through discussion, quiz questions and essays. • Introduction to the course emphasizes this SLO and we also have a final reflective essay that asks for personal insights and connections.	**Completed 2016** *ILO Reaffirmed 2016*	**Source of Data:** Tests, presentations, and quizzes administered, collected, graded, and recorded throughout the semester. **Number of students: 14/16** students (88**%)** in **English 84B** passed the class & effectively demonstrated this SLO at various levels.	**CHANGES:** • ILO added: 2013/reaffirmed: 2016. • New introduction to course that emphasizes this SLO. • • Modeling of such insights in some lectures by professor. **Next Assessment: Fall 2018•**

Prepared by Steven Mentor and Sterling Warner, EVC English Department

Evergreen Valley College
Course Level SLO/ILO and Assessment Matrix Course:
ENGLISH 84B: SURVEY OF AMERICAN LITERATURE I (2016)

Student Learning Outcomes (SLOS)	Assessment Tool List the tools to assess each SLO (such as rubrics, projects, assignments, survey, etc.	Evaluation Timeline	Assessment Results Summarize collected data including how data were collected and number of students	Analysis/Action Plan and Timeline Will changes be made to instruction, or the SLO and when?
SLO #1 Using appropriate terminology, categorize and assess literary genres (poetic, narrative, and dramatic), forms and motifs in representative American literature from *1865 to the present*. *ILO#2: Inquiry & Reasoning*	• Individual and group projects and assignments. • A scholarly research paper.	**Completed 2016** ***ILO Reaffirmed 2016***	**Source of Data:** Tests, quizzes, and presentations collected, graded, and recorded throughout the semester—as well as scholarly research papers at term's end. To pass the class, students need to be in control of key terms, and this control is evident in student work. (Spring Semester 2016). **Number of students: : 1**16/17 students (94**%)** in **English 84B** passed the class and effectively demonstrated this SLO at various levels.	**NO CHANGES NEEDED.** •ILO added: 2013/reaffirmed: 2016. • Teaching terms and categories is something we have done for years. • **Next Assessment: Fall 2018**
SLO #2 Apply established critical approaches (e.g., psychological, gender, historical, sociological, multicultural, Marxist, deconstructive) to analyze the relationship between cultural context and literary form. *ILO#2: Inquiry & Reasoning*	• A scholarly research paper. • Careful, documented research, paying detailed attention to various schemes and tropes typical to a broad range of criticism. • Comparing and contrasting various genres of American Literature in papers, quizzes, oral presentations, collaborative activities, and examinations.	**Completed 2016** ***ILO Reaffirmed 2016***	**Source of Data:** Presentations, exams, quizzes, collected, graded, & recorded throughout the semester. (Spring Semester 2016). **Number of students: : 16/17** students (94**%)** in **English 84B** passed the class and showed the ability to use different approaches in class discussion, essays, and the Final Exam.	**CHANGES MADE:** • ILO added: 2013/reaffirmed: 2016. • I added a handout on these approaches, and practiced them more with students in class as we addressed different texts. **Next Assessment: Fall 2018•**

Evergreen Valley College
Course Level SLO/ILO and Assessment Matrix Course:
ENGLISH 84B: SURVEY OF AMERICAN LITERATURE I (2016)

SLO #3		Completed 2016	Source of Data:	CHANGES:
Discuss personal insights into the literature, and relate the social and cultural contexts to their own lives.	• Students are invited to make personal and contemporary connections with the literature through discussion, quiz questions and essays.	*ILO Reaffirmed 2016*	**Source of Data:** Tests, presentations, and quizzes administered, collected, graded, and recorded throughout the semester. (Spring Semester 2016).	• ILO added: 2013/reaffirmed: 2016.
ILO - Communication	• Introduction to the course emphasizes this SLO and we also have a final reflective essay that asks for personal insights and connections.		**Number of students: 16/17** students (94**%)** in **English 84B** passed the class & effectively demonstrated this SLO at various levels.	• Newest course introduction emphasizes this SLO. • • Modeling of such insights in some lectures by professor. **Next Assessment: Fall 2018•**

Prepared by Steven Mentor and Sterling Warner, EVC English Department

Evergreen Valley College
Course Level SLO/ILO and Assessment Matrix Course:
ENGLISH 86A: SURVEY OF ENGLISH LITERATURE II (2016)

Student Learning Outcomes (SLOS)	Assessment Tool List the tools to assess each SLO (such as rubrics, projects, assignments, survey, etc.	Evaluation Timeline	Assessment Results Summarize collected data including how data were collected and number of students	Analysis/Action Plan and Timeline Will changes be made to instruction, or the SLO and when?
SLO #1 Using appropriate terminology, categorize and assess literary genres (poetic, narrative, and dramatic), forms and motifs in representative English literature from the beginning to the 17th Century. *ILO#2: Inquiry & Reasoning*	• Individual and group projects and assignments. • A scholarly research paper.	**Completed 2016** *ILO Reaffirmed 2016*	**Source of Data:** Tests, quizzes, and presentations collected, graded, and recorded throughout the semester—as well as scholarly research papers at term's end (Fall 2015). **Number of students: 14/16** students in **English 86A (88%)** passed the class & effectively demonstrated this SLO at various levels—depending on preparation, participation, and execution of assignments. **Assessment Criticism**: Even though students demonstrated this SLO, most felt available class technology antiquated, programs dated, and inefficiency slow. EVC internet connections compromised multiple presentations. Students also wanted longer library hours.	**NO CHANGES NEEDED.** •ILO added: 2013/Reaffirmed: 2016. • (Students report SLOs have little influence or impact on their learning). • The 2 students who received INC due to health issues at the end of the semester mentioned that they would have been able to complete the class if EVC offered better, student support services. **Next Assessment: 2018**
SLO #2 Apply established critical approaches (e.g., psychological, gender, historical, sociological, multicultural, Marxist, deconstructive) to analyze the relationship between cultural context and literary form. *ILO#2: Inquiry & Reasoning*	• A scholarly research paper. • Careful, documented research, paying detailed attention to various schemes and tropes typical to a broad range of criticism.	**Completed 2016** *ILO Reaffirmed 2016*	**Source of Data:** Presentations, exams, quizzes, collected, graded, & recorded throughout the semester. (Fall 2015). **Number of students: 14/16** students in **English 86A (88%)** effectively demonstrated this SLO at various levels—depending on preparation, participation, and execution of assignments. **Assessment Criticism**: • While students demonstrated this SLO, most felt class technology antiquated and EVC internet connections horrible. • Students also want longer library hours to maximize college resources.	**NO CHANGES NEEDED.** • ILO added: 2013/Reaffirmed: 2016. • (Students report SLOs have little influence or impact on their learning) **Next Assessment: 2018•** **NOTE:** English 86A is only taught once a year at EVC during the Fall Semester.

SLO #3	• Comparing and contrasting various genres of English Literature in papers, quizzes, oral presentations, collaborative activities, and examinations.	**Completed 2016** **ILO Reaffirmed 2016**	**Source of Data:** Tests, presentations, and quizzes administered, collected, graded, and recorded throughout the semester. (Fall Semester 2015) **Number of students: 14/16** students (**88%**) in **English 86A** passed the class & effectively demonstrated this SLO at various levels—depending on preparation, participation, and execution of assignments. **Assessment Criticism:** • While students demonstrated this SLO, most felt available class technology antiquated, programs dated, and inefficiency slow. EVC internet connections compromised their multiple presentations. • Class members felt that better, frequent access to student support services—available at times convenient to them—would help them meet the demands of academic rigor more effectively.	**NO CHANGES NEEDED.** *(Students work hard in English 86A, a challenging course, so it has an extremely high—pass/success rate. Why mess with something that's not broken and is working well?).* • ILO added: 2013/reaffirmed: 2016. • (Students report SLOs have little influence or impact on their learning). **Next Assessment: 2018**• **NOTE:** English 86A is only taught once a year at EVC during the Fall Semester.
Discuss personal insights into the literature, and relate the social and cultural contexts to their own lives. *ILO - Communication*				

Prepared by Sterling Warner, EVC English Department

Evergreen Valley College
Course Level SLO/ILO and Assessment Matrix Course:
ENGLISH 84B: SURVEY OF AMERICAN LITERATURE I (2016)

Student Learning Outcomes (SLOS)	Assessment Tool List the tools to assess each SLO (such as rubrics, projects, assignments, survey, etc.	Evaluation Timeline	Assessment Results Summarize collected data including how data were collected and number of students	Analysis/Action Plan and Timeline Will changes be made to instruction, or the SLO and when?
SLO #1 Using appropriate terminology, categorize and assess literary genres (poetic, narrative, and dramatic), forms and motifs in representative American literature from *1865 to the present*. *ILO#2: Inquiry & Reasoning*	• Individual and group projects and assignments. • A scholarly research paper.	**Completed 2016** *ILO Reaffirmed 2016*	**Source of Data:** Tests, quizzes, and presentations collected, graded, and recorded throughout the semester—as well as scholarly research papers at term's end. To pass the class, students need to be in control of key terms, and this control is evident in student work. (Spring Semester 2016). **Number of students: : 1**16/17 students (94**%)** in **English 84B** passed the class and effectively demonstrated this SLO at various levels.	**NO CHANGES NEEDED.** •ILO added: 2013/reaffirmed: 2016. • Teaching terms and categories is something we have done for years. • **Next Assessment: Fall 2018**
SLO #2 Apply established critical approaches (e.g., psychological, gender, historical, sociological, multicultural, Marxist, deconstructive) to analyze the relationship between cultural context and literary form. *ILO#2: Inquiry & Reasoning*	• A scholarly research paper. • Careful, documented research, paying detailed attention to various schemes and tropes typical to a broad range of criticism. • Comparing and contrasting various genres of American Literature in papers, quizzes, oral presentations, collaborative activities, and examinations.	**Completed 2016** *ILO Reaffirmed 2016*	**Source of Data:** Presentations, exams, quizzes, collected, graded, & recorded throughout the semester. (Spring Semester 2016). **Number of students: : 16/17** students (94**%)** in **English 84B** passed the class and showed the ability to use different approaches in class discussion, essays, and the Final Exam.	**CHANGES MADE:** • ILO added: 2013/reaffirmed: 2016. • I added a handout on these approaches, and practiced them more with students in class as we addressed different texts. **Next Assessment: Fall 2018•**

Evergreen Valley College
Course Level SLO/ILO and Assessment Matrix Course:
ENGLISH 84B: SURVEY OF AMERICAN LITERATURE I (2016)

SLO #3		Completed 2016	Source of Data:	CHANGES:
Discuss personal insights into the literature, and relate the social and cultural contexts to their own lives. *ILO - Communication*	• Students are invited to make personal and contemporary connections with the literature through discussion, quiz questions and essays. • Introduction to the course emphasizes this SLO and we also have a final reflective essay that asks for personal insights and connections.	**Completed 2016** *ILO Reaffirmed 2016*	**Source of Data:** Tests, presentations, and quizzes administered, collected, graded, and recorded throughout the semester. (Spring Semester 2016). **Number of students: 16/17** students (94**%)** in **English 84B** passed the class & effectively demonstrated this SLO at various levels.	• ILO added: 2013/reaffirmed: 2016. • Newest course introduction emphasizes this SLO. • • Modeling of such insights in some lectures by professor. **Next Assessment: Fall 2018•**

Prepared by Steven Mentor and Sterling Warner, EVC English Department

Evergreen Valley College
Course Level SLO and Assessment Matrix
<mark>**Course: Humanities II: World Literature**</mark> (Fall 2015)

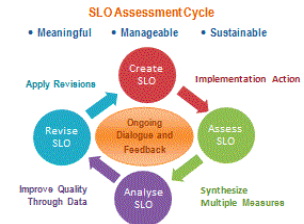| Student Learning Outcomes (SLOS)	Assessment Tool List the tools to assess each SLO (such as rubrics, projects, assignments, survey, etc.)	Evaluation Timeline	Assessment Results Summarize collected data including how data were collected and number of students	Analysis/Action Plan and Timeline Will changes be made to instruction, or the SLO and when?
SLO #1 **Identify** major authors and works in world literature from antiquity to the 21st century. **ILO#1: Communication**	• Written exams, documented papers, tests, quizzes, and presentations.	**Completed 2016** **ILO Added 2014 Reaffirmed 2016**	**Source of Data:** Tests, quizzes, scholarly research papers, and presentations assigned, collected, graded, and recorded all semester. **Number of Students: 83.25%** students passed the class & effectively demonstrated this SLO at various levels—depending on preparation, participation, and execution of assignments. **12.5** received INCs and will pass **(95.75%** tota**l)**. • The single student who did not successfully pass Humanities II dropped out of sight and failed to withdraw from class; thus, he did not fail the class academic reasons measured by SLOs.	**NO CHANGES NEEDED**. • Student success = phenomenal. **Note:** Only 1 student earned a FW due to failure to withdraw—not academic performance. **INC Students noted they would have been able to complete the class if EVC offered better student support services (tutoring, the library, technology center) at convenient times—workable with their schedules.** **Next Assessment: 2019**
SLO #2 **Analyze** recurring or disparate themes and tropes in world literature from antiquity the 21st century. **ILO#2: Inquiry & Reasoning**	• Written exams, documented papers, tests, quizzes, and presentations.	**Completed 2016** **ILO Added 2014 Reaffirmed 2016**	**Source of Data:** Tests, quizzes, scholarly research papers, and presentations assigned, collected, graded, and recorded all semester. **Number of Students: 83.25%** students passed the class & effectively demonstrated this SLO at various levels—depending on preparation, participation, and execution of assignments. **12.5** received INCs and will pass **(95.75%** total**)**. • The single student who did not successfully pass Humanities II dropped out of sight and failed to withdraw from class; thus, he did not fail the class academic reasons measured by SLOs.	**NO CHANGES NEEDED**. • Student success = phenomenal. **Note:** Only 1 student earned a FW due to failure to withdraw—not academic performance. **INC Students noted they would have been able to complete the class if EVC offered better student support services (tutoring, the library, technology center) at convenient times—workable with their schedules.** **Next Assessment: 2019**
SLO #3 **Define** and **apply literary terms** necessary for reading, discussing, comprehending, analyzing, and writing about multiple genres in world literature **ILO#2: Inquiry & Reasoning**	• Tests, quizzes, group presentations, and documented papers.	**Completed 2016** **ILO Added 2014 Reaffirmed 2016**	**Source of Data:** Tests, quizzes, scholarly research papers, and presentations assigned, collected, graded, and recorded all semester **Number of Students: 83.25%** students passed the class & effectively demonstrated this SLO at various levels—depending on preparation, participation, and execution of assignments. **12.5** received INCs and will pass **(95.75%** total**)**.	**NO CHANGES NEEDED**. • Student success = phenomenal. **Note:** Only 1 student earned a FW— failure to withdraw—not academic performance. **INC Students noted they could have completed the class if EVC offered better student support services** **Next Assessment: 2019**

SLO #4 **Support** an interpretation using textual evidence. **ILO#2: Inquiry & Reasoning**	• Analytical research papers, including formal MLA documentation.	**Completed 2016** **ILO Added 2014 Reaffirmed 2016**	**Source of Data:** Will be documented research papers written throughout the semester. **Number of Students: 83.25%** students passed the class & effectively demonstrated this SLO at various levels—depending on preparation, participation, and execution of assignments. **12.5** received INCs and will pass **(95.75%** total**).** • The single student who did not successfully pass Humanities II dropped out of sight and failed to withdraw from class; thus, he did not fail the class academic reasons measured by SLOs.	**NO CHANGES NEEDED**. **Note:** Only 1 student earned a FW due to failure to withdraw—not academic performance. **INC Students noted they would have been able to complete the class if EVC offered better student support services (tutoring, the library, technology center).** **Next Assessment: 2018**

Other comments—a carry over from former SLO assessments for Humanities II:

• Humanities II students continue to report that SLOs have little influence or impact on their learning.

• Although all but one student—who failed to withdraw and received a FW—successfully met course objectives reflected by SLOS, they emphatically state that the college should provide them with extended hours in the library, the technology center, and tutoring center so that they would have a resource that they could turn to "at a time that fit they busy schedules." As one person who earned a "B" in the class noted, "With more accessible student resources outside the classroom (not just something posted on a website), she felt she could have excelled in her work, thereby earning an "A" for class.

SLO Assessment Cycle
• Meaningful   • Manageable   • Sustainable

Evergreen Valley College

<u>English 1A</u>: College Composition (Fall 2016)

Course Level SLO and Assessment Matrix

	Student Learning Outcomes (SLOs) As listed on EVC ACCC Course Outline *"On completion of this course, the student will…"*	Assessment Tool List the tools to assess each SLO (such as rubrics, projects, assignment, survey, etc.)	Evaluation Timeline When will the SLO be assessed?	Assessment Results Summarize collected data including how data were collected and number of students.	Analysis/Action Plan and Timeline What, if any, changes will be made to instruction, or the SLO and when?
:	**SLO #1** Use a variety of rhetorical, strategies, including textual analysis, comparison/contrast, cause and effect, causal analysis, and argument.	Final examination rubric	May 2012	Standarized examination statistical Analysis: 560 students Median score 7.73 out of 12 A score of 7 out of 12 is considered proficient.	None needed
:	**SLO #2** Using conventional mechanics, demonstrate proficiency in academic written English to develop an essay to a logical, satisfying conclusion.	Final examination rubric	December 2012	Standardized examination statistical Analysis: 525 students Median score 7.96 out of 12. A score of 7 out of 12 is considered proficient.	None needed
:	**SLO #3** Critically analyze primarily academic non-fiction readings with consideration of principles of unity, coherence, tone, purpose, audience, and context.	Final Examination rubric	May 2016	Standardized examination statistical analysis: 481 students Median score 8.12 out of 12. A score of 7 out of 12 is considered proficient.	Reemphasize the difference between the "3" & "4" during the final exam norming process.
:	**SLO #4** Organize information (support) from reading, experience, and class discussion into an argument with a clear thesis	Final examination rubric	December 2015	Standardized examination statistical Analysis: 436 students Median score 7.81out of 12. A score of 7 out of 12 is considered proficient.	None needed

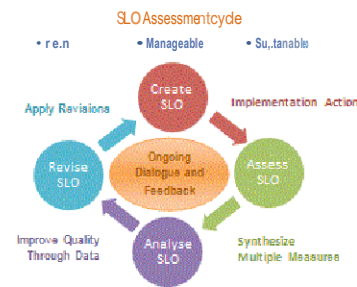|	Student Learning Outcomes (SLOs) As listed on EVC ACCC Course Outline *"On completion of this course, the student will...*	Assessment Tool List the tools to assess each SLO (such as rubrics, projects, assignment, survey, etc.)	Evaluation Timeline When will the SLO be assessed?	Assessment Results Summarize collected data including how data were collected and number of students.	Analysis/Action Plan and Timeline What, if any changes will be made to instruction or the SLO and when?
:	Write and revise essays at the thesis, paragraph, and sentence levels. **SLO #5**	Final examination rubric	June 2017		
:	Find, analyze, interpret, and properly cite print, non-print, and electronic sources using MLA style. **SLO #6**	Research paper coursework	June 2018		

Print Form   E-mail Form   Save Form

English 1A ESSAY SCORING GUIDE:
RANGE OF SCORES

6   OUTSTANDING The "6" essay will be fluent, well developed, and well organized, demonstrating a clear understanding and fulfillment of the assignment. It will:
- show the student's ability to use language effectively
- be generally free of errors in sentence structure, grammar, and mechanics
- demonstrate a clear sense of essay form, paragraphing, and sentence complexity and variety
- support a thesis with specific, convincing evidence going beyond the personal narrative

5   IMPRESSIVE   A "5" essay, in general, will demonstrate competence in the same categories as the "6" essay. It will:
- be somewhat less fluent or display less facility of expression than the "6" paper
- perhaps contain some minor grammatical or mechanical flaws
- demonstrate a sense of essay form, paragraphing, and sentence variety
- display intellectual content, thesis support, and vocabulary superior to that of the "4" essay

4   COMPETENT   The "4" essay will adequately complete all tasks set by the assignment. It will:
- demonstrate a basic knowledge of sentence structure, but lack the variety if the "5" paper
- demonstrate support of a thesis, but lack the specificity and development of the "5" paper
- display mechanical errors that will not distract or confuse the reader

3   INADEQUATE   The "3" paper may not provide adequate development, may lack detail and specificity, or may be poorly organized. It usually has problems in diction, grammar, and mechanics. It will probably:
- reveal a minor misreading of the topic or neglect one of the assigned tasks
- respond to the topic in a superficial or simplistic way
- display mechanical errors that will not distract or confuse the reader
- contain sentences showing no syntactic complexity or variety

2   POOR   The "2" paper, though it addresses the topic, may reveal a combination of the following weaknesses:
- misreading of the assignment
- problems in organization and focus
- errors in sentence construction, grammar, and mechanics serious enough to distract and confuse the reader

1   UNACCEPTABLE The "1" paper is clearly incompetent on the mechanical, syntactical, or rhetorical level. It may:
- be badly marred by serious and persistent writing errors
- be unfocused, illogical, incoherent, or undeveloped
- reveal the writer's inability to comprehend the question

Evergreen Valley College

Course Level SLO and Assessment Matrix

Course: English IB (College Composition II—Fall 2016)

Student Learning Outcomes (SLOs) As listed on EVC ACCC Course Outline *"On completion of this course, the student will..."*	Assessment Tool List the tools to assess each SLO (such as rubrics, projects, assignment, survey, etc.)	Evaluation Timeline When will the SLO be assessed?	Assessment Results Summarize collected data including how data were collected and number of students.	Analysis/Action Plan and Timeline What, if any, changes will be made to instruction, or the SLO and when?
Read and respond critically to various works of literature. **SLO #1** *ILO: Inquiring and Reasoning*	Final examination using English 1B scoring guide rubric	**May 2015** **May 2016**	Standardized examination statistical analysis • 317 students • Median score 8.30 out of 12 Standardized examination statistical analysis • 316 students • Median score 8.30 out of 12	Instructors review assessment to determine whether particular skill or knowledge deficiency patterns are recurring that could be addressed in future assignments (ongoing). *No deficiencies identified in May 2015 or May 2016.*
Assess the impact of literary devices such as symbolism, figurative language, irony, tone, rhythm, rhyme, etc **SLO #2**. *ILO: Inquiring and Reasoning*	Final examination using English 1B scoring guide rubric	**May 2015** **May 2016**	Standardized examination statistical Analysis • 317 students • Median score 8.30 out of 12 Standardized examination statistical analysis • 316 students • Median score 8.30 out of 12	Instructors review assessment to determine whether particular skill or knowledge deficiency patterns are recurring that could be addressed in future assignments (ongoing). *No deficiencies identified in May 2015 or May 2016.*
Write and revise critical essays, totaling at least 8,000 words that analyze various works of literature, document research sources, and demonstrate a command of college-level essay writing. **SLO #3** *ILO: Information Competency* *ILO: Communication*	A compendium of English 1B instructors' writing and revision essay assignments	**March 2013** **May 2016**	117 students 12 students did not meet the word limit, documentation, and/or analysis requirements. Standardized examination statistical analysis • 316 students • Median score 8.30 out of 12	**Changes:** Conduct more one-on-one progress conferences with students who are failing to meet the basic course work requirements

Student Learning Outcomes (SLOs) As listed on EVC ACCC Course Outline *"On completion of this course, the student will..."*	Assessment Tool List the tools to assess each SLO (such as rubrics, projects, assignment, survey, etc.)	Evaluation Timeline When will the SLO be assessed?	Assessment Results Summarize collected data including how data were collected and number of students.	Analysis/Action Plan and Timeline What, if any, changes will be made to instruction, or the SLO and when?
Evaluate and make appropriate inferences about literature from diverse cultural and historical **SLO#4** contexts. *ILO: Communication*	Final examination using English 1B scoring guide rubric	**May 2012** **May 2016**	Standardized examination statistical analysis • 316 students • Median score 8.04 out of 12 Standardized examination statistical analysis • 316 students • Median score 8.30 out of 12	Instructors review assessment to determine whether particular skill or knowledge deficiency patterns are recurring that could be addressed in future assignments (ongoing). *No deficiencies identified in May 2012 or May 2016*

* Modified from Bakersfield College; Approved by SLO Sub-committee 3/9/12 English 1B: At

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English 1B Scoring Guide: Range of Scores

6 **OUTSTANDING** —The "6" essay will fulfill all parts of the assignment. Though it may have minor flaws, it will be distinguished by lucid, orderly thinking, and may introduce an original interpretation of the writing problem. It will:
- Show superior stylistic control of language
- Be virtually free of errors in sentence structure, grammar, and mechanics
- Demonstrate a clear sense of essay form, paragraphing, and sentence complexity and variety
- Illustrate and support a thesis with specific, convincing evidence going beyond the personal narrative to analysis

5 **IMPRESSIVE** —The "5" essay, in general, will demonstrate clear overall competence in the same categories as the "6" essay. It will:
- Display less development or facility of expression than the "6" paper
- Perhaps contain some minor grammatical or mechanical flaws
- Demonstrate a strong sense of essay form, organization, and sentence variety
- Display intellectual content, thesis support, and vocabulary superior to that of the "4" essay

4 **COMPETENT**— The "4" essay will adequately complete all tasks set by the assignment:
- Demonstrate a basic knowledge of sentence structure but lack the variety of the "5" paper
- Demonstrate support of a thesis but lack the specificity and development of the "5" paper
- Display mechanical errors that will not impair meaning

3 **INADEQUATE**— The "3" paper may not provide adequate development, may lack detail and specificity, or may be poorly organized. it usually has problems in diction, grammar, and mechanics. It will probably:
- Reveal a minor misreading of the topic or neglect one of the assigned tasks
- Respond to the topic in a superficial or simplistic way
- Contain sentences showing no syntactic complexity or variety
- Display errors in diction, logic, sentence construction, coherence, organization, or basic mechanics; these errors will be minor and will not impair meaning

2 **POOR**— The "2" paper, though it addresses the topic, may fail to come to terms with the assignment and may also reveal a combination of the following weaknesses:
- Misreading of the assignment
- Illogical reasoning, little or no development, problems in organization and focus
- Fundamental errors in sentence construction, grammar, and mechanics serious enough to impair meaning

1 **UNACCEPTABLE**— The "1" paper Is clearly incompetent on the mechanical, syntactical, or rhetoric level. It may:
- Be badly marred by serious and persistent writing errors
- Be unfocused, illogical, incoherent, or undeveloped
- Reveal intellectual confusion or the writer's inability to comprehend the question

***Papers that fail to address the question should be given to the Table Leader.

Student Learning Outcomes (SLOS)	Assessment Tool List the tools to assess each SLO (such as rubrics, projects, assignments, survey, etc.	Evaluation Timeline	Assessment Results Summarize collected data including how data were collected and number of students	Analysis/Action Plan and Timeline Will changes be made to instruction, or the SLO and when?
SLO #1 Read and respond critically to various college-level readings in diverse cultural and historical contexts, distinguishing between fact and opinion, literal and inferential meanings, and warranted and unwarranted assumptions from available data. *ILO: Information Competency* *ILO: Inquiry and Reasoning*	Students write a departmental final exam essay analyzing a current op-ed article.	**Completed** **Fall 2011** **Spring 2013** **Spring 2015** **SLO & ILOs Reaffirmed: Fall 2016**	112 students in Secs. 201 through 206 took the final exam; 94 (89%) received a passing score of 3.5 (C) or better on the attached scoring rubric. Final exam prompt word count: 966. 125 students in Secs. 201 through 206 took the final exam; 116 (93%) received a passing score of 3.5 (C) or better on the scoring rubric. Final exam prompt word count: 918. 96 students in Secs. 201-204 and 206 took the final exam; 90 (94%) received a passing score of 3.5 (C) or better on the scoring rubric. Final exam word count: 769.	There are no changes to instruction or SLO needed as current instruction methodologies are effective in meeting SLOs. Instructors review methodologies once each semester. There are no changes planned now for this SLO as current instruction methodologies are effective. *See end of matrix for Spring 2015 Comprehensive Review.
SLO #2 Identify and evaluate deductive/inductive arguments, claims, frames of reference, stated and unstated premises, conclusions, authority, and common logical fallacies in reasoning and argument. *ILO: Information Competency* *ILO: Inquiry and Reasoning*	Students write a departmental final exam essay analyzing a current op-ed article.	**Completed** **Spring 2012** **Fall 2013** **Fall 2015** **SLO & ILOs Reaffirmed: Fall 2016**	99 students in Secs. 201 through 205 took the final exam; 85 (86%) received a passing score of 3.5 (C) or better on the attached scoring rubric. Final exam prompt word count: 1084. 83 students in Secs. 201-03 and 205-06 took the final exam; 71 (86 %) received a passing score of 3.5 (C) or better on the attached scoring rubric. Final exam prompt word count: 790. 82 students in Secs. 201-03 and 205-6 took the final exam; 75 (91%) received a passing score of 3.5 (C) or better. Of the 5 students who passed the exam with a score of 3.5, 4 passed the class. Final exam word count: 618.	There are no changes to instruction or SLO needed as current instruction methodologies are effective in meeting SLOs. Out of 5 students who passed the exam with low scores of 3.5, 5 passed the class and 1 failed. Instructors will examine how many students passed the exam with a score of 3.5 instead of 4, and whether the 3.5 students succeeded in the class. If they were not successful in the class overall, the passing score on the exam may be moved to 4 instead of 3.5,

				and/or the exam weight may be changed to 20% of semester grade instead of 15%. How will this affect our student success? CSUs are now requiring 1C instead of 1B. Will this mean an increase in underprepared students in 1C and how will this affect our student success?
SLO #3 Evaluate diction and language, recognizing denotative, connotative, and rhetorical uses of language and exploring literary devices such as irony, overstatement, and paradox. *ILO: Information Competency* *ILO: Inquiry and Reasoning*	Students write a departmental final exam essay analyzing a current op-ed article.	**Spring 2012** **Spring 2014** **SLO & ILOs Reaffirmed: Fall 2016**	99 students in Secs. 201 through 205 took the final exam; 85 (86%) received a passing score of 3.5 (C) or better on the attached scoring rubric. Final exam prompt word count: 1084. 111 students in Secs. 201 through 206 took the final exam; 99 (89%) received a passing score of 3.5 (C) or better on the attached scoring rubric. Final exam prompt word count: 794. 100 students in Secs. 201, 202, 203, and 206 took the final exam; 91 (91%) received a passing score of 3.5 (C) or better. Of the 5 students who passed the exam with a score of 3.5, all passed the class. Final exam prompt word count: 654.	There are no changes to instruction or SLO needed as current instruction methodologies are effective in meeting SLOs. Instructors review methodologies once each semester. One of the changes planned is to incorporate analysis of argumentation students may find in their life situations, such as disputes in the workplace. 1C instructors also met with EVC Counselors in March 2014 to review the curriculum of English 1C and explain the requirements for student success.
SLO #4 Research a problem and propose a solution, in correct academic prose at transfer level, assessing the credibility of, and accurately citing, outside sources. *ILO: Information Competency* *ILO: Inquiry and Reasoning*	Students write a problem/solution research paper.	**Fall 2012** **Fall 2014** **SLO & ILOs Reaffirmed: Fall 2016**	135 students in Secs. 201 through 206 wrote a problem/solution research paper; 126 (91%) received a passing score of 3.5 (C) or better on the attached scoring rubric. Final exam word prompt count: 1144. 88 students in Secs. 201-203 and 205-206 wrote a problem/solution research paper; 90 (92%) received a passing score of 3.5 (C) or better on the attached scoring rubric. Final exam prompt word count: 572.	Instructors review methodologies once each semester. There are no changes planned now for this SLO as current instruction methodologies are effective. Instructors review methodologies once each semester. One strategy to help students pass the research assignment is to require preliminary research earlier and to provide more scaffolding before the final draft is due.

Spring 2015 Comprehensive Review:

- Most student success rates on SLOs tested by the final exam have been in 86-89% range; in the research paper, 91-92%. However, in Spring 2013 the final exam success rate was 93%.

- We discussed whether the number of 1C students evaluated each semester made a difference (range is 83-135), or whether the length of the final exam prompt (1084-790 words) made a difference.

- Nothing seems to point to an obvious answer, although we agreed that exam prompts should be kept short and to a topic accessible to our students so they can analyze and write about them in a typical 80-minute period.

- We wonder, given the small numbers of students each semester, whether the statistical differences are significant.

- We also discussed student readiness.

- We have a few students each semester without the reading skills required for 1C; most drop before the end of the semester, but some students persist and then don't pass the class.

- We do give pre-tests to diagnose student problems and recommend extra help to students who need it at the beginning of the semester.

ESSAY SCORING GUIDE FOR ENGLISH 1C
Range of Scores

6 (A) OUTSTANDING. The "6" essay will fulfill all parts of the assignments. Though it may have minor flaws, it will be distinguished by lucid, orderly thinking and may introduce an original interpretation of the writing problem. It will:

- Show superior stylistic control of language
- Support a thesis with specific, convincing evidence going beyond the personal narrative to analysis
- Demonstrate a clear sense of essay form, paragraphing, and sentence complexity and variety
- Be virtually fre of errors in sentence structure, grammar, and mechanics

5 (B) IMPRESSIVE. A "5" essay, in general, will demonstrate clear overall competence in the same categories as the "6" essay. It will:

- Display less facility of expression than the "6" paper
- Display intellectual content, thesis support, and vocabulary superior to that of the "4" essay
- Demonstrate a strong sense of essay form, paragraphing, and sentence variety
- Perhaps contain some minor grammatical or mechanical flaws

4 (C) ADEQUATE. The "4" essay will adequately complete all tasks set by the assignment. It will:

- Demonstrate support of a thesis, but lack the specificity and development of the "5" paper
- Demonstrate a basic knowledge of sentence structure, but lack the variety of the "5" paper
- Display some mechanical errors that will not distract or confuse the reader

3 (D+) INADEQUATE. The "3" paper may not provide adequate development, may lack detail and specificity, or may be poorly organized. It usually has problems in diction, grammar, and mechanics. It will probably:

- Reveal a minor misreading of the topic or neglect one of the assigned tasks
- Respond to the topic in a superficial or simplistic way
- Contain sentences showing no syntactic complexity or variety
- Display an accumulation of errors in diction, logic, sentence construction, coherence, organization, or basic mechanics but these errors will be minor and will not distract or confuse the reader
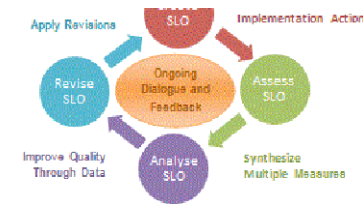
2 (D-) POOR. The "2" paper, though it addresses the topic, may fail to come to terms with the assignment; it may also reveal a combination of the following weaknesses:

- Misreading of the assignment
- Illogical reasoning, little or no development, problems in organization and focus
- Fundamental errors in sentence construction, grammar, and mechanics serious enough to distract and confuse the reader

1 (F) UNACCEPTABLE. The "1" paper is clearly incompetent on the mechanical, syntactical, or rhetorical level. It may:

- Reveal intellectual confusion or the writer's inability to comprehend the question
- Be unfocused, illogical, incoherent, or undeveloped
- Be badly marred by serious and persistent writing errors

Course Level SLO and Assessment Matrix
Evergreen Valley College
Course> English 104 (Fundamentals of Composition) Fall 2016

Student Learning Outcomes (SLOs) As listed on EVC ACCC Course Outline *"On completion of this course, the student will..."*	Assessment Tool List the tools to assess each SLO (such as rubrics, projects, assignments, survey, etc.)	Evaluation Timeline When will the SLO be assessed?	Assessment Results Summarize collected data including how data were collected and number of students.	Analysis/Action Plan and Timeline What, if any, changes will be made to instruction, or the SLO and when?
Plan and write impromptu compositions including Departmental Final Examination. SLO #1 *ILO- Communication*	Final examination rubric	May 2012 December 2015 May 2016	Standardized examination statistical analysis—Final Exam outcomes: ➢ 438 students ➢ Median score 7.92 out of 12 Standardized examination statistical analysis—Final Exam outcomes: ➢ 427 students ➢ Average score 7.81out of 12 Standardized examination statistical analysis—Final Exam outcomes: ➢ 347 students ➢ Average score 7.91out of 12	The success matrix for meeting this SLO is a median score of 7 because this is the score necessary to pass the Final Exam. Instructors review assessment to determine whether particular skill or knowledge deficiency patterns are recurring that could be addressed in future assignments (ongoing). Conduct more one-on-one progress conferences with students who are failing to meet the basic course work requirements **Next Assessment: Fall 2016**
Demonstrate and analyze the ability to comprehend beginning college level reading materials and to write and complete all tasks set forth by an assignment. SLO #2 *ILO-Information Competency* _____	Essay exams and in-class writing assignments and Final Exam	December 2013 December 2015 May 2016	Standardized examination statistical analysis—Final Exam outcomes: ➢ 468 students ➢ Average score 7.79 out of 12 Standardized examination statistical analysis—Final Exam outcomes: ➢ 427 students ➢ Average score 7.81out of 12 Standardized examination statistical analysis—Final Exam outcomes: ➢ 347 students ➢ Average score 7.91out of 12	The success matrix for meeting this SLO is a median score of 7 because this is the score necessary to pass the Final Exam Instructors review assessment to determine whether particular skill or knowledge deficiency patterns are recurring that could be addressed in future assignments (ongoing). Conduct more one-on-one progress conferences with students who are failing to meet the basic course work requirements **Next Assessment: Fall 2016**

State a thesis and support it with sufficient and appropriate evidence drawn from personal experience, observations, and readings. **SLO #3** *ILO-Inquiry and Reasoning*	Essay exams and in-class writing assignments and Final Exam	December 2013	Standardized examination statistical analysis—Final Exam outcomes: ➢ 468 students ➢ Average score 7.79 out of 12	The success matrix for meeting this SLO is a median score of 7 because this is the score necessary to pass the Final Exam; therefore, there is no change indicated.
		December 2015	Standardized examination statistical analysis—Final Exam outcomes: ➢ 427 students ➢ Average score 7.81out of 12	Instructors review assessment to determine whether particular skill or knowledge deficiency patterns are recurring that could be addressed in future assignments (ongoing).
		May 2016	Standardized examination statistical analysis—Final Exam outcomes: ➢ 347 students ➢ Average score 7.91out of 12	Conduct more one-on-one progress conferences with students who are failing to meet the basic course work requirements. **Next Assessment: Fall 2016**
Write in clear, precise effective English, using vocabulary appropriate to beginning college level English, showing mastery of basic mechanical skills, and demonstrating a basic knowledge of sentence structure. **SLO #4** *ILO-Communication*	Essay exams and in-class writing assignments and Final Exam	December 2013	Standardized examination statistical analysis. Final Exam outcomes: ➢ 468 students ➢ Average score 7.79 out of 12	The success matrix for meeting this SLO is a median score of 7 because this is the score necessary to pass the Final Exam. Instructors review assessment to determine whether particular skill or knowledge deficiency patterns are recurring that could be addressed in future assignments (ongoing).
		December 2015	Standardized examination statistical analysis. Final Exam outcomes: ➢ 427 students ➢ Average score 7.81out of 12	
		May 2016	Standardized examination statistical analysis. Final Exam outcomes: ➢ 347 students ➢ Average score 7.91out of 12	Conduct more one-on-one progress conferences with students who are failing to meet the basic course work requirements. **Next Assessment: Fall 2016**

English 104 Assessment Matrix Prepared by Sravani Banerjee and Sterling Warner, Fall 2016

CSU English Placement Test Scoring Guide
(English 104/ESL 91 Rubric)

At each of the six score points for on-topic papers, descriptors of writing performance are lettered so that:

a. = response to the topic
b. = understanding and use of the passage
c. = quality and clarity of thought
d. = organization, development, and support
e. = syntax and command of language
f. = grammar, usage, and mechanics

Score of 6: Superior

A "6" essay is superior writing, but may have minor flaws.

A typical essay in this category:

a. addresses the topic clearly and responds effectively to all aspects of the task
b. demonstrates a thorough critical understanding of the passage in developing an insightful response
c. explores the issues thoughtfully and in depth
d. is coherently organized and developed, with ideas supported by apt reasons and well-chosen examples
e. has an effective, fluent style marked by syntactic variety and a clear command of language
f. is generally free from errors in grammar, usage, and mechanics

Score of 5: Strong

A "5" essay demonstrates clear competence in writing. It may have some errors, but they are not serious enough to distract or confuse the reader.

A typical essay in this category will:

a. addresses the topic, but may respond to some aspects of the task more effectively than others
b. demonstrates a sound critical understanding of the passage in developing a well-reasoned response
c. shows some depth and complexity of thought
d. is well-organized and developed with ideas supported by appropriate reasons and examples
e. displays some syntactic variety and facility in the use of language
f. may have a few errors in grammar, usage, and mechanics

Score of 4: Adequate

A "4" essay demonstrates adequate writing. It may have some errors that distract the reader, but they do not significantly obscure meaning.

A typical essay in this category:

a. addresses the topic, but may slight some aspects of the task
b. demonstrates a generally accurate understanding of the passage in developing a sensible response
c. may treat the topic simplistically or repetitively
d. is adequately organized and developed, generally supporting ideas with reasons and examples
e. demonstrates adequate use of syntax and language
f. may have some errors, but generally demonstrates control of mechanics, usage, and sentence structure

Score of 3: Marginal

A "3" essay demonstrates developing competence, but is flawed in some significant way(s).

A typical essay in this category reveals *one* or *more* of the following weaknesses:

a.   distorts or neglects aspects of the task
b.   demonstrates some understanding of the passage, but may misconstrue parts of it or make limited use of it in developing a weak response
c.   lacks focus, or demonstrates confused or simplistic thinking
d.   is poorly organized and developed, presenting generalizations without adequate and appropriate support or presenting details without generalizations
e.   has limited control of syntax and vocabulary
f.   has an accumulation of errors in grammar, usage, and mechanics that sometimes interfere with meaning

Score of 2: Very Weak

A "2" paper is seriously flawed.

An essay in this category reveals *one* or *more* of the following weaknesses:

a.   indicates confusion about the topic or neglects important aspects of the task
b.   demonstrates very poor understanding of the main points of the passage, does not use the passage appropriately in developing a response, or may not use the passage at all
c.   lacks focus and coherence, or often fails to communicate ideas
d.   has very weak organization and development, providing simplistic generalizations without support
e.   has inadequate control of syntax and vocabulary
g.   is marred by numerous errors in grammar, usage, and mechanics that frequently interfere with meaning

Score of 1: Incompetent

A "1" essay demonstrates fundamental deficiencies in writing skills

A typical essay in this category reveals *one* or *more* of the following weaknesses:

a.   suggests an inability to comprehend the question or to respond meaningfully to the topic
b.   demonstrates little or no ability to understand the passage or to use it in developing a response
c.   is unfocused, illogical, incoherent
d.   is disorganized and underdeveloped, providing little or no relevant support
e.   lacks basic control of syntax and vocabulary
f.   has serious and persistent errors in grammar, usage, and mechanics that frequently interfere with meaning

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• Non-response essays, those that reject the assignment or fail to address the question, should be given to the Table Leader

• Readers should not penalize writers excessively for slight shifts in idiom, problems with articles, confusion over prepositions, and *occasional* misuse of verb tense and verb forms, so long as such features do not obscure meaning.

Course Level SLO and Assessment Matrix

Course: English 330

SLO #1	Shape paragraphs into organized units of thought and arrange them logically in a short composition. **ILO #1:** Communication **ILO #2:** Inquiry and Reasoning	Final examination rubric applied to research paper	**Completed:** May 2012 Spring 2016 **ILO #1, #2** reaffirmed Spring 2016	**Source of data:** Standardized examination analysis 272 students; median score 7.29 out of 12	**No instructional changes** **Future SLO Changes:** Combine repetitive, overlapping SLOs and reduce the 9 SLOs down to 3 or 4
SLO #2	Use at least one method of prewriting, such as brainstorming, clustering, free-writing, mapping, or outlining. **ILO #1: Communication**	The Final Examination, which is required of all students, includes a twenty-minute pre-writing period which all exam takers must be able to do.	**Completed:** December, 2015	All 277 English 330 student who took the exam demonstrated their familiarity with pre-writing methods	**No instructional changes** **Future SLO Changes:** Combine repetitive, overlapping SLOs and reduce the 9 SLOs down to 3 or 4
SLO #3	Select, limit, and control a topic on both the sentence and paragraph level. **ILO #2:** **Inquiry and Reasoning**	Projects/assignments with rubrics.	**Completed:** Spring 2012 Spring 2016 ILO#2 and ILO#3 reaffirmed in Spring 2016	**Source of data:** Standardized examination analysis 272 students; median score 7.29 out of 12	**No instructional changes** **Future SLO Changes:** Combine repetitive, overlapping SLOs and reduce the 9 SLOs down to 3 or 4
SLO #4	Compose a paragraph with sufficient and appropriate evidence and examples drawn from personal experiences, observations, and readings **ILO #1: Communication**	Final examination scores with rubrics	**Completed:** December, 2015 ILO#2, ILO#3 and ILO#5 reaffirmed in Spring 2016	**Source of data:** On the department final examination, 200 of 277 students (or 72%) received C minus grades or higher, thus demonstrating their competence in composing a paragraph with sufficient support.	**No instructional changes** **Future SLO Changes:** Combine repetitive, overlapping SLOs and reduce the 9 SLOs down to 3 or 4

SLO #					
SLO #5	Demonstrate improvement in critical thinking skills and writing skills through interpretation and comparative analysis of literary texts. **ILO #2: Inquiry and Reasoning**	Final examination scores with rubrics	**Completed;** Spring 2012 Spring 2016 ILO#2 reaffirmed in Spring 2016	**Source of data:** **Fall Semester, 2016** Standardized examination analysis 232 students; median score 7.49 out of 12	**No instructional changes** **Future SLO Changes:** Combine repetitive, overlapping SLOs and reduce the 9 SLOs down to 3 or 4
SLO #6	Express thoughts in clear, precise, effective oral and standard written English. **ILO #1: Communication**	Final examination scores with rubrics	ILO#1 reaffirmed in Spring 2016	**Source of data:** **Fall Semester, 2016** Standardized examination analysis 232 students; median score 7.49 out of 12	**No instructional changes** **Future SLO Changes:** Combine repetitive, overlapping SLOs and reduce the 9 SLOs down to 3 or 4
SLO #7	Construct correct English sentences, including methods of connecting ideas and combining structures. **ILO #2: Inquiry and Reasoning**	Final examination scores with rubrics	ILO#2 reaffirmed in Spring 2016	On the department final examination, 110 of 189 students (or 58%) received C minus grades or higher, thus demonstrating their competence in composing a paragraph with sufficient support.	**No instructional changes** **Future SLO Changes:** Combine repetitive, overlapping SLOs and reduce the 9 SLOs down to 3 or 4
SLO #8	Demonstrate adequate facility with syntax and usage, including effective use of subordinating and coordinating devices. **ILO #1: Communication**	Final examination scores with rubrics	ILO#1 reaffirmed in Spring 2016	On the department final examination, 110 of 189 students (or 58%) received C minus grades or higher, thus demonstrating their competence in composing a paragraph with sufficient support.	**No instructional changes** **Future SLO Changes:** Combine repetitive, overlapping SLOs and reduce the 9 SLOs down to 3 or 4
SLO #9	Make use of references and illustrations, followed by student's commentary. **ILO #1: Communication**	Final examination scores with rubrics	ILO#1 reaffirmed in Spring 2016	**Source of data:** **Fall Semester, 2016** Standardized examination analysis 232 students; median score 7.49 out of 12	**No instructional changes** **Future SLO Changes:** Combine repetitive, overlapping SLOs and reduce the 9 SLOs down to 3 or 4

English 330 Matrix Revised 2/3//17 by Sterling Warner

ENGLISH 330/ESL 302 SCORING GUIDE:
RANGE OF SCORES

6   **CLEARLY DEMONSTRATES COMPETENCE IN WRITING on both the rhetorical and syntactical levels, though it may have occasional errors. A paper in this category will:**

- be well organized and well developed--effectively addressing the writing task
- use appropriate details to support a thesis or illustrate ideas
- show unity, coherence, and thorough development of the thesis or main idea
- demonstrate some syntactic variety and appropriate word choice

5   **DEMONSTRATES COMPETENCE IN WRITING on both the rhetorical and syntactic levels, though it will have occasional errors. A paper in this category will:**

- be generally well organized and developed, but may have fewer details than a "6" paper
- perhaps address some parts of the task more effectively than others
- show unity, coherence, and thorough development of the thesis or main idea
- demonstrate some syntactic variety and range of vocabulary
- display facility of language, but may have more errors than a "6" paper

4   **DEMONSTRATES MINIMAL COMPETENCE IN WRITING onboth the rhetorical and syntactic levels. A paper in this category will:**

- be adequately organized
- address the writing topic adequately, but may slight parts of the task
- use some details to illustrate ideas
- demonstrate adequate but undistinguished or inconsistent facility with syntax and usage
- possibly contain some errors that occasionally obscure meaning

3   **DEMONSTRATES DEVELOPING COMPETENCE IN WRITING,   BUT REMAINS INADEQUATE on either the rhetorical or syntactic level, or both. A paper in this category will:**

- be inadequately organized or developed
- fail to support or illustrate generalizations with appropriate or sufficient detail
- display an accumulation of errors in sentence structure and/or usage
- display a noticeably inappropriate choice of words or word forms

2   **SUGGESTS INCOMPETENCE IN WRITING A paper in this category will:**

- address the topic, but possibly fail to organize or develop it
- use little or no detail, or irrelevant specifics
- display serious and frequent errors in usage or sentence structure
- display serious problems with focus

1   **DEMONSTRATES INCOMPETENCE IN WRITING A paper in this category may:**

- be badly marred by serious and persistent writing errors
- be unfocused, illogical, incoherent, or undeveloped
- reveal the writer's inability to comprehend the question

Course Level SLO and Assessment Matrix

Course: English 331

				Source of data/results:	
SLO #1	Identify the basic parts of speech. **ILO #2:** Inquiry and Reasoning The student will critically evaluate information to interpret ideas and solve problems.	**Fall 2011** - In-class or homework assignments that include practice, review, and/or mastery exercises. **Spring 2016** - In-class or homework assignments that include practice, review, and/or mastery exercises.	**Completed:** Fall 2011 Spring 2016 **ILO #2** reaffirmed Spring 2016	**Fall 2011 -** Students completed various exercises to demonstrate competence in this area. All of the exercises are objective in nature (ex. fill in, multiple choice, matching), so results are highly quantitative. Of the 75 students that completed work in this area, 56 (75%) passed while the rest failed (19 or 25%). **Spring 2016** - Students completed various exercises to demonstrate competence in this area. All of the exercises are objective in nature (ex. fill in, multiple choice, matching, etc.), so the results are highly quantitative. Of the 70 students that completed work in this area, 54 (77%) passed while the rest failed (17 or 23%)	**Fall 2011 -** There are no changes to instruction or SLO needed as current instruction methodologies are effective in meeting SLOs. **Spring 2016 -** There are no changes to instruction or SLO needed as current instruction methodologies are effective in meeting SLOs.
SLO #2	Construct simple and complex sentences with correct verb forms and verb tenses. **ILO #2:** **Inquiry and Reasoning** The student will critically evaluate information to interpret ideas and solve problems.	**Fall 2011** - In-class or homework assignments that include practice, review, and/or mastery exercises. **Spring 2016** - In-class or homework assignments that include practice, review, and/or mastery exercises.	**Completed:** Fall 2011 Spring 2016 **ILO#2** reaffirmed in Spring 2016	**Fall 2011 -** Students completed various exercises to demonstrate competence in this area. All of the exercises are objective in nature (ex. fill in, multiple choice, matching), so results are highly quantitative. Of the 75 students that completed work in this area, 56 (75%) passed while the rest failed (19 or 25%). **Spring 2016** - Students completed various exercises to demonstrate competence in this area. All of the exercises are objective in nature (ex. fill in, multiple choice, matching, etc.), so the results are highly quantitative. Of the 70 students that completed work in this area, 54 (77%) passed while the rest failed (17 or 23%).	**Fall 2011 -** There are no changes to instruction or SLO needed as current instruction methodologies are effective in meeting SLOs. **Spring 2016 -** There are no changes to instruction or SLO needed as current instruction methodologies are effective in meeting **SLOs.**

English 341 Matrix REV 2-15-17

| SLO #3 | Distinguish between and compose various sentence types.

ILO #2:
Inquiry and Reasoning The student will critically evaluate information to interpret ideas and solve problems. | **Spring 2012 -** In-class or homework assignments that include practice, review, and/or mastery exercises.

Spring 2016 - In-class or homework assignments that include practice, review, and/or mastery exercises. | **Completed:**
Spring 2012
Spring 2016

ILO#2
reaffirmed in Spring 2016 | **Source of data/Results:**

Spring 2012 - Students completed various exercises to demonstrate competence in this area. All of the exercises are objective in nature (ex. fill in, multiple choice, matching), so results are highly quantitative. Of the 25 students that completed work in this area, 24 (96%) passed! Only one student failed.

Spring 2016 - Students completed various exercises to demonstrate competence in this area. All of the exercises are objective in nature (ex. fill in, multiple choice, matching, etc.), so the results are highly quantitative. Of the 70 students that completed work in this area, 54 (77%) passed while the rest failed (17 or 23%). | **Spring 2012 –** There are no changes to instruction or SLO needed as current instruction methodologies are effective in meeting SLOs.

Spring 2016 – T here are no changes to instruction or SLO needed as current instruction methodologies are effective in meeting SLOs. |
| SLO #4 | Combine sentences by using various types of conjunctions and proper punctuation.

ILO #2:
Inquiry and Reasoning The student will critically evaluate information to interpret ideas and solve problems | **Spring 2012 -** In-class or homework assignments that include practice, review, and/or mastery exercises.

Spring 2016 - In-class or homework assignments that include practice, review, and/or mastery exercises. | **Completed:**
Spring 2012
Spring 2016

ILO#2
reaffirmed in Spring 2016 | **Source of data/results:**
Spring 2012 - Students completed various exercises to demonstrate competence in this area. All of the exercises are objective in nature (ex. fill in, multiple choice, matching), so results are highly quantitative. Of the 25 students that completed work in this area, 24 (96%) passed! Only one student failed.

Spring 2016 - Students completed various exercises to demonstrate competence in this area. All of the exercises are objective in nature (ex. fill in, multiple choice, matching, etc.), so the results are highly quantitative. Of the 70 students that completed work in this area, 54 (77%) passed while the rest failed (17 or 23%). | **Spring 2012 -** There are no changes to instruction or SLO needed as current instruction methodologies are effective in meeting SLOs.

Spring 2016 - There are no changes to instruction or SLO needed as current instruction methodologies are effective in meeting SLOs. |

English 341 Matrix REV 2-15-17

SLO #5	Write an effective topic sentence for a paragraph. **ILO #2: Inquiry and Reasoning** The student will critically evaluate information to interpret ideas and solve problems.	Spring 2012 - In-class or homework assignments that include practice, review, and/or mastery exercises. Spring 2016 - Midterm Exam	**Completed;** Spring 2012 Spring 2016 **ILO#2** reaffirmed in Spring 2016	**Source of data/results:** **Spring 2012 -** The instructor administered a final exam with a writing prompt that asked students to write a paragraph. Then, the instructor evaluated the students' work using a rubric. Of the 26 students that took the final, 100% passed! **Spring 2016 -** The instructor administered a midterm exam with a writing prompt that asked students to write a paragraph. Then, the instructor evaluated the students' work using a rubric. Of the 70 students that took the final, 54 (77%) passed while the rest failed (17 or 23%).	**Spring 2012 - There are no changes to** instruction or SLO needed as current instruction methodologies are effective in meeting SLOs. **Spring 2016 -** There are no changes to instruction or SLO needed as current instruction methodologies are effective in meeting SLOs.

English 331 Matrix Revised 2/15//17 by Sterling Warner

English 341 Matrix REV 2-15-17

English 341 Scoring Guide

6 – *Clearly demonstrates competence in writing on both the paragraph and sentence levels though it may have occasional errors. A composition in this category will:*
- be well-organized and be well-developed—effectively addressing the writing task
- use specific personal and real-world details to support a focused topic sentence
- show unity, coherence, and thorough development of the topic sentence
- demonstrate some sentence variety and appropriate word choice

5 – *Demonstrates competence in writing on both the paragraph and sentence levels though it will have occasional errors. A composition in this category will:*
- be generally well-organized and developed
- use some specific personal details, but may have fewer details than a "6" composition
- perhaps address some parts of the topic more effectively than others
- show unity, coherence, and thorough development of a topic sentence
- demonstrate some sentence variety and range of vocabulary
- display skill in language usage but may have more errors than a "6" composition

4 – *Demonstrates adequate competence in writing on both the paragraph and sentence levels. A composition in this category will:*
- be adequately organized
- address the topic adequately but may slight parts of the topic
- use some general details to illustrate ideas
- demonstrate adequate but sometimes inconsistent skill with sentences and grammar
- possibly contain some errors that occasionally obscure meaning

3 – *Demonstrates developing competence in writing but remains inadequate on either the paragraph or sentence level or both. A composition in this category will:*
- be inadequately organized or developed
- fail to support or illustrate generalizations with appropriate or sufficient detail
- display an accumulation of errors in sentence structure and/or grammar
- display a noticeably inappropriate choice of words or word forms

2 – *Suggests incompetence in writing. A composition in this category will:*
- address the topic but possibly fail to organize or develop it
- use little or no details or irrelevant specifics
- display serious and frequent errors in grammar or sentence structure
- display serious problems with focus

1 – *Demonstrates incompetence in writing. A composition in this category will:*
- be badly marred by serious and persistent writing errors
- be unfocused, illogical, incoherent, or underdeveloped
- reveal the writer's inability to comprehend the topic

> Adapted from "English 330/ESL 302 Scoring Guide: Range of Scores"

English Department Program Review

Part D: Faculty and Staff

1. List current faculty and staff members in the program, areas of expertise, and how positions contribute to the program success.
2. List major professional development activities completed by faculty and staff in this department/program in the last six years and state proposed development and reasoning by faculty in this program.

Full-Time Faculty:

Sravani Banerjee

B.A. English Literature, St. Xavier's College, Calcutta, India
M.A. English Literature, San Jose State University, San Jose, California

Areas of expertise: Developmental and advanced composition courses, Asian and Asian-American Literature, and the ASPIRE English (1A and 104) courses, Writing Center and IL lab.

How Prof. Banerjee Contributes to Program Success:
Professor Banerjee teaches all levels of English composition and Asian and Asian American Literature. She also teaches in the ASPIRE (Asian and South Pacific Islander Resources for Excellence) Program which focuses on the academic success of the Asian and South Pacific Islander community at Evergreen Valley College. Her own immigrant background gives her a unique perspective on the specific needs of our large immigrant student population.   In her Aspire classes, Professor Banerjee incorporates assignments celebrating the diversity of the students. Additionally, Professor Banerjee co-coordinates the Writing Center for students in our developmental courses and also teaches in the IL lab for students in English 1A, English 1B and English 1C. Prof. Banerjee and her co-coordinator Huma Saleem offer writing center workshops for new and returning faculty during PDD. They also revise the writing center curriculum and supplementary resources for students, staff, and faculty, reinforcing the philosophy of a community of writers with peers and mentors. Furthermore, Professor Banerjee incorporates Service Learning in her classes, and has developed and taught in Learning Communities, combining writing and reading classes. Prof. Banerjee also mentors ASPIRE students and new faculty members. She serves on faculty and staff hiring committees and continues to observe adjunct faculty members.   She serves as the chair for the 1B final exam topic selection committee and as a chief reader for holistic scoring during the English departmental finals. She is a member of the EVC Academic Senate, EVC Distance Education Committee and the Women's and Gender Studies Dept.   Prof. Banerjee actively participates in the *Womyn's History Month* activities, serving as chair for the book discussion and presenting informational session such as one entitled "Child Brides: A Global Problem**."** Prof. Banerjee also serves as Council of Division representative for the

Faculty Association (AFT 6157). Prof. Banerjee continues to encourage her students to attend and support campus-wide activities such as the Author Series, Poetry Festival, Black History Month Celebration, Asian Pacific History month activities etc.

Professional Development in the Past Six Years:

Professor Banerjee regularly presents at local and national conferences and workshops such as the YRC (Young Rhetoricians' Conference) and the ECCTYC Conferences on college composition and rhetoric. She will be presenting at the NCTE 2016 conference in Atlanta and at the CCCC's 2017 in Portland. She has served as the ECCTYC (English Council of California Two-Year Colleges) Region III Co-director since 2002. ECCTYC is a professional organization whose membership includes departments of English and their faculty in all public and private two-year colleges in California, including the 112 state community colleges. In 2013 she was appointed as the national TYCA representative, representing the California community colleges on a national level. TYCA (Two-Year College English Association) is the national organization of two-year college English faculty within the National Council of Teachers of English. During her sabbatical Prof. Banerjee compiled a textbook for the Asian and Asian American literature class. She continues to review, revise and edit the anthology, working on the readings and the post-reading apparatus which includes comprehension and critical thinking questions, journal prompts and group discussion activities. The comprehensive textbook, currently an unpublished manuscript, includes a wide sampling of classical and contemporary Asian and Asian/ American literature from 400 BC to 2013. In keeping with Evergreen Valley College's mission "to empower and prepare students from diverse backgrounds to succeed academically and to be civically responsible global citizens," this textbook introduces students to a variety of literature from other cultures, thus broadening their vision and bringing them closer to becoming true "global citizens." The selections include literature from India, Pakistan, Bangladesh, China, Japan, Vietnam, Malaysia, Indonesia, Korea, the Philippines, Iran, and Iraq. In 2008, Prof. Banerjee spent a week in Salzburg, Austria at the Salzburg Global Seminar for educators.   She has published articles and poems in literary journals and in text books. Prof. Banerjee continues to take classes for professional growth, such as *Computers in Education* and *Women in Technology.* She continues to participate in and present at Professional Development Day activities, presenting workshops for new writing center faculty presenting on her sabbatical project and on the Multicultural Books Program Certificate.

Robin Hahn

B.A. English, San Jose State University
M.A. English with Certificate in Teaching Composition, San Jose State University
California Community Colleges Credential, Language Arts and Literature
Certificate in Teaching Reading, San Francisco State University
Certificate in TESOL, San Jose State University
Certificate in Online Teaching, @ONE Project, California Community College System

Certified Reader for Educational Testing Service's Test of English as a Foreign Language (TOEFL iBT)

Areas of Expertise:
ESL and Generation 1.5 composition; composition/critical thinking, gender in literature; online education

How Ms. Hahn Contributes to Program Success:
Ms. Hahn teaches courses in four disciplines (English, Reading, ESL, Educational Technology), mentors Honors students and new faculty members, and coordinated EVC's Women's Studies W4W mentoring program. She serves as a chief reader for holistic scoring in the English and ESL departmental finals, coordinates and maintains records for the English 1C faculty committee, and serves on faculty and staff hiring committees. She is a member of the EVC Academic Senate, EVC Distance Education Committee, Women's and Gender Studies Dept., SJECCD District Technology Planning Group, and the community organization Evergreen Friends, which advocates with local policy makers for expansion of EVC's programs to better serve our region's needs.

Professional Development in the Past Six Years:
Ms. Hahn served as session coordinator for "Suffragette City: A Panel Reflects on Full-Time English/Language Arts Hiring Practices," which was presented at the Young Rhetoricians Conference in 2016 and published on the English Council of California Two Year Colleges (ECCTYC) website; she attends California's annual Online Teaching Conferences and the annual South Bay Community College—SJSU Writing Workshops. She completed her Certificate in Online Teaching in 2013; the @ONE Applying Course Design Rubric workshop in 2015, and the @ONE Intro to Canvas course in 2016. She piloted the California Online Education Initiative's new course management system Canvas at EVC, and is working with the Language Arts Division and vendors to develop and fund an English handbook component for all Canvas shells, which would eliminate the need for ESL and English students to purchase expensive supplemental texts. She is also working with EVC's Educational Technology Department to develop a new online international Distance Learning Certificate program.

Liza Kramer

B.A. English, Yale University
M.A. English, Mills College
Ph.D. English, U.C. Berkeley

Areas of Expertise: Critical Thinking and Composition, Writing Skills Lab, African American Literature and History, American Literature, Women's Literature and Gender Theory.

How Prof. Kramer Contributes to Program Success: Professor Kramer has taught the full spectrum of composition classes at EVC, from English 341: Sentence/Paragraph

Development to English 1C Critical Thinking/Composition, and teaches regularly as well in the Writing Lab. Her specialization for the last five years has been the Accelerated English 1A/1B sequence, which allows highly motivated students to complete two transfer-level classes in a single semester, helping them move faster toward their goal of studying at a four-year college. For the last two summers, Professor Kramer has taught an English 104 class at San Jose State University; this course, designed to help at-risk students maintain their academic standing at the University, is part of a larger partnership between EVC and SJSU, the most popular transfer destination for EVC students. The practice of critical thinking, and ideals of social justice and civic participation underlie all of Professor Kramer's teaching, and she particularly enjoys bringing her knowledge of African American history and literature to her classes. Professor Kramer uses multiple modalities to engage her students, and all of her courses are web-enhanced. She regularly participates in holistic scoring of the department final exam, and is pleased to be able to more fully participate in the Early Alert program to help ensure student success.

Professional Development in the Past Six Years: Professor Kramer attended the "Acceleration in Context Summer Institute" at Chabot College in the summer of 2011 to learn and collaborate about different ways to teach accelerated classes. In the summer of 2013, she attended the week long "Technology Training Workshop" at Evergreen Valley College to learn how to create hybrid and fully on-line classes. At the Young Rhetoricians' Conference, she presented a paper on teaching accelerated classes (June 2015), and served as a respondent on another panel at the YRC this past summer. In August, 2015, Professor Kramer together with Theater Arts Professor Darold Ross, led a Professional Development Day workshop on "Theater in the Classroom," encouraging faculty across the EVC campus to use acting in their classes. During the 2015-16 academic year, Professor Kramer served on the Institutional Effectiveness Committee, interviewing staff and faculty to help write the Accreditation Self-Study, and giving feedback on Program Reviews submitted by various programs across campus.

Todd Marvin

B.A.   English Literature, San Jose State University
M.A.   English (Concentration in Writing), San Jose Sate University

Areas of Expertise:
College-level Expository Prose, Pre-college Composition, Creative Writing, Holistic Scoring, Advanced Grammar, Survey of Early American Literature

How Mr. Marvin's Position Contributes to Program Success:

Mr. Marvin teaches all levels of composition. He was Co-coordinator of the Writing Center from 2011-2012. The WC specializes in preparing students for moving through the developmental writing program to success in transfer-level English Classes. He has also taught English 99 from 2011 to 2012; this course has been essential in aiding those EVC students transferring to San Jose State University (as well as other CSU institutions)

by focusing on passing the state-mandated Graduating Writing Assessment Requirement (GWAR). He has also served as a Chief Reader and Table Leader for the English Department's final exam for the last twenty-two years.

Professional Development in the Past Six Years:

Mr. Marvin's major professional achievement has been serving as the Final Exam Program Coordinator (an academically loaded position) beginning the 2015-2016 academic year. He oversees over thirty faculty as they score roughly 1200 exams a semester for all four major levels of English and ESL composition. Additionally, he has developed extensive curriculum supporting the departmental final exams, including the collecting and dissemination of samples used by both English and ESL faculty to prepare students for the exam. He has designed holistic scoring workshops presented during various Professional Development Days. He has also continued writing and submitting fiction for publication.

Dr. Steven Mentor

B.A. English, University of Pennsylvania
M.A. in Composition and Rhetoric, San Francisco State University
Ph.D. in English and Technology Studies, University of Washington

Areas of Expertise:
Composition/critical thinking; American and English Literature; Distance Education, including fully online and hybrid education; Critical theory; Hybridity in fiction and technology; Climate fiction and discourse.

How Dr. Mentor Contributes to Program Success:
Dr. Mentor teaches courses in three areas (English Composition, English and American Literature, Educational Technology), and was the first English faculty to teach a fully online course at Evergreen. He has taught English 1A online for over ten years, and teaches the English 1C Critical Thinking course as a hybrid class, which he wrote and took through the Curriculum Committee. He represents Language Arts on the EVC Campus Technology Committee, which he has chaired since 2001, and on the District Technology Planning Group. He mentors Honors students, and works with new faculty on English 1A and Distance Education issues. Dr. Mentor works closely with the English 1C Critical Thinking committee to improve critical thinking education, helps write the English 1C and 1B Final exams, and is a reader for each semester's English 1A Final Exam.

Professional Development in the Past Six Years:
Dr. Mentor presented on "Climate Change Across the Curriculum" at the October, 2015 meeting of the English Council of California Two Year Colleges (ECCTYC), and gave a similar presentation at the EVC Professional Development Day in Fall 2015. He attended the California Online Teaching Conference in 2014, the @ONE Applying Course Design

Rubric workshop in 2015, and the @ONE Introduction to Canvas course in 2016. He took a fully online course in Summer 2016, Edit 20 with Professor Nasreen Rahim, which covered best practices and OEI rubrics and recommendations in creating a Canvas course. In April, 2015, he attended the Theorizing the Web conference in New York City, which focused on themes of asymmetrical power, social inequality, and justice. He is working on a new course offering, a fully online Climate Fiction/s class which could be offered to the entire California community college network via the Online Education Initiative.

Keenan Norris

B.A. English, University of California, Riverside
M.A. English, University of California, Riverside
M.F.A. English and Creative Writing, Mills College
Ph.D. English, University of California, Riverside

Areas of Expertise:

Composition/critical thinking; Creative Writing; African-American Literature; American Literature 1900-1950

How Mr. Norris Contributes to Program Success:

Mr. Norris teaches courses in English and African-American Literature, mentors Affirm students, new faculty members and faculty members teaching online for the first time. Mr. Norris facilitated the Affirm/Umoja study abroad program in 2014 and 2015. He serves as a table leader for final exam holistic scoring (for English department courses), is a member of the English 1C faculty committee, has served on a Tenure Review Committee, as well as faculty and staff hiring committees. He helps to organize Black History Month events, and brings speakers to campus both for Affirm events and the EVC Writers Series. He is the lone full-time member of Affirm and served on EVC's Curriculum Committee. He has written course outlines for online English courses and seen them through Curriculum Committee review and approval.

Professional Development in the Past Six Years:

In 2013, Mr. Norris completed Ph.D. studies, writing a dissertation about Black American writers and the publishing industry, with special attention to contemporary literary forms popular with young people. The dissertation is Open Sourced and available online for free. Mr. Norris published the novel *Brother and the Dancer* (Heyday Books, 2013), which won the James D. Houston Award for first books set in California and was nominated for the inaugural John Leonard Prize, a first books prize issued by the National Book Critics Circle. He compiled and published *Street Lit: Representing the Urban Landscape* (Scarecrow Press, 2013). He has visited community colleges and

universities (EVC, Berkeley CC, Cogswell, San Bernardino Valley College, CSUMB, CSUEB, UCR, Mills) around California to talk about the books and meet with Creative Writing classes and black student groups. He is currently working on a non-fiction book of essays about Chicago and has secured a contract to publish it with Northwestern University Press.

As a means of enhancing the learning experience at EVC and San Jose City College and extending outreach to underserved students, Mr. Norris helped organize educational tours to Belize (2014) and Cuba (2015) to explore the history, politics, medical care, economics, music and Afro-Latin culture of these countries.

Mr. Norris has stayed current in his discipline by training to teach online with Moodle and Canvas. He has attended the Callaloo Writers Workshop (2016), National Black Writers Conference (2014), AWP Conference (2014), Young Rhetoricians Conference (2013), St. Clair Drake Symposium (2012) and Litquake. He has made academic presentations at the National Association of African-American Studies (2013, 2015), the Popular Culture Association conference (2014, 2016), the A2MEND: African-American Male Education Network & Development Conference (2012 [with EVC Vice President of Academic Affairs Keith Aytch], 2013), and the UC Santa Cruz Black Culture Conference (2013). He was the keynote speaker for the 2015 English Council of Two-Year Colleges, presented a lecture for Berkeley City College's 2014 Black History Month lecture series, served as a lecturer for the LA Public Library's Readers' Advisory Workshop, and organized and served as keynote speaker for the inaugural 2014 Street Literature Symposium at Howard University. He has been invited to lead writing workshops for students and the general public at American River College (Summer Words Festival 2015) and Goddard College (2016) and has been an invited reader at Litquake 2013 and Los Angeles Lit Crawl 2014 and 2015. He has also published editorials and academic scholarship pertaining to African-American Literature, including an essay on the life of David Walker in Abernathy: A Magazine for Black Men, "Ben Carson, Thug Life and Malcolm X" in the Los Angeles Review of Books and 'Coal, Charcoal and Chocolate Comedy: The Satire of John Killens and Mat Johnson' in *Post-Soul Satire: Black Identity after Civil Rights* (University of Mississippi Press, 2014).

After being invited to speak at CSU East Bay, Mr. Norris was invited to teach classes in Creative Writing and Black Literature at the university in 2014/15.

He has served as a specialist reader for academic publishers Oxford University Press and Rowman & Littlefield and serves as a guest editor for the Oxford African-American Studies Center, developing academic materials about black history and culture in California accessible online to all. He is also an editorial board member and contributing writer for the Literature for Life literary collective, which produces resources for educators designed to spark a love of reading and writing in K-12 students. In that role, he also helps to organize the annual Pasadena Literary Festival.

Raquel C. Rojas

B.A.	English—Creative Writing, San Francisco State University
M.A.	Liberal Arts and Sciences, with an emphasis on Mexican-American Literature, Creative Writing, and History, San Diego State University
Certificate	Post-Secondary Reading, San Francisco State University
Certificate	Community College Faculty Preparation, Sacramento State University

Areas of Expertise: Basic skill courses in Reading and English Composition; Integration of reading and writing theories and practices into basic skill courses; Transfer English Composition courses; Online courses; Mexican-American Literature and History; Ethnic Studies Literature.

How My Position Contributes to Program Success: Professor Rojas embarked on the journey of making higher education a part of her career by working in a variety of student services that allowed her to interact with a diverse population, specifically under-represented students. As an English and Reading Instructor—in general and special program courses—her objective is to help under-represented students successfully complete basic skill and transfer level English courses. Professor Rojas' course curriculum and reading materials represent diverse social, historical and cultural contexts.

In addition to working with the Enlace Program—one of three special programs on campus—Professor Rojas has researched and worked with Generation1.5 students, which constitute a large portion of basic skills courses. The identification of Generation 1.5 results from their bilingual environment of school and home. Being a first generation and bilingual college student, Professor Rojas draws from personal experiences and relates with students' academic struggles. Another target population Professor Rojas works with is the Digital Native student. In a technology driven society, students are apt to use mobile devices for social media, entertainment, and general information. To combine this style with academics, Professor Rojas teaches online courses at the transfer level. Working with the Distance Education Coordinator, attending online teaching conferences, and participating in webinars, Professor Rojas has gained and crafted her teaching skills to attract students throughout the Bay Area to complete online composition courses.

Professional Development in the Past Six Years: As part of Professor Rojas' tenure process, she completed a Certificate in Community College Faculty Preparation at Sacramento State University, as well as attended conferences from the Online Education Initiative.
Furthermore, Professor Rojas facilitated Professional Development Day sessions that emphasized on media software for online, hybrid and face-to-face teaching. Because of her work in online teaching, she is a member of the Distance Education Committee.

Huma Saleem

B. A. English Literature, San Jose State University
English Teaching Credential, San Jose State University
M. A. English Literature, San Jose State University

Areas of Expertise: teaching developmental English composition courses which include English 341, English 330, and English 104; teaching transfer-level English composition courses which include English 1B; co-coordinating in the Writing Center

How my Position Contributes to Student Success: Professor Saleem teaches a range of English courses. She is committed to making course material accessible for learners of all levels and practices multi-modal teaching in all of her courses and writing labs. Her courses are tech and web-enhanced and she uses the Canvas platform to enrich her face-to-face teaching style. Her pedagogical model inspires students to create their own knowledge and relies heavily on group work interactions. In the Writing Center, Professor Saleem aims to build a community of budding writers who push themselves to constantly make progress in their academic writing. Furthermore, she revises and refreshes Writing Center curriculum and supplementary resources for students, staff, and faculty. Her classroom and Writing Center experience help her participate in the topic selection and holistic scoring procedures of the departmental final exam. Professor Saleem uses her multicultural background to enhance her connections to students from diverse backgrounds and she serves as the Desi Club Advisor and a scholarship reader.

Professional Development in the Past Six Years: In 2012, Professor Saleem participated regularly in the San Jose Area Writing Project workshops at San Jose State University. She also attended the Northern California College Reading Conference at De Anza College in 2012. In 2013, Professor Saleem served as a Human Rights Education Initiative Scholar at Stanford University. Currently, she participates and presents regularly at the Young Rhetoricians' Conferences in Monterey as well as the English Council on Two-Year Community Colleges (ECCTYC) Conferences. As of 2015, Professor Saleem serves as a liaison to the local chapter of the Council of Writing Program Administrators (WPA) and took part in The Northern California Writing Centers Association 2016 Annual Conference at Santa Clara University and the 2016 Writing Center Workshop at San Jose State University. Starting in 2016, Professor Saleem began to offer Writing Center workshops for new faculty during the college Professional Development Days with her mentor and Writing Center Co-Coordinator, Sravani Banerjee. At the college, Professor Saleem collaborates with the Women and Gender Studies department and hopes to teach the Gender in Literature course in the future. She also publishes poetry in the Evergreen Valley College publication *Leaf by Leaf*.

William Silver

B.A.   English, State University of New York, Buffalo
M.A.   English and Creative Writing, Stanford University
M. Phil.   English Literature, Sussex University, England

Areas of Expertise: Professor Silver's areas of expertise include developmental writing, psycholinguistics, composition and rhetoric, introduction to literature, modern poetry, the history of the novel in Western literature, creative writing, student assessment, and technology in education.

How Your Position Contributes to Program Success: His contribution to the English program's success comes from his commitment to individualized instruction in development writing courses such as English 330 and English 104, where he helps to educate and support students who need preparation for college level writing and research courses. He continues to serve a member of the Campus Technology Committee and is coordinator of the college's Assessment Task Force, which is charged with implementing new and more accurate multiple measures of assessment of incoming students.

Professional Development in the Past Six Years: He has given statewide workshops on assessment and student success. His research has appeared in *The Rostrum*, a publication of the Academic Senate of California Community Colleges. He has conducted training workshops in multiple measures of student assessment in his role as coordinator of the college's Assessment Task Force. In addition, he continues to serve as a member of the Campus Technology Committee, where he has been a strong advocate for improving the campus wireless network, adopting the Canvas CMS, and offering faculty the option of receiving laptop computers to enable their mobility as professionals. He has given workshops, at the college and at statewide conferences, on cloud computing resources for professionals. Finally, he served for a year and a half as Interim Dean of Language Arts, where he played in pivotal role in the roll-out of the new Spanish-English Translation and Interpreting Program.

Lana (Hyeseong) Strickland

B.A. English Literature, DukSung Women's College, Seoul, South Korea
M.A. English with Certificate in Teaching Composition, San Jose State University
M.A. Linguistics/TESOL, San Jose State University

Areas of Expertise: All levels and skills in ESL. English composition courses. Asian-American Literature. English 1L Lab. Non-credit courses. ESL Lab Lead Instructor.

How Ms. Strickland Contributes to Program Success: Professor Strickland teaches courses in two disciplines (English and ESL) and serves as the ESL Lab Lead Instructor. She relies on her own experience of mastering the English language as an adult immigrant to guide her students through practical and rigorous language learning practices. She schedules ESL Lab offerings that best suit our students' needs, revises lab

curriculum as needed, and reviews computer lab software programs. She serves on faculty and staff hiring committees and mentors new faculty members as well as student teachers from local graduate teaching programs. She is a member of SBAEC (South Bay Adult Ed Consortium) and a non-credit faculty work group at EVC. She collaborates with local Adult Ed faculty to develop non-credit courses at EVC to address the needs of the students who are not currently being served by EVC's credit-only courses.

Professional Development in the Past Six Years: Professor Strickland regularly attends teaching conferences—TESOL, CATESOL, CCCC, Young Rhetoricians' Conference, Creativity Workshop and presents workshops at YRC and Leadership Conference for Young Women on the topics of empowering student writers and women. She is completing two online courses in 2017—EDIT 10 and EDIT 22—both aimed at improving the use of technology in classroom instruction and the online course platform, Canvas. She has also put together the ESL Faculty Handbook that outlines in detail the ins and outs of teaching at EVC and completed a textbook for English 341 students, which focuses on writing practices based on personal reflections. In 2017, she began offering PDD workshops which explore effective ways to provide instructor feedback on student writing.

Sterling Warner

M.A. English: Language Arts and Literature, San Jose State University
B.A. English, San Jose State University

Areas of Expertise: Composition and Rhetoric (all levels), Literature (World Mythology, World Literature, Shakespeare, Children's/Adolescent Literature, and Survey of English Literature), Poetry, and Creative Writing.

How My Position Contributes to Program Success:
For the past five years (and since the 2010 English Department Program review), he has served the English Department in numerous ways, including representing the English Department on the Division Curriculum Committee, acting as the Language Arts Representative on the EVC Graduation Committee, serving as the EVC English AA and AA-T faculty advisor, working on both college and district committees, and coordinating literary events, representing the EVC English Department at local, state, and national conferences, as well as developing and revising English Department curriculum. He also created and still advises two student clubs that promote the interests of the English Department and the English AA degree at Evergreen Valley College: 1) The Authors' Guild that locates, promotes, and brings authors, poets, playwrights, journalists, and speakers to Evergreen Students in general and English Majors in particular; 2) The English Majors/Language Lover's Club which spearheads the *Leaf by Leaf* literary magazine. He further acts as Faculty Advisor for the EVC Newspaper Club, and the EVC Veterans' Club.

Professional Development in the Past Six Years: Warner attends many local, state, and national English related conferences every year, including every Conference in College Composition and Communication (CCCCs) for the past 27 years; the National Council of Teachers of English (NCTE) Annual Convention; The National Young Rhetoricians' Conference in Composition and Rhetoric for Two and Four-Year colleges and universities—a conference he has coordinated and chaired since

1993); The English Council of California Two-Year Colleges (where, over the past decade, he served as President, Immediate Past-President, First-Vice President, and remains active as its Second-Vice President); and The Community College Humanities Association (CCHA).

Recognition, Awards, and Honors Include: The Nina Theiss Award for Outstanding Service to the Teaching of English (**10/30/15**); Leaf by Leaf 2015 Best Two-Year College Literary Magaizine Award**. Sterling Warner, General Editor (10/30/15);** *2015 ECCTYC/TYCA Pacific Coast Outstanding Mentorship Award.* **(10/30/15);** Pushcart Prize Nominee in Poetry. **For** *"Mary Magdalene and I."* (**10/1/14**); Atherton Poet Laureate. ***Named Atherton Poet Laureate, Atherton, California. (2014-2015);***The Jim Herndon Communication Award *(3/13);* Leaf by Leaf 2012 Best Two-Year College Literary Magaizine Award**. Sterling Warner, General Editor (10/12).**

Publications Include: *Thresholds* (© 1997), ***Projections: Brief Readings on American Culture*** (2nd ed. 2003*),* ***Anthology of World Literature [Since the 17*th** ***Century]*** (6th ed.2016) and ***Visions Across the Americas*** (8th ed. 2013). His poems have appeared in several literary magazines and journals, including ***In the Grove, The Chaffey Review, Leaf by Leaf, The Monterey Poetry Review, inside english,*** **The** ***Messenger, Faculty Matters, The Atherton Review, Metamorphoses,*** *and* ***American Mustard.*** Additionally, Warner also has written four poetry collections: ***Without Wheels*** (2005), ***ShadowCat: Poems*** (2008), ***Edges: Poems*** (2012), and ***Rags and Feathers*** (2015)—and two chapbooks, ***Memento Mori: A Chapbook*** (2010) and ***Memento Mori: A Chapbook Redux*** (2015).

 Following is a brief sampling of some his professional presentations over the past five (5) years:

YRC 2016 Conference Coordinator, Presenter, Moderator, Poetry Reader. **"***Composition and Rhetoric 2016 .Klaatu Barada Nikto: Promise, Power, Persuasion"* **Presenter:** *"Ashes to Ashes, Funk to Funky": Reviving Audio/Visual Literacy in the Classroom.***" Reader/Participant.** *"The YRC Poetry Café 2016.* **(**6/23-25/16)

CCCC (Conference on College Composition and Communication) 2016 Presenter: "*Public Image of the Two-Year College: Hallmarks of Fame."*

ECCTYC Conference 2015: Peril and Promise—Writing and Reading the Future. Moderator: *"A Conversation with Adam Bessie";* **Presenter:** *"ECCTYC Resolution Committee."* **Reader and Participant:** "ECCTYC Open Mic Reception." October 29, 2015. **Presenter: "**ECCTYC/TYCA Hiring Panel." **Presenter:** *"Algonquin Circles: Writers and Creativity in the College Classroom."* **Moderator:** *"A Conversation with Kennan Norris."* (10/31/15).

YRC 2015 Conference Coordinator, Presenter, Moderator, Poetry Reader. **"**Composition and Rhetoric 2015: *Blinded by the Light: Reflections and Insights"* (6/25-27/15).

Atherton Poetry Festival Featured Reader. Fireside Lounge, Menlo College. Atherton, California. March 29, 2015.

CCCC (Conference on College Composition and Communication) 2015 Chair/Presenter: "*Public Image of the Two-Year College: Hallmarks of Fame."* **At the CCCC 2015: "**Risk and Reward." (3/18–21/15).

Evergreen Valley College Authors' Series 2014 Presenter (with Chelsea Hayes and Tino de Guevara): *"The Fourth EVC U.S. Veteran's Workshop: Writing, Surviving, and Healing in a Time of War"* (11/11/14).

EVC PDD Presenter: PRC (Professional Development Committee) Workshop. *"The PRC Defined."* (8/29/14).

YRC 2014 Organizer, Chair, Moderator, Presenter: *"Composition and Rhetoric 2014—Crossroads: Voices of Innovation and Standardization."* **Reader/Participant:** YRC Poetry Café 2014: *"Wheels on Fire"—(Does Your Memory Serve You Well?).* **Presenter/Moderator**: *"Wake Me Up: Critical Thinking, Visual Literacy, and Social Justice."* **Presenter:** *"The YRC 2014 Rhetorician of the Year Award."* Adam Banks (Un. of Kentucky). The National Young Rhetoricians' Conference (YRC) for Two and Four-year Colleges and Universities. Monterey, California. (6/26-28/14.)

The Atherton Literary Festival. Presenter/Reader. Fireside Lounge, Menlo College. Atherton, California. 4/6/14)**.**

CCCC 2014 Chair/Presenter: "*Public Image of the Two-Year College: Hallmarks of Fame."* Conference on College Composition and Communication. **Indianapolis, Indiana.** March 19 and March 22, 2014.

SJECCD PDD Presenter: The PRC (Professional Development Committee) Defined—An Interactive Workshop. Evergreen Valley College. San Jose, California (3/14/14).

ECCTYC 2013: Writers on the Storm—Communication, Collaboration, Discovery. **Saturday Host:** *"The ECCTYC Saturday Brunch Speaker—Toni Mirosevich .* (10/26/13).

ECCTYC 2013: Writers on the Storm—Communication, Collaboration, Discovery. Friday Moderator and Presenter: **"'**Fearful Symmetry and Graphic Rhetoric:' Bridging Theory, Research, and Literature using Renee Nelson (De Anza College/Evergreen Valley College) and Paul Humann (Cabrillo College/Evergreen Valley College), featured presenters. **Moderator:** *"A Conversation with Chitra Divakaruni (The University of Houston): An ECCTYC Post-Luncheon Session."* October 25, 2013. **Presenter: The Nina Theiss Award**. Michael Dinielli (Chaffey College), Recipient. **Moderator:** *"Uncensoring Comics: What Graphic Journalism Can Teach Students about Critical Thinking."* Crown Plaza Anaheim Resort, Anaheim, California. October 25, 2013.

ECCTYC 2013: Writers on the Storm—Communication, Collaboration, Discovery. Thursday Presenter and Facilitator: *"A Workshop in Fiction and Poetry."* **Reader and Emcee.** "ECCTYC Open Mic Reception: Open to Fiction/Creative Nonfiction Writers/Poets." With Chella Courington (Santa Barbara City College). Crown Plaza Anaheim Resort, Anaheim, California. October 24, 2013.

SJECCD PDD Presenter: Navigating the PRC (Professional Development Committee). EVC (Fall 2013).

YRC 2013 Organizer, Chair, Moderator, Presenter: "Composition and Rhetoric 2013—Agency and Access: Emerging Directions." **Reader/Participant.** *"The YRC Poetry Café 2013: Under the Wire and Over the Top*. **Presenter:** *"The YRC 2013 Rhetorician of the Year Award."* Cynthia Selfe (The Ohio State University), Recipient. **General Session Moderator/ Presenter:** *"Pathways to Intellectual & Academic Discourse: Research Findings from Promising Practices."* 6/27-29/13).

Poetry Invitational Participant/Reader: *"Epoch,"* a poem written to commemorate a current Art Exhibition. Presented at the *San Jose Museum of Art's 4th Annual Poetry Invitational.* (4/27/13).

Speaker/Participant: "The Third Veteran's Creative Workshop: Writing, Surviving, Healing in a Time of War and Peace." With Tino de Guevara, Debbie De La Rosa, Eric Moberg, Eric Narveson, and EVC Veterans. Evergreen Valley College: San Jose, California. May 7, 2013.

CCCC 2013 Chair/Presenter: *"Public Image of the Two-Year College: Hallmarks of Fame and Shame."* Conference on College Composition and Communication. Las Vegas, Nevada. March 13 and 16, 2013.

Coordinator, Presenter, Host: The 36th Annual EVC St. Andrew's Day Celebrationr (11/13/12).

Organizer, Facilitator, Speaker: "The Second Veteran's Creative Workshop: Writing, Surviving, Healing in a Time of War and Peace." With Tino de Guevara, Debbie De La Rosa, Eric Moberg, Eric Narveson, and Evergreen Valley College Veterans. Evergreen Valley College: San Jose, California. October 31, 2012.

YRC 2012 Organizer, Chair, Moderator, Presenter: "Composition and Rhetoric 2012—Choices, Challenges, Changes." **General Session Presenter/Moderator:** *"Cadence and Cascade: Minds, Creativity, and Composition."* **Reader/Participant:** "The YRC Poetry Café 2012: *'When the Music's Over.'"* **Session Participant.** *"Change of Pace: An Interactive Workshop: 'Singin' in the Rain': Writing About Teaching in a Semi-Autobiographic Genre*." June 22, 2012. **Presenter:** *"The YRC 2012 Rhetorician of the Year Award."* Sheridan Blau, Recipient. The Young Rhetoricians' Conference (YRC) for Two and Four-year Colleges and Universities. Monterey, California. June 21, 22, 23, 2012.

CCCC 2012 Chair/Presenter: *"Public Image of the Two-Year College: Hallmarks of Fame and Shame."* Conference on College Composition and Communication. St. Louis, Missouri. March 23 and 24, 2012.

CATE 2012 Crossing Boundaries. Presenter: *"Visual, Cultural, & English Literacy Skills: Building Effective Teaching/Learning Practices."* California Associate of Teachers of English. Doubletree Hotel & Convention Center, Ontario, California. February 10-12, 2012.

Presenter, Coordinator, Host: The 35th Annual EVC St. Andrew's Day Celebration. Evergreen Valley College, San Jose, California. November 15, 2011.

ECCTYC 2011: Meeting in the Margin. Saturday Presenter and Session Moderator: "Tips on Getting Hired." With Michael Dinielli, (Chaffey College), Jody Millward (Santa Barbara City College) (10/22/11).

ECCTYC 2011: Meeting in the Margin. Friday Presenter and Moderator. "Student Success Center" (An interactive session sharing ideas about our nationally acclaimed EVC Writing Center.) With Sravani Banerjee (EVC) and Roohi Vora (EVC/SJSU). **Moderator:** *"A Conversation with Jeannie Barroga: An ECCTYC Post-Luncheon Session."* **Host:** *"The ECCTYC Friday Luncheon Speaker—Jeannie Barroga" (Author/Director/Playwright)* **Presenter: The Nina Theiss Award**. Sara Blake (10/21/11).

ECCTYC 2011: Meeting in the Margin. Thursday Presenter and Poetry Reader/Open Mic Participant: *"ECCTYC Reception and Exaltation of Larks."* **Moderator:** *"Evening Reception with Andrew Lam."* **Presenter:** *"Creative Writers on Writing: Practitioners in the Margin."*. 10/20/11).

YRC 2011 Organizer, Chair, Moderator, Presenter: "Composition and Rhetoric 2011—Teaching During the Best of Times and Worst of Times." **Reader/Participant:** *"The YRC Poetry Café 2011: Dinner and a Poem.* **Session Moderator:** *"A Whole Lot of Shakin' Going On": The Bard in the 21st Century."* **Presenter:** *The YRC 2011 Rhetorician of the Year Award."* Howard Tinburg (Bristol Community College), Recipient. **Presenter/Moderator:**

"Dracula, Stereotypes, and the Angel Whore Dichotomy in Literature." 6/23-25/11).

CCCC 2011 **Chair/Presenter:** *"Public Image of the Two-Year College: Hallmarks of Fame and Shame."* Conference on College Composition and Communication. Atlanta, Georgia. April 6 and 9, 2011.

Scott Wilson

BA English San Jose State University
MA English San Jose State University

Areas of Expertise: Wilson regularly teaches English 1A, 1B, and 1C. He also acts as a Chief Reader and occasional Table Leader for the Final Exam each semester.

How His Position Contributes to Program Success: Scott Wilson comes to Evergreen having "real world" experience in labor and management. In addition, he spent over ten years administrating payroll as well as accounts payable and receivable for a local, small business. He completed all of the course work for a California Teaching Credential. All of which augments his instruction of composition, literature, and critical thinking.   He regularly teaches English 1A, 1B, and 1C.

Professional Development in The Past Six Years: He also acts as chief reader and occasional table leader for the Final Exam each semester. He has attended a conference on writing labs at Stanford University, served as an observer and evaluator for adjunct and full-time instructors, and has served on the Scholarship Committee at EVC. He has recently been added to a TRC Committee for an English Instructor.

<u>Part-Time Faculty:</u>

Yvette Abelow

A.A. Liberal Arts, De Anza College
B.A. English, San Jose State University
M.A. English, San Jose State University

Areas of Expertise: Teaching basic skills, developmental, and transfer-level composition and literature English courses, including English 341, English 330, English 104, English 1A, and English 1B, as well as teaching English 330 and 104 lab courses in the Writing Center.

How My Position Contributes to Program Success: Professor Abelow teaches a variety of English course levels, both in the classroom and in the Writing Center. She enhances her face-to-face classes with the Canvas platform, participates in holistic scoring each semester for the English Departmental Final Exam, and contributes in the revising and implementing of curriculum in the Writing Center. Keeping in mind the varied backgrounds and learning styles of the student population, she incorporates a variety of teaching methods and activities promoting a safe and educational environment. As a former community college student, she acknowledges and understands the needs of the students to achieve success and strives to help students not only reach their overall educational goals, but to also help them feel more confident with their reading and writing skills. Professor Abelow also collaborates with the Women and Gender Studies Department and co-advises the AAUW club on campus.

Professional Development in the Past Six Years: Professor Abelow recently was a co-presenter of "Friendly Feedback: Building Student Confidence and Writing Skills" at the Young Rhetoricians' Conference in 2016 and hopes to present again in the future. In order to enhance her classes and teaching, she attended the ECCTYC conference and completed a summer class to learn the Canvas platform. Professor Abelow also participates in a local writing group and attends and occasionally presents original work at local open mics events.

Amalia Alvarez
B.A. American Studies, University of California, Santa Cruz
M.A. English, with focus in creative writing, San Francisco State University
MFA Creative Writing, with focus in poetry, University of California, Riverside

Areas of Expertise: Generation 1.5 composition, poetry, expressive culture and literature within the United States and Latin America, civil rights, human rights, and critical thinking.

How Professor Alvarez Contributes to Program Success:

Professor Alvarez teaches developmental and transfer-level composition courses (341, 330, 104, 1A, and 1B), as well as the developmental writing labs. She co-chaired the Latin@ Heritage Month Writing Contest in 2011, and also taught a free scholarship writing workshop in coordination with department colleague, Raquel Rojas, in February 2012. Alvarez was a featured as a presenter at the Evergreen Community College District Board Meeting on 10/27/15. Furthermore, she was featured and performed at the EVC author's series.

Professional Development in the Past Six Years:
Professor Alvarez attended the Association of Writers and Writing Programs annual conference and book fair in Chicago, Illinois 2/29-3/3/12, and Seattle, Washington 2/26-3/1/14. Alvarez published in *Cipactli, Leaf by Leaf* (Evergreen's award winning literary journal), and has a forthcoming poem, "Cantaloupe Canvas," in the *El Tecolote Anthology,* a bilingual newspaper out of San Francisco. She was cast as a "Lowrider Lawyer" in the community film, *Lowrider Lawyers: Putting a City on Trial,* about the unlawful killing by SFPD of San Francisco City College scholarship student, Alex Nieto. Furthermore, Alvarez co-directed the Flor y Canto San Francisco Literary Festival with SF Poet Laureate Alejandro Murguía in May 2015 and May 2016. She also performed her poetry at local schools and at literary events.

Olivier Bochettaz

M.F.A in Creative Writing (Poetry), California State University, Long Beach
M.A. in English, Stendhal University, France
B.A. in English, Stendhal University, France & UC San Diego

Areas of Expertise
Literature, Art History, History of Ideas, Aesthetics, Mythology, Children's Literature
Creative Writing, Rhetoric & Composition, Critical Reading & Thinking

How Mr. Bochettaz Contributes to Program Success
At Evergreen Valley College, Olivier Bochettaz focuses on composition instruction. He teaches all of the various levels, from introductory (ENGL 341) to advanced (ENGL 1A). He is also the instructor for various writing labs at the Writing Center, where he actively participates in helping students with their individual writing needs. In the classroom, Olivier is largely influenced by Expressivists theories—he believes that students eventually discover a writer's voice that preexist within themselves. He attempts to bridge the gap between academic conventions and expectations and the natural voices of students, often making use of creative writing in the classroom. French being his first language, he tends to have a particular sensitivity towards English learners.

Professional Development in the Past Six Years
Instruction
Guest Artist & Teaching Assistant, Summer Arts Program: "The Poet's

Metamorphosis: From Page to Stage to Screen," California State University, Monterey: Summer 2015
Composition Lecturer, California State University, Long Beach: 08/2014 – 05/2015
Writing Tutor & Workshop Leader, Writer's Resource Lab—California State University, Long Beach: 01/2014 – 05/2015
French Instructor, U.S. Air Force: May 2015 – Present

Academic Publications
A New Language For A New Perception: The Influence of Chinese Poetry on the Composition of "Spring and All," The Williams Carlos Williams Review, vol.33. Print.
Allen Ginsberg et la popularisation de l'occulte, Stendhal University Press: DUMAS Publications (dumas.ccsd.cnrs.fr). Web.
William Blake & the Perception of the Real, Stendhal University Press: DUMAS Publications
(dumas.ccsd.cnrs.fr). Web.
Anne Bradstreet & Emily Dickinson: A Comparative Study, SCRIBD Publications (scribd.com/olivierbochettaz). Web.
The Influence of the Unconscious on Artistic Creation, SCRIBD Publications (scribd.com/olivierbochettaz). Web

Pauline Chavez

A.A. Liberal Arts, Diablo Valley College
Teaching English as a Foreign Language, TEFL Institute
B.A. Literatures in English, University of California San Diego
M.A. American and English Literature, Stendhal University

Areas of Expertise: teaching developmental English composition courses such as English 330 and English 104; teaching transfer-level English composition courses such as English 1B

How my Position Contributes to Student Success: Professor Chavez is a student-centered teacher who incorporates multi-style learning within the classroom. Her multi-cultural and multi-lingual background aid in facilitating a comfortable rapport with her students. Student writing is the focus as it serves as a platform for students to develop and share their ideas and "voice" within the classroom community helping to foster student confidence. Students are introduced to a variety of material within her courses which invite students to positively challenge notions of "truth" and "reality", creating space for discussions of individual and communal innovation.

Professional Development in the Past Six Years: In 2010, Professor Chavez was employed at the UC San Diego Language School as an English Conversation Leader wherein she led classroom oral exercises to help international college students develop their English conversational skills. In 2011, Professor Chavez was accepted to the American and English Literature Program of Graduate Studies at the University of

Stendhal in France wherein she continued to expand her ESL teaching skills as an English tutor. Upon returning to California, Professor Chavez was hired by the Orange County Department of Education to assist in instructing high school students in English Development at the Detention Facility of Orange County. Simultaneously, Professor Chavez instructed elementary students in English and Math at Kumon. In 2014, Professor Chavez returned to Hercules, her hometown in the East Bay, and became a substitute teacher for all subjects K-12. At present, Professor Chavez has been an employee of Diablo Valley College since 2015 working as an English tutor for the Umoja, Puente, and Mesa programs of DVC, a Supplemental Instructor for Developmental English, Anthropology, and Sociology, an Adjunct English Instructor, and has happily joined the Evergreen Valley College community as an English Adjunct Instructor this semester.

Tina Chen

B.A. in English (British and American Literature)—Cal State East Bay
M.A. in English—Cal State East Bay

Areas Of Expertise: American Literature up to 1900, Jane Austen, Basic Skills and Transfer- Level English Composition courses

How My Position Contributes To Program Success: Professor Chen joined the Evergreen Valley College English Faculty in Spring of 2016. She teaches English 341. Before coming to EVC, Professor Chen taught for seven years at Las Positas College in Livermore, CA. She also currently teaches at San Jose City College in the Umoja Program, which targets African- American students. Professor Chen enjoys teaching English at all levels and enjoys helping students improve their writing ability.

Professional Development In The Past Six Years: Professor Chen has attended Professional Development Days. At Las Positas College, she participated in a curriculum development committee on using poetry in the Basic Skills classroom. During the Summer of 2016, she attended a two-day Developmental Education Summer Learning Institute at San Jose City College.

Susan Edman

BA, San Jose State University
MA, English, San Jose State University

Contributions to Success: For the past four years, I have had the opportunity to teach part-time in the evening 330/104 English Writing lab classes. The English department at Evergreen includes these lab classes – they are 25% of a student's overall course grade – to provide students with additional opportunities for writing, rhetorical reflection and practice, peer evaluation, and focus on grammar and essay structure. In this scenario, I

act as a guide. I work to unearth the students' innate abilities to interact with, learn from, and contribute to the ongoing discourse of what it means to communicate effectively and purposefully. I focus my lessons on finding practical value in and through written communication with special attention to honoring one's own experiences and voice.

Professional Development: Since 2010, I have been volunteering with the Prison University Project as an English tutor tutoring inmates in composition and critical thinking at San Quentin State Prison. In addition, I have been tutoring students who participate in De Anza College's EOPS (Extended Opportunities Programs and Services), assisting them in writing personal essay statements as part of their transfer requirements. I have also tutored EOPS students, helping them to write personal essay statements for scholarship applications. Within the past three years, I have also had the opportunity to present a personal essay statement-writing seminar for transfer student at Evergreen Valley College.

Nicholas Goodwin

B.A. in English, French Minor, California State University, Bakersfield
M.F.A. in Creative Writing, Poetry Track, San Jose State University

Areas of Expertise: Poetry, Creative Writing, English basic skills, Rhetoric, Gothic, Science Fiction, French

How Mr. Goodwin Contributes to Program Success: Fairly fresh to the Evergreen College faculty roster, Professor Goodwin has quickly adapted to the overwhelmingly positive and supportive culture shared by employees here. He immediately took on a role as editor on Evergreen's *Leaf by Leaf Magazine*, helping to publish its 40th edition. He teaches English 330, 341, 1A, and 1B as well as lab sections for English 104 and 330, all developmental composition courses. He committed hours to serving on a district-wide panel to prepare writing assessment prompts for incoming student essays and has participated in norming each semester he has taught.

Professional Development in the Past Six Years: Professor Goodwin serves his community professionally as an editor, activist, and organizer. He served on Poetry Center San Jose's board of directors while acting as Editor-in-Chief of their yearly poetry and art publication, *Cæsura Literature and Art Magazine*; his efforts led to their 2014 (dis)Ability issue, which won him a spot as a guest on the radio show *Out of Our Minds* on KKUP 91.5 FM Cupertino. In 2016, he was involved a reading with U. S. poet laureate Juan Felipe Herrera at SJSU's Hammer Theater, fostering relationships between his alumni organization, The Poets and Writers Coalition (PWC), and other groups that work to promote poetry in the community. He has enhanced his professional acumen at conferences such as the U.C. Riverside graduate conference, Disjunctions, and the annual Bay Area Anarchist Bookfair, where he helps to create and oversee panels with nontraditional publishing collectives. He plans on adding to that list the Young Rhetoricians' Conference and ECCTYC.

Brian Gott
B.A. English Literature, UC Santa Cruz
M.A. English Literature, Old Dominion University

Areas of Expertise:
British Romantic literature, Gothic Literature, The development of the novel, Feminist literature, Marxist Literature, and Deconstruction Theory.

Mr Gott's contribution to program success:
Mr. Gott has worked for EVC since 2008 as an adjunct English professor. His duties include teaching a variety of English classes such as English 341, 330, 104, 01A, 01B and 01C. He also teaches the English 330 and 104 labs. As a member of the campus community he has served on the campus Budget Committee and volunteers at the Student Welcome Tables each semester.

Professional Development:
Mr. Gott attends the semi-annual Evergreen Valley College Professional Development Days. He is presently working on obtaining his On-line Teaching Certificate from @one, and taking EVC's Edit 022 on-line class to improve his on-line class ability. He is also working toward obtaining a Reading Certificate and has just started working toward a Ph. D. in Education. Mr. Gott also attends conferences that pertain to language arts and teaching such as CATESOL, MLA, and Master Teachers conferences.

William Jacobs

B.A. English Literature, University of Washington
M.A. English Literature, University of Washington

Areas of Expertise: Has taught developmental courses 341, 330, and 104; composition courses 1A and 1B; and Literature courses American Literature, 84A and 84B and Science Fiction, 69. Since retiring in 2004, has taught favorite courses 330 and 1B.

How My Position Contributes to Program Success
Began full-time teaching of Community College English classes in 1967 and continued until retirement in 2004 (37 years); has continued teaching part-time, until the present, for a total of 50 years. Career-long goal as a teacher has been to discover which classroom actions create memorable moments of Student learning. Employs a multitude of methods during each classroom session, blending them seamlessly to engage students' full attention. For adult developmental writers (English 330 for example), it is essential that they understand theory of sentence type function and interaction before they can truly understand how to punctuate. Classroom research confirms that they fully appreciate this important sequence. For adult students of composition where an introduction to literature is the basis of their writing (English 1B for example), it is

essential to show them how the elements of fiction provide doorways to analysis and subsequent understanding of each work of literature--two examples of the value of experience for teachers, a quality that contributes to any program.

A multitude of leadership roles has contributed to helping the program in numerous ways. Some roles include conceiving, initiating and chairing a program federally funded by (then named) HUD called *Future Think*, a program involving ten other faculty members; served as President of the EVC Academic Senate for five years; wrote a Faculty Senate Newsletter for ten years; served on the Executive Committee of the Academic Senate for California Community Colleges for four years, a position that involved an immense amount of reading, writing, traveling, meeting, planning and interacting; edited *The Rostrum* (the yearly publication of creative writing for CCC faculty members) for three years; served on the California State Diversity Committee and helped write appropriate regulations; helped restructure the district Faculty Association into the current AFT6157; after retiring in 2004, formed the Retiree Chapter of AFT6157, continues to serve as President of the chapter, and is subsequently ad hoc member of the AFT6157 Executive Committee; played a substantial role in the design and implementation of the current EVC English Department lab/department final program; served on most EVC committees and chair of several, including Staff Development and Facilities; was invited and funded to speak at the international Symposium on Knowledge-Based Economy and Industrialization of High-Technology in the 21st Century in Wuhan, China; compiled and edited the EVC Accreditation Self-Study in 2002.

Professional Development in the Past Six Years
Annually attends the *Young Rhetoricians Conference* in Monterey California; has edited three novels.

Richard Regua

B.A.   English, San José State University.
M.A.   Mexican American Graduate Studies, San José State University

Areas of Expertise: English Composition, American Literature, Chican@ Literature, Asian American Literature, Ethnic Studies, Mexican American Studies.

How My Position Contributes to Program Success: Professor Regua has 46 years of teaching experience at the high school and college level. In addition to teaching general composition and literature courses, he has taught in two culture conscious programs in the SJECCD District, first as a member of the Mexican American Studies Department at San José City College and since 1983 as a member of the Enlace Program of Evergreen Valley College. He has served as the Enlace Program Coordinator for the past 15 years. He has served as Principal Investigator for two successful Title V Hispanic Serving Institutions Projects at EVC, both projects designed to increase the retention, success, and transfer rates of Latin@ students.

Professional Development in the Past Six Years: Professor Regua has presented on the Enlace Program at several conferences, including the Congressional Hispanic Caucus on Hispanic Post-Secondary Student Success, Hispanic Association of Colleges and University (HACU) National Conference, Excelencia in Education Conference on Hispanic Student Success, Southwestern Regional Title V HSI Best Practices Conference, and American Federation of Teachers-National Educators Association Joint National Conference.

George Teekell

B.A. English Language and Literature, University of Virginia
M.A. English Language and Literature, Virginia Polytechnic Institute and State
      University
California Community Colleges Lifetime Credential, Language Arts
J.D. Santa Clara University

Areas of Expertise: Writing Center, composition/critical thinking

How Mr. Teekell Contributes to Program Success:
Mr. Teekell has taught composition at Evergreen Valley College every regular academic session since Fall Semester 1990. For most of that time he has taught exclusively in the Writing Center, beginning the year it opened. He facilitates tangible improvement in his students' writing over the course of each semester by intervening directly at various stages in students' writing process, and interacting with students individually and in groups with specific reference to material they have just composed. Early in each semester he imparts to students a felt sense that not only taking the three practice final exams that are formally assigned a score each semester in the Writing Center, but also each day's lab assignment, is the best possible preparation for success on the wholistically scored final exam at the end of the semester. Thus, Mr. Teekell also contributes to program success by coaching students to plan and write timed impromptu compositions including the departmental final exam.

Professional Development in the Past Six Years:
Mr. Teekell has participated in several professional seminars focusing on topics including active listening, nondiscrimination, ending sexual harassment and building trust in the workplace.

Frank Tello

A.A. English, Evergreen Valley College
B.A. English Literature, University of California, Santa Cruz
M.A. English, National University

Areas of Expertise: Critical Thinking and Composition, Writing Skills Lab, English 341, English 104, English 1A.

How my position contributes to Program Success: Professor Tello joined the Evergreen Valley College faculty in the fall of 2015, and has taught the English 1C Critical Thinking/Composition course for two semesters. He has taught a remedial English 104 course at San Jose State University for at risk students. Professor Tello has taught several English 104 courses, English 1A courses, an English 341 Sentence and Paragraph structure course, and various English 330 and 104 Writing Center Labs since joining the faculty at Evergreen Valley College. Professor Tello brings over 25 years of retail management experience to his classroom, and is able to incorporate that experience in his teaching methods and gain the trust of his students. Since Professor Tello comes from the same socioeconomic background, was raised, and still lives in the same community as his students, he also serves as a role model for his students. They can see that others in their same position can go to a four year school and begin to realize their dreams can be achieved. Professor Tello is scheduled to begin teaching English 1A and English 1C in the ENLACE program at Evergreen Valley College, the program that was instrumental in gaining him acceptance to UC Santa Cruz.

Professional Development in the past six years: Professor Tello returned to school at the age of 46 in 2008 to receive his Associate of Arts degree in English. He began courses at National Hispanic University in San Jose Ca., but transferred to EVC after taking all the English courses available at NHU. At EVC he worked as a student intern in the Writing Center and as an English tutor at the EVC Tutoring Center. Through his academic achievements and leadership abilities he was awarded the Karl S. Pester Leadership Opportunity Award. This award given to Professor Tello in the amount of $20,000.00 made it possible for him to attend the University of California Santa Cruz for two years, and begin his quest to return to Evergreen Valley College as a Professor of English where he is helping students achieve their dreams.

Binh Vo

B. A. English Literature, San Jose State University
Secondary Education—English Single Subject Credential Program, San Jose State University
M. A. English Literature, San Jose State University
Graduate TESOL Certificate, San Jose State University

Areas of Expertise: teaching developmental English composition courses /labs which include English 330L, and English 104L; teaching transfer-level English composition courses which include English 1A, English 1B online and English 1A online; participating in the Staff Development Committee and the South Bay Consortium for Adult Education—Adult Basic Education Faculty Workgroup.

How my Position Contributes to Student Success: Professor Vo embraces the post-method and learning-centered pedagogy. He uses Moodle, Angel, eCompanion, Jupiter, and Canvas learning management systems to facilitate and streamline students' access to all course materials. He has adopted inquire-based approach and task-based communicative teaching model to ensure successful course completion for all students. Building effective learning communities lies at the forefront of his instruction. Moreover, he partakes in campus-wide activities and collaborates with his colleagues on state-of-the-art and cutting edge instructional technologies such as Classcraft gamification and module-driven OEI-standardized online education. Currently, he collaborates with participates in the South Bay Consortium for Adult Education by piloting a "Bridge to College" class, which is an articulation streamlining project between West Valley Community College and Campbell Adult and Community Education.

Professional Development in the Past Six Years: In 2012, Professor Vo participated in the Invitational Summer Institute, a leadership training summer colloquium for teacher-educators of the San Jose Area Writing Project at San Jose State University. He also participates in Professional Development Days at Evergreen Valley College, Faculty Development Workshops at Cogswell Polytechnical Colleges, "Week 12" Faculty Preparation all-day events at The Art Institute of California—Silicon Valley, English Departmental Reading Apprenticeship workshops at Gavilan College, all-day OEI workshops for online instructions, and IIS Faculty Meetings at Mission College. By December 2016, he will have obtained his Graduate TESOL certificate; moreover, in Spring 2017, he will start his 12-unit, graduate-level, online certificate program in reading and learning at CSU, Fullerton.

Roohi Vora

BSc. Rawalpindi Medical College, Pakistan
M.D. Rawalpindi Medical College, Pakistan
M.A. English and Comparative Literature San Jose State University

Areas of Expertise: Basic and Advanced Composition, Critical Thinking, Developmental English Composition courses English 330, and English 104, and Writing Labs; Great Works of Literature, and Children's Literature.

How My Position Contributes to Program Success: Professor Vora is currently teaching English Composition 1A at Evergreen Valley College, and 1B and Children's Literature English 112 A at San Jose State University. She has also taught Writing Center labs at Evergreen Valley College **a**nd enjoys working with students on an individual level to help them improve their writing skills. Professor Vora likes to work in a diverse classroom and encourages interaction and sharing of ideas among students in small group discussions. She helps students discover their own voice by assigning reflective essays. Her most popular assignment is the Henna painting workshop in which students learn about the process of Henna application and also compare and contrast this art to the art of permanent tattooing. Professor Vora is also a reader for the WST exam at San Jose State

University and a part of the Teaching Cohort program that is writing a teaching philosophy statement and developing a teaching portfolio for composition courses.

Professional Development in the Past Six Years: Professor Vora presented a paper on Global Education at ECCTYC (English Council of California Two-Year Colleges) Conference in Pasadena in 2013 and a paper on Shakespeare at YRC (Young Rhetoricians' Conference) in Monterey in 2016. She was selected to Participate in the SJAWP (San Jose Area Writing Project) and the Advanced Summer Institute at San Jose State University and has also served as facilitator for the Creative Writing groups for the SJAWP for many years. Her poetry and short stories have appeared in *Reed* and *Leaf by Leaf*, both college literary magazines, and she has emceed and recited her poetry at the Annual Spring Poetry Festival at Evergreen Valley College. Vora's article, "The Magic of Mehendi: The Henna Painting Ceremony" has been published in the textbook *Projections, Brief Readings on American Culture*. She is passionate about teaching and tries to instill her enthusiasm in her students. In her free time, she enjoys reading, writing, hiking, jogging, and attending Art lectures. She is also an active member of the EVC Desi Club, Book Club, and a Shakespeare Group.

Jimmie C. Wilson

B.S. Feminist Studies, B.A. World Literature, U. C. Santa Cruz
M. F. A. Non-Fiction, M.A. English, Mills College

Areas of Expertise: Critical thinking and Composition, Native American Literature and Issues, Woman's Literature and Issues. African American Literature and issues

How My Teaching Contributes to Program Success: Professor Wilson has been a member of the adjunct faculty at Evergreen Valley College since 2004, has attended 11 Professional Development events, and served on the Academic Senate. She was faculty sponsor of 3 student clubs, and adjunct faculty for the Year 2014. As an adjunct Wilson teaches at other colleges and doing so has given her experience and opportunities to further expand teaching experience workshops and take classes that further develop her ability to carry out and expand her goals and ideals as an English Teacher at Evergreen Valley College. Before coming to Evergreen she did her teaching practicum at Mills College teaching a class called Mixed Race Descent for the Ethnic Studies Department. Wilson's focus is on thinking critically and competent writing in classes that are student focused and a safe space. She began course work at U.C. Santa Cruz in History of Consciousness in hopes of gaining her PhD. The course work focused on Race theory, Feminist theory and Queer theory. The program was cancelled. However, the work she did in those classes informs her work still.

Professional Development in the Past Six Years: Professor Wilson has taken workshops in Cultural Competency and Multicultural Pedagogy and was on the board of CARE, California Advocates for Re-entry Education for 3 years.

<u>Classified Staff:</u>

Nancy Tung
Lead Instructional Support Assistant

B.A. Statistics, University of California, Berkeley
M.A. Education, Instructional Technology, San Jose State University
Adult Learning Disabilities Certificate, Sacramento State University

Nancy has been with the college since 2001. Responsibilities include presenting writing modules to students and managing the logistics of the Writing Center.

3. Describe the departmental orientation process (or mentoring) for new full-time and adjunct faculty and staff (please include student workers such as tutors and aides).

The Dean of Language Arts meets with new adjunct faculty to describe the program to them, and discuss their course assignments with them. They are given sample syllabi from instructors who have taught those courses, and connected with faculty who can answer questions they might have. In addition they attend a college-wide orientation.

New full-time faculty have the additional support of the Tenure Review Committee and process, as well as an official faculty mentor.

For instructors who are new to the Writing Center, the Writing Center Coordinators provide a special Professional Development Day workshop. At that orientation, the Coordinators present lab teaching strategies and scoring day protocol. The Coordinators show new instructors where modules and lab resources are located, acquaint them with the lab setting, and introduce them to seasoned Writing Center mentors. Soon after new instructors begin work in the lab, observation times are arranged for further training purposes. All of the Writing Center policies and procedures, as well as sample lesson plans, are laid out in the Writing Center Handbook (included as an appendix).

The Writing Center Coordinators meet with Instructional Assistants (staff) and Student Interns during their first day of work at the Writing Center and review sections from the Handbook that specifically outline duties for Instructional Assistants and Student Interns. New evening Instructional Assistants also meet with the Lead Instructional Support Assistant, and have an opportunity to observe her as part of their training. Student Interns receive additional instructions from the individual faculty members they work with as each instructor has his or her own way of utilizing the Student Interns' skills.

For final exam training, new full-time faculty who will be part of the leadership team are partnered with and trained by a veteran member of the team, and are also given a copy of

the final exam leadership handbook. All faculty, including new adjuncts, go through an extensive norming procedure at the beginning of each exam scoring session.

PART E: Budget Planning and Resource Allocation

1. **Current Budget**

    A. **Identify the budget currently allocated for the department/program through the division budget (fund 10). Discuss its adequacy in meeting your program's needs.**

    Currently, the department is receiving only one-time monies from fund 10 (see chart).

    B. **Identify any external (fund 17) funding the department/program receives, and describe its primary use.**

    Over the few years the department supply budget was $1500.00 per year, which was through fund 17 from the lottery funds. Hopefully, additional funding from 10, 17, and the Basic Skills Initiative may become available in the future (see chart).

    C. **Explain any grants or other external funding sources (partnerships) for which your program is benefiting from.**

    Currently, there are no other sources or grants. The college did apply but was not accepted for a $2,000,000 grant from the Basic Skills Partnership Pilot Program funded by Proposition 98. The Language Arts Division and the English Department would have undoubtedly received a portion of those funds.

Budget Fund	Description	Amount	Adequacy
a. Fund 17	Writing Center*	$1,300	Yes*
b. Fund 17	English Department	$1,500	Pending**
c. Fund 10 (Language Arts Division Budget)	*Leaf by Leaf* Author's Series	$7,000 $7,000	One-Time Monies***

* Expenditures for the Writing Center are ongoing as supplies need to be continually replaced. These include purchases for the following: white board supplies (multi-color markers, erasers, easels), heavy duty hole punches, binders, staplers (and removers) poster paper, dictionaries, and so forth.

** One of the Chancellor's initiatives is open-source or low-cost textbooks. Our department is exploring an online handbook that could be incorporated into all of our LMS course shells (Canvas) for all students in all subjects. San Jose State University licenses a handbook for every student for 6 years. This ensures continuity (building on research skills from 104 through 1C, for example), good research practices (not Googling topics), and a common resource for students. Instead of requiring students to buy a comprehensive text, composition instructors could use the online handbook and supplement it with model essays, most of which are open-source. We're exploring "student success" and "student equity" money to fund this, which may be $15 per student. SJSU's Language Arts division uses some similar funds. But it would be more sustainable to have a permanent line item in our budget.

***Traditionally, the English Department has contributed to the funding of the College's prestigious yearly literary magazine, *Leaf by Leaf*. During spring 2010, however, it discontinued the 20 year practice. Present funding has been derived from various, non-departmental sources that may not be available in the future. Since the award winning publication is a major source of pride for Evergreen Valley College in general and the English Department in particular, it seems only fitting that the department restore its yearly contribution to *Leaf by Leaf* (a student account) and encourage other divisions to follow suit, to help defray costs and thereby assure

the magazine's ongoing success and literary campus culture. For the 2016-2017 Budget, one-time monies have been provided for *Leaf by Leaf* and the Author's Series.

2. Explain any grants or other external funding sources for which your program would be a good candidate. Do you have plans to apply for such sources?

 The main option for external funding would come from the Basic Skills Initiative. An example of such funds would be training for adjuncts related to the Holistically Scored Final Exam for the basic skills courses English 330 and 104. Compensation for adjuncts only (per Appendix D-4 of the District-Faculty Association Bargaining Agreement) for two hours at the contracted rate of roughly $80 per hour would total about $3000 per academic year in expenditures.

PART F: Future Needs

1. ***Please describe any unmet needs for your program and how you plan to address them. Are any additional resources needed to accomplish your program's outcomes? Please provide rationale on how the requests tie into the strategic initiatives, college mission, SLO Assessment or Student Success.***

English Department Final Exam Leadership Funding:
In order to help us complete SLO assessment for classes in the English Program that participate in the holistic departmental final exam, we would like to restore funding for final examination scoring to the levels that existed for the first 20 years of the final exam: 4 Chief Readers ($400 stipend each)**,** 4 Table Readers ($200 stipend each)**,** 20-25 adjuncts (2 hours each at roughly $80 per hour [Contract Appendix D-4]). We would also like to compensate 4 adjuncts to serve on topic selection committees (2 hours each). The English Department final exam is directly tied to our SLO assessment for English 330, 104, 1A and 1B. This would cost an estimated $34,080 per year.

Promoting Elective Literature Courses:
Offering English elective classes is imperative to our college mission of maintaining associate degrees and associate degrees for transfer. Our electives for the English major are suffering due to low enrollment because they are not required courses, and counselors don't funnel students into these classes: Gender in Literature, Asian-American Literature, Mexican-American Literature, African-American Literature, Children's Literature, Creative Writing, and Poetry. EVC could develop a new type of community registration that would enable community members to take the regular courses for no credit, and to repeat them (non-repeatability was a big problem for community members taking Creative Writing). We would need support from Admissions and Records, administrators and staff for this to be possible.

Expansion of the English 1L Lab:
The English 1L lab fosters student success since students in the English 1L lab receive supplemental and personalized support for their transfer-level English courses. Currently, the 1L lab is staffed by two faculty members for a total of nine hours per week. Instead of relying on our Tutoring Center which is staffed by students and volunteers, we could expand our English 1L lab, which is staffed by instructors, to provide services for all students writing research papers in different disciplines instead of just for English 1A, 1B, and 1C students. Instructors teaching the English 1L lab are loaded at .5 FTE for each lab hour.

Outreach to High School Students:
One of the Chancellor's initiatives is to offer our classes at high school locations, which meets the strategic initiative of community engagement and developing strategic partnerships. Other English faculty at colleges around the state have expressed concern about how this can dilute our quality of instruction. Instead we should have more high school students take classes at EVC. They can enroll in our writing labs (required with developmental English classes) and take our departmental final exams, both of which are tied to our learning objectives, teaching consistency, and quality of education. The faculty member who is responsible for this project should get 20% reassigned time.

Revival of Learning Communities:

Learning communities can help meet the college mission of providing a "wide spectrum of educational experiences, [and] flexible methodologies" as well as help us with SLO Assessment. Learning communities were offered previously, but funding ceased during periods of financial exigency. Learning Communities are beneficial to students and English is an ideal course to match with content area courses. A revival of Learning Communities will allow students to study language in context, making it more immediately relevant to students. Learning Communities will also encourage collaboration among faculty. We have included more information about Learning Communities in the Part C – Student Learning Outcomes and Assessment section of this Program Review which should be further examined. The Learning Community coordinator should get 20% reassigned time.

Exploring Low-Cost Textbooks:

To meet the strategic initiative of offering student-centered access to our course materials, exploring low-cost textbooks is crucial. Another Chancellor initiative is open-source or low-cost textbooks. Our department is exploring an online handbook that could be incorporated into all of our LMS course shells (Canvas) for all students in all subjects. SJSU licenses a handbook for every student for 6 years. This ensures continuity, good research practices, and a common resource for students. Instead of requiring composition students to buy a comprehensive text, we could use the online handbook and supplement it with model essays, most of which are open-source. We're exploring "student success" and "student equity" money to fund this, which may be $15 per student. We would like to request enough funds for a pilot for English 1A students who are using handbooks for research essay documentation. If we assume 1000 English 1A students per calendar year need $15 each for this pilot program, we would need a total of $15,000 per year. SJSU's Language Arts division uses similar funds. The faculty member who is responsible for this project should get 20% reassigned time.

Faculty Training and Support to Increase Online Course Offerings:

The strategic initiative of organizational transformation and employee development will require that our faculty is knowledgeable about technological pedagogies. Using technology inside and outside of classrooms to communicate with students as well as to obtain instant student feedback is becoming increasing popular. We need professional development opportunities for faculty so that they can integrate distance education pedagogies effectively. EVC and specifically the English Department could offer more online courses in Canvas to increase enrollment statewide, but we need the courses to conform to the state rubric and go through the approval process. This would require more faculty training, faculty mentoring, and evaluating our online instructors which would cost an estimated $21,000 per year.

Research on Developmental Students:

To meet the Chancellor initiative and college mission of serving basic skills students, we need more research on what percentage of our English 330 or English 341 students ever move on to 1A, and on how we can better meet their needs. We also need more research on the intersection/overlap/substitution of non-credit courses for developmental courses such as English 341. We have included more information on this in the Part B – Curriculum section of this Program Review which should be further examined. We need the assistance of a researcher who

will dedicate specific time to these research needs. The faculty member who is responsible for this project should get 20% reassigned time.

2. ***What faculty positions will be needed in the next six years in order to maintain or build the department? Please explain. What staff positions will be needed in the next six years in order to maintain or build the department? Please explain.***

Full-time Faculty:
The strategic initiative of organizational transformation and employee development will require that we have enough full time faculty members. Currently, there are **eleven full-time** faculty (one is currently on sabbatical) and **twenty eight adjunct faculty** in the English Department. Two of our senior faculty members are on the verge of retirement. As a result, the department needs at least 3 full-time, tenure-track positions in the next six years, which would cost an estimated $300,000 per year. Filling these positions would not only help meet anticipated growth in student enrollment but would also increase the department's ability to fill positions on standing committees, hiring committees and other shared governance activities such as curriculum development, program review, and to fill in for those faculty who are on sabbatical. Positions vacated from anticipated retirements over the next six years should be aggressively filled.

The need for this hiring strategy stems from the following history: while two full-time positions were filled in 2001 to replace vacancies due to retirement, bringing the number of full-time positions to 12, the department has seen net attrition since. Two additional retirement vacancies were filled in fall 2005, but two full-time positions have been left unfilled since fall 2002 due to retirement or reassignment. Subsequently, a full-time hire filled a vacated AFFIRM-English position. (The previous AFFIRM faculty member left to assume the position as the Dean of Language Arts.) During 2015 and 2016 we have hired two new faculty, but we are also anticipating at least two retirements in the next five years.

Writing Center (WC) Interns:
The strategic initiative of organizational transformation and employee development will require that we have a sufficient number of Writing Center Interns. Currently, we have two student interns helping our developmental students in the WC on Tuesdays and Thursdays. We would like to have at least 4 student interns each semester to ensure that we have intern coverage on all 5 days. Ideally, we would like to have at least one permanent intern position to avoid the excessive turnover rate as students graduate and move on. This would cost an estimated $13,440 per year.

Writing Center Staff Positions:
The strategic initiative of organizational transformation and employee development will require that we have adequate Writing Center staff. Currently, we need to maintain one permanent ISA (Instructional Support Assistant) position and one Staff Assistant 11 position, which would cost an estimated $160,000 per year:

a. **Instructional Support Assistant**
(Salary Range 78, 40 hours per week, 11 months a year, district health benefits): This is the most important classified position in the WC. The ISA position is responsible for

giving assignment orientations to approximately 43 sections in the Writing Center (over 600 students) from morning to late afternoon, in addition to maintaining attendance roles and facilitating reports from the WC to the English 330 & 104 lecture instructors.

b. Staff Assistant II

(Salary Range 54, 16 hours per week, 8 months a year, no district health benefits): Primarily, this employee is in charge of handling all adds, census reports and drops for the WC. In addition, the SA II records all attendance and scored essay data, converting this data into tri-semester reports that are the bedrock of communication between the labs and the corresponding lecture courses. In Fall 2016 we hired an evening ISA for 20 hours per week.

3. ***Does your program require any additional facilities, equipment, technology and/or supplies over the next six years (above and beyond the program's current budget)?***

Writing Center Equipment and Supply Needs:
To achieve continued student success in the Writing Center, we need new equipment and a budget to replenish supplies. There are two rooms in the WC that require additional technology. The room where the Instructional Assistant conducts module orientations is in need of a computer, ladibug document camera, and a data projector as instructional aids. Also, the room where students meet with the instructor requires a computer, a ladybug and a data projector as instructional aids. This technological equipment would cost an estimated $5,000, but the Writing Center also needs about $300 a year for on-going office supply needs.

Equipment and Software Needs for the Department:
We want to meet the college mission of using flexible methodologies for student success, so we need various equipment and software. Faculty, staff and students may need to update computers, software (such as the Macmillan Program), and/or other technological equipment. Also, faculty and staff may need funds for books related to courses as well as for professional development. We would need about $5,000 a year for this.

Language Arts Building:
A Language Arts Building would aid us in meeting the strategic initiative of community engagement because bringing English faculty and staff together in one location would build campus community. Since the 1980's there has been talk of a Language Arts building. Considering it is the largest division, and English 1A is the most offered course on campus, and that the English faculty regularly teach classes in 7 buildings on campus (Acacia, M3, Library, PE, Cedro, VPA, and Student Services) and have offices in 4 of those buildings, it is only reasonable that we should have our own building to function as a more cohesive group. For this new building, we would need $54 from Measure X funding.

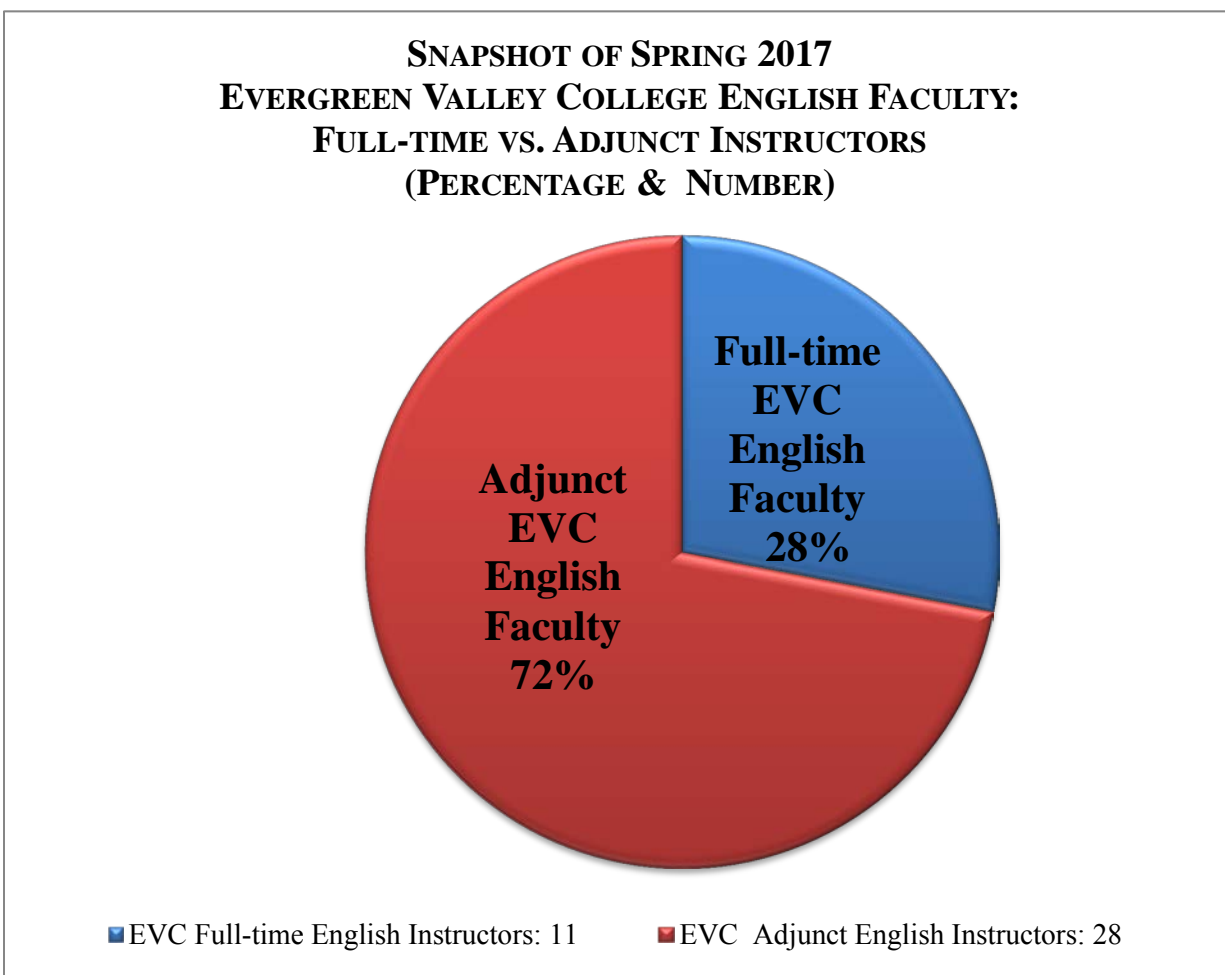# EVC ENGLISH INSTRUCTORS (FULL-TIME & ADJUNCT COMBINED): 39

SNAPSHOT OF SPRING 2017
EVERGREEN VALLEY COLLEGE ENGLISH FACULTY:
FULL-TIME VS. ADJUNCT INSTRUCTORS
(PERCENTAGE & NUMBER)

Adjunct EVC English Faculty 72%

Full-time EVC English Faculty 28%

■ EVC Full-time English Instructors: 11   ■ EVC Adjunct English Instructors: 28

Figure 01: *Snapshot of Spring 2017 EVC Full-time and Adjunct English Instructors (Percentage & Number)*

Analysis: Hiring more full-time faculty would enable more collaboration between faculty, enhance curriculum development, engage faculty in research and Program Review, thus fostering student success. Many two-year colleges are attempting to make concerted efforts to decrease the high ratio of adjunct English instructors; 1) by recognizing the fact that English courses in composition, critical thinking, and literature provide a solid foundation for all other courses and/or majors across the disciplines; 2) by acknowledging that a greater full-time to adjunct ratio of instructors offers increased accessibility to students; 3) and by rethinking college values, placing more importance on English skills since without them, the level of student success in many of the popular college majors will be mediocre at best.

Gender Breakdown of Full-Time EVC English Instructors: 11 = Combined Total

Sometimes percentages derived from numbers can be misleading. For instance, no major disparity exists between the number of Full-time Female and Male English Professors in the EVC English Department. As of the Spring Semester 2017, the department has five (5) Female

instructors—45%—and six (6) Male instructors—55% (one person made a difference of 10%). The following graph demonstrates this cautionary point.
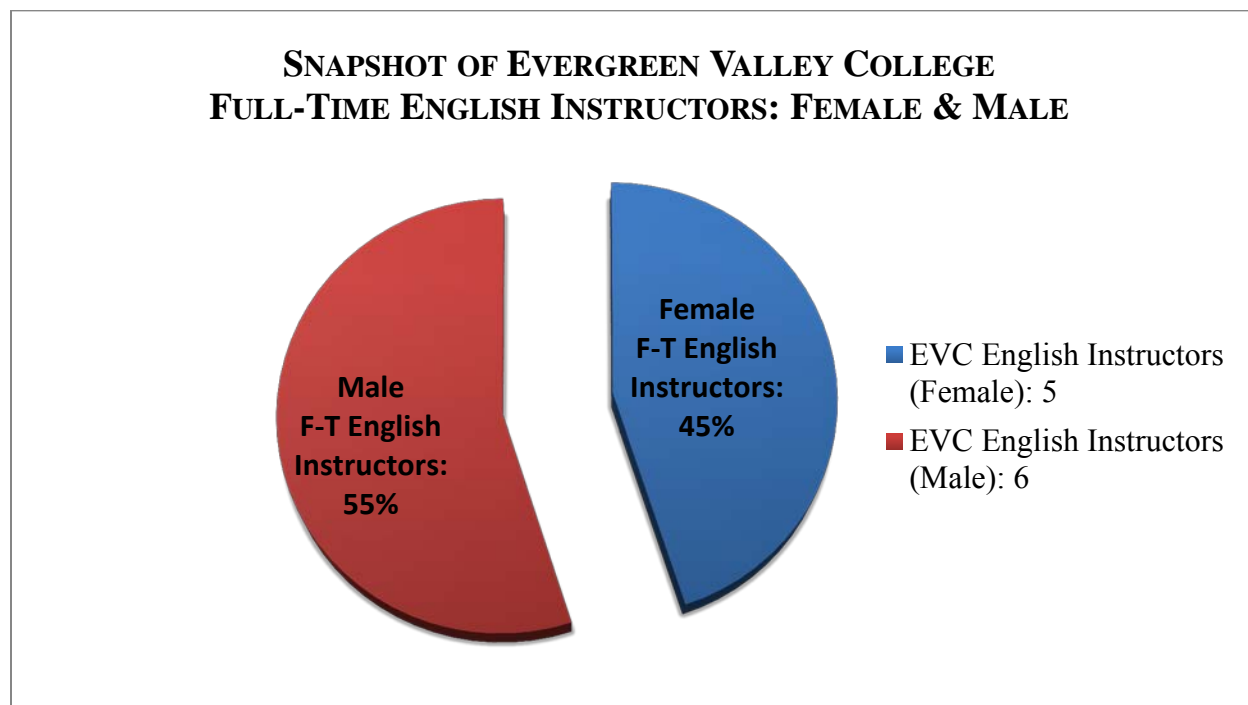

Figure 0X1: *Snapshot of EVC Full-time English Instructors by Gender (Percentage & Number)*

As noted by Michelle Pilati, past President of the Academic Senate for California Community Colleges (ASCCC) and a professor of psychology at Rio Hondo College, *"Although part-time faculty offer the same quality in teaching, the benefits of a sufficient complement of full-time faculty members are numerous, from providing essential stability for planning and curriculum functions to providing the levels of availability that students need outside of the classroom"* ("Why Full-time Faculty Matter," February 2006). Nothing has changed in the decade since this ASCCC article first appeared; full-time faculty still matter; EVC operates on a "shoestring" full-time English staff.

Without a doubt, the value of full-time instructors cannot be overemphasized. Full-time instructors can reasonably and effectively engage in a plethora of beneficial instructional activities beyond the overwhelming schedules and obligations of our adjunct instructors (a.k.a. freeway flyers). Full-time instructors can become thoroughly involved in curriculum management activities, general education issues; institutional committee service; interdisciplinary work (e.g., learning communities and writing across the curriculum), AS/Student organization contributions, honors courses and program leadership; periodic course syllabi revisions; collaborative teaching/learning opportunities with colleagues and students; organization of extracurricular activity organization for students, faculty, staff, and the community.

Gender Breakdown of EVC English Department Adjunct Instructors: 28 Combined Total

Undeniably, adjunct instructors serve as the workhorses for the English Department—and most other college departments. The department greatly values their instructional and professional contributions. Ideally, many of the English Department's adjunct instructors today will become full-time instructors tomorrow.
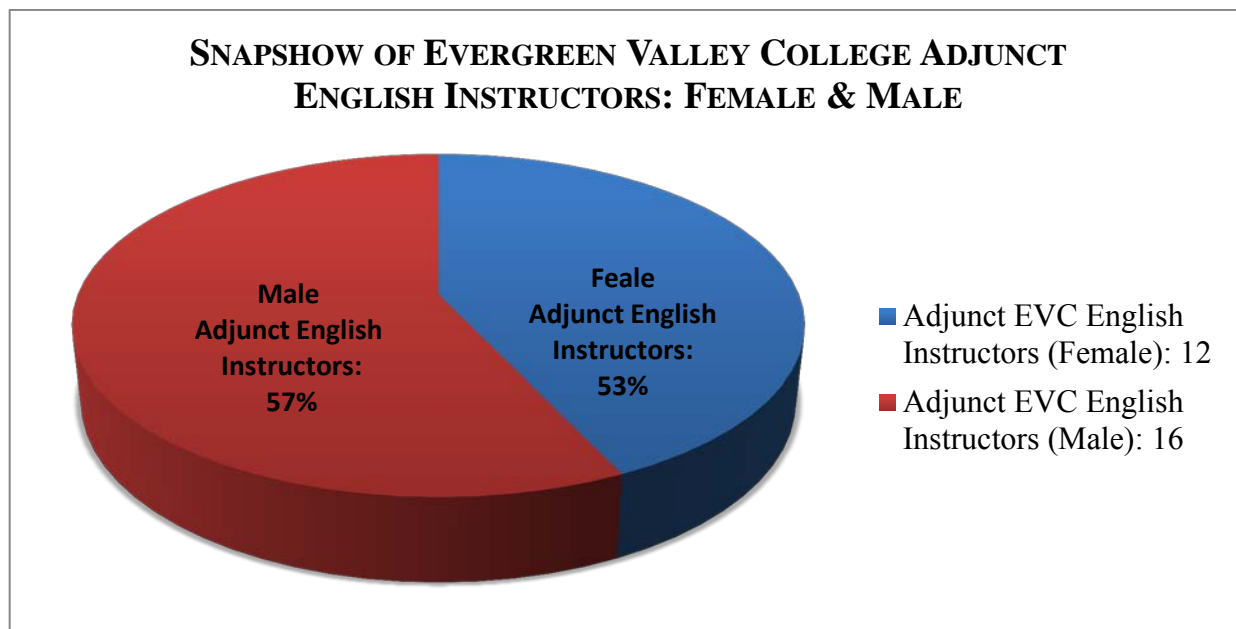

SNAPSHOW OF EVERGREEN VALLEY COLLEGE ADJUNCT ENGLISH INSTRUCTORS: FEMALE & MALE

Male Adjunct English Instructors: 57%

Feale Adjunct English Instructors: 53%

■ Adjunct EVC English Instructors (Female): 12

■ Adjunct EVC English Instructors (Male): 16

Figure 0X3: *Snapshot of EVC Adjunct English Instructors by Gender (Percentage & Number)*

In addition to the 28 adjunct EVC English instructors actively teaching for the department, two members from other departments in the Language Arts Division periodically teach English Composition classes; however, those individuals were not cited in this observation of English Adjunct Instructors. If they had been counted, the total number of English Adjunct Instructors would have jumped to 30 or 7%. As it is, Evergreen Valley College employs roughly three times more *Adjunct English Instructors* than *Full-Time English Instructors*.

Observations & Conclusions: Full-time English Instructor Needs

The English Department will need several full-time instructor positions in the next few years to serve students in all disciplines effectively and efficiently. Even California State Legislators—who too often have sought business solutions to educational challenges—recognized the importance of full-time instructors at colleges. For instance, in California's Assembly Bill 1725 that sought to reform the state's community college system, it humbly recognized that the *"quality, quantity and composition of full-time faculty have the most immediate and direct impact on the quality of instruction, overall reform cannot succeed without sufficient members of full-time faculty"* (California's Assembly Bill 1725).

Despite the legislature's recognition of the need for full-time faculty—and the attempt to establish a 75 to 25 full-time to part-time instructor ratio in colleges in general and disciplines in particular, the Evergreen Valley College English Department still must fully justify and request full-time positions.

PART H: Annual Assessment: Program Faculty and PR Committee

Please attach copies of any Annual Reviews that you have completed in the last six years (if applicable)

PART I: Resource Allocation Table

Program Reviews provide a valuable source of information for the College as it makes decisions on resource allocation, both in terms of funding and cuts. The following information, in table format, will be used by the College Budget Committee to help inform EVC's Budget and Planning Process.

Item Title	Response
Productivity (WSCH/FTEF):	**Basic Skills Classes Average:** WSCH 2981 Productivity 411.15 **English Transfer Composition Classes Average:** WSCH 3968.1 Productivity 364.83 **Literature Classes Average:** WSCH 283.2 Productivity 313.2
Student Success Rate (Retention Rate) Spring 2015 and Fall 2015	Basic Skills: 65.78% Transfer Composition: 68.38% Literature: 83.11%
Number of class sections offered by your program Spring 2015 and Fall 2015	63
Changes in enrollment Spring/Fall 2012 to Spring/Fall 2015	Basic Skills: 1810/1664; -9% Transfer Composition: 2688/2452; -10% Literature: 171/130; -32%
Your Program's Current Budget (from Fund 10)	2016-17, $14,000 (one-time monies)
Current External Funding (from Fund 17)	2016-17, $2,800
Future Needs: Faculty (Estimated Additional Cost)	- Faculty Hiring $300,000 (3 new faculty @ $100,000 per year) - Distance Education Training for Faculty $21,000 ($500 per year for 43 faculty) - Final Exam Leadership $34,080 ($1,600 for chief readers, $800 for table leaders, $640 for adjuncts on topic selection committees per year) - TOTAL: $355,080 (per year)

Future Needs: Staff (Estimated Additional Cost)	• 2 Writing Center Staff Positions $160,000 (@ $80,000 per year each) • 2 Writing Center Interns $13,440 per year ($10.50 an hour for 20 hours a week) • TOTAL: $173,440 (per year)
Future Needs: Facilities (Estimated Additional Cost)	• $54 million for Language Arts Building (from Measure X) • Remodeling the Student Services Building will cost an estimated $64 million. • TOTAL: $54 million (one-time monies)
Future Needs: Supplies (Estimated Additional Cost)	• Writing Center Technology $5,000 (for computers, ladybug document cameras, and data projectors) • Writing Center Supplies $300 (per year) • Department Equipment and Technology $5,000 (per year) • English 1A Research Handbooks $15 each for about 1,000 students = $15,000 (per year) • TOTAL: $25,300 (with $5,300 re-occurring per year)

* Do your program's future needs assume that your program's enrollment will remain stable or do they depend upon enrollment growth? If they depend on growth, please explain the growth projections on which you are basing your assumptions. You may attach any supporting documentation to explain or support assumptions.

Appendix A: ECCTYC/TYCA PACIFIC COAST RESOLUTION:
ON BEST WRITING ASSESSMENT PRACTICES

WHEREAS writing assessment—from placement in appropriate courses to certifying proficiency in a single course or a series of courses—involves high stakes for students and has a profound impact on their educational journeys and success; and

WHEREAS best placement practice is informed by pedagogical and curricular goals and is therefore continually under review and subject to change by well-informed faculty and experienced instructor/evaluators; and

WHEREAS the decontextualized assessment of student's rhetorical choices may disadvantage students whose home language or formative cultural experience reflects the diversity of California Community College's student population; and

WHEREAS one standardized test with or without a piece of machine scored writing—generated even under the most desirable conditions—can not serve as an indicator of overall writing ability, especially given the high stakes for the test takers or potential biases built into the scoring criteria[4]; and

WHEREAS "writing-to-a-machine" violates the social nature of composing with a purpose for human audiences and automated assessment focuses on features such grammatical correctness, syntax and style and cannot take into account the rhetorical context of a student's expression; and

WHEREAS the benefits of direct assessment of writing by instructor-evaluators–context rich student assessment, unique opportunities for faculty development, and ongoing curricula revision–far outweigh the presumed benefits of cost, speed, and simplicity of machine scoring; now, therefore, be it

RESOLVED, that the English Council of California Two-Year Colleges ECCTYC/TYCA Pacific Coast:

1. *urges* decision makers who create and approve a statewide two-year college placement test ensure that English instructors with knowledge and experience of how integrated assessment programs inform curriculum and pedagogy participate in the design and evaluation, ensure that this test is grounded in the latest research on language learning and assessment practices, and ensure that the link to placement and curriculum is clear for all stakeholders—students, faculty, and administration.

2. *urges* decision makers to require multiple measures, measures that can be reviewed and revised (including a statewide test) to uphold best practices of local curricular and pedagogical polices; and

3. *urges* decision makers, in line with the Best Assessment Practices as defined by national CCCC, require all writing samples be scored by human readers whose participation will inform assessment procedures that promote the growth of students across the composition sequence.

<p align="center">The ECCTYC/TYCA Pacific Coast Board of Directors
Adopted: 7 November 2014</p>

As the California Student Success Initiative (passed by the CACC Academic Senate[1] and by the California State Legislature) now requires California Community Colleges to administer a common placement test, ECCTYC/Pacific Coast TYCA[2] urges decision makers and stakeholders to uphold the principles of shared governance by relying on the expertise of scholars in the field and California two-year college teachers of English. The initiative suggests that placement will be severed from assessment policies and practices that serve students and faculty from the time of matriculation to the completion of the English composition sequence.

Although automated assessment programs may promise consistency, they distort the complex and context-rich nature of writing as, of necessity, the focus is on readily accessed features of the language (grammatical correctness, syntax, stylistic choices) and on error rather than on the appropriateness of the rhetorical choices made. We are deeply concerned about the implications of such an approach for student success, curriculum design, and professional development. We draw on the CCCC's "Writing Assessment: A Position Statement"[3] in our call for 1) multiple measures that permit local participation in design and application, and 2) the inclusion of a writing sample scored by human readers.

Brief List of Works Cited/Consulted

Anson, Chris. "Closed Systems and Standardized Writing Tests." *College Composition and Communication* 60.1 (2008): 113-128. Print.

CCCC Committee on Assessment. Chair, Kathleen Yancy. "Writing Assessment: A Position Statement." *Conference on College Composition,* 2009. Web. 30 Oct. 2014.

"CCCC Position Statement on Teaching, Learning, and Assessing Writing in Digital Environments." *Conference on College Composition,* 2004. Web. 29 Oct. 2014.

Haswell, Richard, Whitney Donnelly, Vicki Hester, Peggy O'Neill, and Ellen Schendel. "An Annotated Bibliography of Writing Assessment: Machine Scoring and Evaluation of Essay-length Writing." *The Journal of Writing Assessment* 5.1 (2012). Online.

"NCTE Position Statement on Machine Scoring." Chair, Chris Anson. *National Council of Teachers of English.* 2013. Web. 8 Nov. 2014.

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[1] California Community Colleges Academic Senate

[2] ECCTYC (English Council of California Community Colleges, Pacific Coast region of the national Two-Year College Association)

[3] Conference on College Composition and Communication, the national organization of university and two-year college composition scholarship; see also the National Council Teachers of English, "NCTE Position Statement on Machine Scoring" (2013).

[4] See "CCCC Position Statement on Teaching, Learning, and Assessing Writing in Digital Environments."

Appendix B: **ECCTYC/TYCA Pacific Coast Resolution:**
English Education in Times of Budget Cuts

WHEREAS, Budget cuts to the California Community Colleges have the potential to compromise the system's ability to meet the educational mission, deny state residents access to education, and/or adversely affect students enrolled in the Community College system; and

WHEREAS, The California Community College Chancellor's Office has rightfully affirmed its support of and commitment to Basic Skills, Career/Technical education, and Transfer Curriculum and Programs; and

WHEREAS, English curriculum and programs are critical to students' ability to achieve their diverse educational goals, including Associate Degrees, Certificates, job training, and transfer; therefore be it

RESOLVED, The English Council of California Two-Year Colleges reaffirms the principles of shared governance process in budget decisions; and be it further

RESOLVED, That English faculty participate in campus decision-making committees and professional organizations; and be it further

RESOLVED, These actions will insure that English programs:

➔ Offer a curriculum that fully supports student completion of stated educational goals,

➔ Provide timely access to these vital courses,

➔ Promote hiring policies that provide sufficient qualified faculty (fulltime and adjunct) to teach these courses, and

➔ Foster working conditions that support fulltime and adjunct faculty efforts to promote student success in English courses.

The ECCTYC/TYCA Pacific Coast Board of Directors
Adopted: 15 April 2011

Appendix C: ECCTYC/TYCA PACIFIC COAST RESOLUTION:
On Consultation for College English Policies, Proposals, and Decisions

WHEREAS, the English Council of California Two-year Colleges (ECCTYC) keeps instructors, administrators, and institutions informed on best English teaching practices, up-to-date pedagogy, and current local, state, and national issues and policies; and

WHEREAS, ECCTYC, the UC and CSU English Councils, English department chairs, composition coordinators, and college representatives, work together to insure the continuance of a quality English composition experience for our students in higher education; and

WHEREAS, many decisions on policy and procedures directly affecting students and faculty, including an expanded effort to "outsource" CSU composition students to community colleges, frequently have been made without consultation, input, and informed advice from ECCTYC; therefore be it

RESOLVED, that ECCTYC urge the CCC Chancellor's Office and other groups/task forces to include ECCTYC in all major English policy proposals and decisions that impact student learning and faculty instruction.

The ECCTYC/TYCA Pacific Coast Board of Directors
Adopted: 22 October 2004; Reaffirmed 14 October 2016

Appendix D: ECCTYC/TYCA PACIFIC COAST RESOLUTION:
On Composition Courses Taught in Compressed Time Frames

WHEREAS, developmental and college writing courses offered for 3 units or more are skills building courses that require sufficient time for reading, critical reflection, instructor assessment, and instructor-student communication,

WHEREAS, offering writing classes in abbreviated time frames to accommodate students who are eager to complete a requirement for which they may be substantially underprepared does not allow for the recursive nature of learning the reading, writing, and critical thinking processes,

WHEREAS, the trend to offer community college writing courses in ever-shorter terms has been judged by the English Council of California Two-Year Colleges to create pressures on students and instructors that inhibit effective student learning,

WHEREAS, the California State University English Council "views with concern" any college-level composition course taught in fewer than six weeks, a view that might harm the articulation of writing courses taught in an abbreviated time frame,

THEREFORE BE IT RESOLVED, that the English Council of California Two-Year Colleges opposes offering developmental and college writing courses of 3 units or more in time frames of fewer than six weeks, and be it

FURTHER RESOLVED that English Council of California Two-Year Colleges urges community college administrators to rely and to act primarily on the professional expertise of their college's English faculty in those few instances when such short-term English classes are proposed.

The ECCTYC/TYCA Pacific Coast Board of Directors
Adopted: 5 April 2002; Reaffirmed 14 October 2016

Appendix E: ECCTYC/TYCA RESOLUTION:
Calling for Maintenance and Expansion of
English AA Degrees at California's Community Colleges

WHEREAS Most literature classes fulfill the general education humanities requirement at community colleges and are approved for transferable "elective" or "major" credit—regardless of one's vocational or academic major; and

WHEREAS Employers have discovered that English Majors at any level (AA, BA, MA, PhD) develop competencies that are in high demand in any vocation, including good verbal and written communication skills, strong analytical and problem solving aptitude, superb organizational and research abilities, valuable creative and innovative thinking skills, and a developed sense of information competency; and

WHEREAS The English AA offered by California Community Colleges provides a valuable stepping stone to many majors and lifetime careers outside of teaching, library work, or law, and a growing number of students view the English Major as a preprofessional degree that enhances their ability to write, read, think; and speak more effectively, and

WHEREAS English is not a commodity but an investment in future generations; and

WHEREAS The English AA could be decimated at California Community Colleges as a result of pressure not to offer a range of literature courses; and

WHEREAS Any decrease in the number of English AA programs would constitute a grave disservice to community college students now and in the future; therefore be it

RESOLVED That ECCTYC commend current English AA programs at California's Community Colleges; and be it further

RESOLVED That ECCTYC encourage district policies across the state the will insure their continuance, and be it still further

RESOLVED That ECCTYC urge California Community College English Departments that do not offer students the option of an English AA degree develop one.

The ECCTYC Board of Directors
October 21, 2004

WHAT CAN ONE DO WITH A DEGREE IN ENGLISH?

What can English majors do? While many majors go into teaching, library work, law, or graduate school in English, a growing number of students view the English major as a pre-professional degree, a degree that enhances their ability to write, think, and speak more effectively. As we move into the 21st century, degrees in English are blossoming; students considering careers in numerous fields find the English Major an ideal preparation for entry into their profession:

- **Advertising**
- **Communications**
- **Counseling**
- **Film**
- **Television writing**
- **Printed & electronic journalism**
- **Library science**
- **Public relations**
- **Editing**
- **Technical Writing**
- **Publishing**
- **Teaching**

Additionally, however, the English Major readies students for many other programs, including graduate degrees, and since communication skills are essential for many occupations, English majors have been able to apply their degree to a growing number of career paths, including:

- **Business**
- **Medicine**
- **Law**
- **History**
- **Communications**
- **Education**
- **Technology**
- **Engineering**
- **Public Relations**
- **Creative & Technical Writing**
- **Social Work**
- **Government Work**
- **Reporting**
- **Marketing**
- **Television**
- **Banking**

Indeed, employers have discovered that English Majors possess skills and competencies that are in high demand in almost any vocation: 1) excellent verbal and written communication skills, 2) superb organizational skills, 3) demonstrated ability to manage and work within tight deadlines, 4) strong analytical and problem-solving abilities, 5) valuable creative skills that can initiate new projects and promote innovative directions in a field, 6) the versatile, dexterous ability to work independently and as part of a team, and 7) significant research and documentation skills. In addition to the above, English Majors today develop a high level of computer literacy which is a decided asset in any occupation. An AA, BA, MA or Ph.D. in English will not limit graduates to teaching but open doors to a variety of employment opportunities in the 21st century.

For further information or discussion about the English AA at Evergreen Valley College, please contact Sterling Warner—the English Faculty Advisor (408) 274-7900, X6605.

Appendix G:

ASSOCIATE IN ARTS   **2016-2017**

English

Students considering careers in advertising, communication, film writing, electronic and print journalism, library science, public relations, publishing and editing, or teaching find the English major an ideal academic preparation for entry into these professions. In addition, the English major readies students for graduate programs, including communication, history, law, and medicine. A grade of "C" or better in each major course and elective course is required for this degree.

Program Learning Outcomes:

- Demonstrate knowledge of and familiarity with the methods of interpreting literature across genres
- Assess, evaluate, and analyze ideas expressed in text or in spoken language.
- Express orally and in writing coherent arguments that evidence clear prose and synthesize diverse bodies of knowledge

Core Classes

ENGL	001B	English Composition	3.0
ENGL	084A	Survey of American Literature I	3.0
ENGL	084B	Survey of American Literature II	3.0
ENGL	086A	Survey of English Literature I	3.0
ENGL	086B	Survey of English Literature II	3.0

Major Electives (s*elect three courses from the following)*:   **9.0**

ENGL	021	Introduction to Poetry
ENGL	028	Introduction to World Mythology
ENGL	033*	Women in Literature
ENGL	072	Fundamentals of Creative Writing
ENGL	073	Introduction to Shakespeare
HUMNT	002	Introduction to World Literature

English Major Core	15.0
English Major Electives	9.0
General Education Requirements	39.0
Total units	**63.0**

Appendix H:

LANGUAGE ARTS DIVISION
ROBLE BUILDING STUDENT
RE-206 ROOM
(408) 223-6775

STUDENT SUCCESS CENTER
SERVICES BUILDING ROOM
SC-250
(408) 270-6475

ASSOCIATE IN ARTS IN ENGLISH FOR TRANSFER   2016-2017

The Associate in Arts in English for Transfer degree is designed to prepare students to seamlessly transfer into the California State University (CSU) system and complete a baccalaureate degree in English or similar field of study. A baccalaureate degree in English cultivates strong reading, writing, analytical, and creative skills. It provides a sound foundation for students seeking careers in advertising, communication, film writing, electronic and print journalism, library science, public relations, publishing and editing, law, or teaching.

Program Learning Outcomes:

- Demonstrate knowledge of the methods of interpreting literature across genres
- Assess, evaluate, and analyze ideas expressed in text or in spoken language
- Express orally and in writing coherent arguments that evidence clear prose
- Synthesize and respond to diverse bodies of knowledge

> ***NOTE:** There are THREE (3) not (4) PLOs for the English AA-T. As formerly discussed, what appear as PLO #3 and #4 here should be combined:
> • *Express orally and in writing coherent arguments that evidence clear prose and synthesize diverse bodies of knowledge*

Required Core:

ENGL	001B	English Composition	3.0
ENGL	001C	Critical Thinking/Composition	3.0

LIST A: Select two courses (6 units)   6.0

ENGL	084A	Survey of American Literature
ENGL	084B	Survey of American Literature
ENGL	086A	Survey of English Literature I
ENGL	086B	Survey of English Literature II
HUMNT	002	Introduction to World Literature

LIST B: Select one course (3 units)   3.0
Any LIST A course not already used or

ENGL	021	Introduction to Poetry
ENGL	028	Introduction to World Mythology
ENGL	033	Women in Literature
ENGL	073	Introduction to Shakespeare
ENGL	072	Fundamentals of Creative Writing]

LIST C: Select one course (3 units)   3.0
Any LIST A or B course not already used or

ENGL	052	Children's/Adolescent Literature
ENGL	062	Asian/Asian American Literature
ENGL	080	Mexican American Literature
ENGL	082A	African American Literature
FREN	001B	Elementary French
SPAN	001B	Elementary Spanish
SPAN	002A	Intermediate Spanish

> During the Fall Semester 2016, the English Department voted to add English 33, Gender in Literature and Vietnamese 1B, Elementary Vietnamese, to LIST C for the English AA-T. Counselors will recommend the English AA track for English Majors interested in a career in education since many colleges require two semesters of a foreign language—which is built into the English AA Track. All changes will be reflected in the July 2017 revision of the English AA-T requirements sheet.

Major Requirements	18.0-20.0
CSU-GE or IGETC General Education	37.0-39.0
Elective (CSU Transferable units)	10.0-18.0
Total Degree Units	
60.0	

Students who complete the AA-T in English must have the following:

- Completion of 60 CSU transferrable units
- A minimum of at least 2.0 GPA in CSU transferrable courses. Note that a higher GPA may be required in some institutions
- Completion of at least 18 units in the major with a grade of "C" or better
- Certified completion of the CSU General Education-Breadth (CSU GE-Breadth) requirements, or completion of the Intersegmental General Education Transfer Curriculum (IGETC) requirements

(REV July 2016)

San Jose State University
Department of English and Comparative Literature
Bachelor of Arts in English

Course Requirements:

General Education Requirements	**48 units**

Of the 51 units required by the university, 3 may be satisfied by specified major and support requirements. Consult major advisor for details.

American Institutions	**(6 units)**

Of the 6 units required by the university, all may be satisfied within general education requirements as specified in the schedule of classes.

Physical Education	2 units

Requirements in the English Major	**21 units**

ENGL 56A	English Literature to Late 18th Century	15 units
ENGL 56B	English Literature, Romantic Era to the Present	
ENGL 68A	American Literature to 1865	
ENGL 68B	American Literature 1865 to Present	
ENGL 100W	Writing Workshop for Majors	

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Select one:

ENGL 101	Introduction to Literary Criticism	3 units
ENGL 102	History of the English Language	
ENGL 103	Modern English	
ENGL 105	Seminar in Advanced Composition	
ENGL 140	Old English	

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Select one: 3 units

ENGL 122	Topics in Comparative World Literature
ENGL 123A	Literature for Global Understanding, the Americas
ENGL 123B	Literature for Global Understanding, Africa
ENGL 123C	Literature for Global Understanding, Oceania
ENGL 123D	Literature for Global Understanding, Asia
ENGL 125	European Literature: Homer to Dante
ENGL 126	Holocaust Literature
ENGL 141	Medieval English Literature

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San Jose State University
Department of English and Comparative Literature

Bachelor of Arts in English

Select one:

ENGL 144	Shakespeare 1	3 units
ENGL 145	Shakespeare & Performance	

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ENGL 193	Capstone Seminar in Creative Writing and Self-Reflection	3 units

Elective Requirements in the Major   **21 units**

Take any 21 English Major units, 18 of which must be upper division.

Requirements in the Creative Writing Concentration 27 units

ENGL 139	Living Writers Seminar	3 units

Electives or Minor   **12-22 units**

TOTAL DEGREE REQUIREMENTS   **120 units**

Appendix J:

San Jose State University

Department of English and Comparative Literature

Bachelor of Arts in English with Concentration in Creative Writing

Course Requirements:

General Education Requirements   **48 units**
Of the 51 units required by the university, 3 may be satisfied by specified major
and support requirements. Consult major advisor for details.

American Institutions   **(6 units)**
Of the 6 units required by the university, all may be satisfied within general
education requirements as specified in the schedule of classes.

Physical Education   2 units

Requirements in the English Major   **21 units**

ENGL 56B	English Literature, Romantic Era to the Present	
ENGL 68A	American Literature to 1865	
ENGL 68B	American Literature 1865 to Present	
ENGL 100W	Writing Workshop for Majors	12 units

Select one: 3 units
ENGL 122   Topics in Comparative World Literature
ENGL 123A   Literature for Global Understanding, the Americas
ENGL 123B   Literature for Global Understanding, Africa
ENGL 123C   Literature for Global Understanding, Oceania
ENGL 123D   Literature for Global Understanding, Asia
ENGL 125   European Literature: Homer to Dante

Select one:
ENGL 144   Shakespeare 1   3 units
ENGL 145   Shakespeare & Performance

ENGL 193   Capstone Seminar in Creative Writing and   3 units
                          Self-Reflection

Prerequisite for the Creative Writing Concentration
          ENGL 71   Creative Writing
                                  Note: Prerequisite is not included in the 27 units below.

Requirements in the Creative Writing Concentration 27 units
          ENGL 139   Living Writers Seminar   3 units

San Jose State University
Department of English and Comparative Literature
Bachelor of Arts in English with Concentration in Creative Writing

Course Requirements:

Complete 5 courses from the following:

    Note: All are repeatable for a maximum of 6 units.   15 units

ENGL 105	Advanced Composition	
ENGL 130	Fiction Writing	
ENGL 131	Poetry Writing	
ENGL 133	Reed Magazine	
ENGL 135	Creative Nonfiction Writing	

Complete 3 courses from the following: **9 units**

ENGL 149 The Romantic Period
ENGL 150 The Victorian Age
ENGL 151 Twentieth Century Poetry
ENGL 153B Nineteenth Century British Novel
ENGL 161 American Literature to 1830
ENGL 162 American Literature: 1830-1865
ENGL 163 American Literature: 1865-1910
ENGL 164 American Literature: 1910- 1945
ENGL 165 Topics in Ethnic American Literature
ENGL 166 American Literature Since 1945
ENGL 167 Steinbeck
ENGL 168 The American Novel
ENGL 169 Ethnicity in American Literature
ENGL 176 The Short Story
ENGL 177 Twentieth Century Fiction

Foreign Language Requirement   **0-10 units**

    Completion of 1B course at SJSU or equivalent transfer satisfies the
    language requirement, as do courses above 1B in any language.

Electives of Minor   **12-22 units**

TOTAL DEGREE REQUIREMENTS   **120 units**

San Jose State University

Department of English and Comparative Literature

Bachelor of Arts in English with Concentration in Professional and Technical Writing

Course Requirements:

General Education Requirements   **48 units**
Of the 51 units required by the university, 3 may be satisfied by specified major
and support requirements. Consult major advisor for details.

American Institutions   **(6 units)**
Of the 6 units required by the university, all may be satisfied within general
education requirements as specified in the schedule of classes.

Physical Education   2 units

Requirements in the English Major   **21 units**

ENGL 56B	English Literature, Romantic Era to the Present	
ENGL 68B	American Literature 1865 to Present	
ENGL 100W	Writing Workshop for Majors	12 units
ENGL 103	Modern English	
ENGL 193	Capstone Seminar in Literature & Self-Reflection	

Select one: 3 units
ENGL 56A   English Literature to Late 18th Century
ENGL 68A   American Literature to 1865

Select one:
ENGL 123A   Literature for Global Understanding, the Americas
ENGL 123B   Literature for Global Understanding, Africa
ENGL 123C   Literature for Global Understanding, Oceania
ENGL 123D   Literature for Global Understanding, Asia
ENGL 125   European Literature: Homer to Dante

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Select one:
ENGL 144   Shakespeare 1   3 units
ENGL 145   Shakespeare & Performance

San Jose State University

Department of English and Comparative Literature

Bachelor of Arts in English with Concentration in Professional and Technical Writing

Course Requirements (continued):

Requirements in the Professional and Technical Writing Concentration 12 units

Select one:		3 units
ENGL 105	Seminar in Advanced Composition	
ENGL 135	Creative Nonfiction Writing	

. . . .

ENGL 106	Editing for Writers
ENGL 107	Professional Technical Writing
ENGL 129	Introduction to Career Writing

Elective Requirements in the Major   **9 units**
Take 3 upper division English major courses.

Foreign Language Requirement   **0-10 units**
Completion of 1B course at SJSU or equivalent transfer satisfies the
language requirement, as do courses above 1B in any language.

Electives of Minor   **12-22 units**

TOTAL DEGREE REQUIREMENTS   120 units

ASSOCIATE OF ARTS DEGREE
IN ENGLISH

Evergreen Valley College
3095 Yerba Buena Road
San Jose, CA 95135
(408) 274-7900

San Jose / Evergreen
Community College District

Students say…

Inspiring! Informative! Inclusive! Incredible! Becoming an EVC English Major was the best thing I ever did. While challenging, it enabled me to combine my love of reading with an ever evolving interest and skill in writing. It also has helped me to think critically and expand my knowledge base of topics that I may not—or could not—have explored with my previous major.
—*Stacey Vallejo*

As I move through the English A.A. Program at Evergreen Valley College, I have gained the ability to enjoy all sorts of literature from multiple perspectives. Moreover, I have had an opportunity to evolve critically and creatively as a writer.
—*Ian Stott*

An English Minor at Evergreen Valley College I found the ideal forum to express and develop my talent as a writer. Fostered by student clubs I have enjoyed being apart of EVC Literary Magazine *Leaf by Leaf*. It gave me a literary voice. I thank the English faculty for its unconditional help and guidance.
—*Nacastia Teesdale-Gutierrez*

The English Major at EVC is fascinating, to say the least. One gets to read a variety of poetry and prose from all over the world, written by people of all walks of life. The professors leading the way make the classes fun and accessible. They don't simply talk about what happens in the story, but importantly, they ask more "Why is this piece unique?" English classes at EVC have taught me more about the world and its people than I ever imagined it could. If you enjoy reading or learning about different cultures, then the English Major Program is for you.
—*Sheena Marmito*

The English professors at EVC rival many of my university instructors...and getting to know the professors on a more personal level made the transition of classes easier, not to mention joining the awesome Author's Guild that the campus had to offer!
—*Irma Garcia*

ASSOCIATE OF ARTS DEGREE IN ENGLISH

For Additional information, contact:

ENGLISH MAJOR ADVISORS

Sterling Warner: (408) 274-7900, ext. 6163
Sterling.Warner@evc.edu

Nancy Wambach: (408) 274-7900, ext. 6621
Nancy.Wambach@evc.edu

ENGLISH MAJOR COUNSELOR

Laura Bettencourt: (408) 270-6475
Laura.Bettencourt@evc.edu

HONORS PROGRAM

The English courses at Evergreen Valley College may be taken for Honors credit.

For information, please contact:
David Hendricks: 274-7900, ext. 6566
David.Hendricks@evc.edu

Evergreen Valley English Department
Language Arts Division
Roble Building. Room RE-206
(408) 223-6775

San Jose/Evergreen Community College District
Merryl Kravtz, EVC Language Arts Dean
Henry Young, EVC President
Debbie Budd, SJECCD Chancellor

Governing Board
Mayra Cruz, Maria Fuentes, Wendy Ho, Jeffery Lease, Craig Mann, Rudy Nasol, Scott Hung Phan

THE ASSOCIATE OF ARTS DEGREE IN ENGLISH

Students considering careers in communications, teaching, advertising, politics, film and television writing, printed/electronic journalism, library science, editing and publishing, public relations—almost any field—find the English Major an ideal preparation for entry into their chosen professions.

Additionally, the English Major prepares students for undergraduate and graduate programs in medicine, law, education, business, computer science and history in the California State University and the University of California Systems—as well as private institutions like Santa Clara and Stanford University.

The English A.A. at Evergreen Valley College requires a grade of "C" or better in each Major Core Class and Major Elective.

English AA Core Classes	15 units
English AA Elective Courses	9 units
General Education for the AA Degree	39 units
Total Units Required	**63 units**

For more detailed information on the Evergreen Valley College Literature Offerings, see pages 95-98 of the 2011-2012 catalogue.

REQUIRED CORE COURSES

English 1B:
English Composition .... 3 units
A second semester college composition course, emphasizes expository and argumentative writing directed toward an analysis of ideas and concepts.

English 84A:
Survey of American Literature .... 3 units
Representative American Literature from its beginning to the late 19th Century.

English 84B:
Survey of American Literature .... 3 units
Representative American Literature from the late 19th Century until the present.

English 86A:
Survey of English Literature .... 3 units
A survey of English Literature from the earliest times through the 17th Century.

English 86B:
Survey of English Literature .... 3 units
A survey of English Literature from the 17th Century to the present.

CULTURAL PLURALISM REQUIREMENT

Three units of Cultural Pluralism/Ethinic Studies must be taken in either the Arts & Humanities area or the Behavioral Sciences Area. The following English courses satisfy the Cultural Pluralism requirement:

English 33:
Representations of Women in Literature .... 3 units
This survey focuses on stereotyped and individualized characterizations of women in drama, short stories, poetry, essays and novels.

English 62:
Asian/Asian American Literature .... 3 units
Survey of the Asian American experience through the works of Asian and Asian American Authors.

English 80: Mexican American Literature ... 3 units
Survey of Mexican American Literature

English 82A: African American Literature ... 3 units
Survey of African American Literature

Please Note: With the exception of English 33, Cultural Pluralism Courses in the Arts & Humanities do not satisfy the articulated requirements for English Major Electives.

ELECTIVE COURSES

English 21:
Introduction to Poetry .... 3 units
An appreciation of poetry developed through discussion of theme, tone, imagery, poetic techniques, purpose, and versification.

English 28:
Introduction to World Mythology .... 3 units
The course investigates cross-cultural patterns of mythic archetypes, pantheons, the hero's journey, and global creation, destruction, and renewal.

English 33:
Representations of Women in Literature .... 3 units
This survey focuses on stereotyped and individualized characterizations of women in drama, short stories, poetry, essays and novels.

English 72:
Creative Writing .... 3 units
Focuses on principles and practices in writing fiction, short dramatic treatments and poetry.

English 73:
Introduction to Shakespeare .... 3 units
An introduction to the life and writings of William Shakespeare.

Humanities II: World Literature .... 3 units
Introduction to traditional literature from Asia, Europe, Africa, the Pacific, and the Americas.

English 56:
Children's/Adolescent Literature* ...... 3 units
Intro to children's/adolescent literature, using historical and multicultural comparisons.
(*See English Office for elective waiver form)

Appendix M: Mixed Data from the SJECCD District (forthcoming)

Appendix N: District Student Success Graphs (forthcoming)

Appendix O: EVC English Major Data, Graphs, and Analysis (Fall 2012 – Fall 2012)
(Found at the end of the Curriculum Section of the Program Review)

**EVC English Major Data, Graphs, and Analysis
(Fall 2012 – Fall 2012)**

Figure 01: *Snapshot of EVC English Majors: Gender* (Percentage) Fall 2012-Fall 2016.

Figure 02: *Comparative Snapshot of EVC English Majors: Gender* (Percentage)
Fall 2009-Spring 2011.

Figure 03: *Aggregated Snapshot of EVC English Major Tracks—the English AA, the English AA-T, and the English non AA-T Transfer Track* (Percentage) Fall 2012-Fall 2016. Also, the top of the graph presents a look at the combined number of students on an *Associate Degree Track vs. a non AA-T Transfer* Track (**Figure 06**).

Figure 04: Actual and projected numbers for associate's degrees conferred by postsecondary degree-granting institutions, by sex of recipient: Academic years 1998–99 through 2023–24. (Graph courtesy of NCES)

Figure 05: *EVC English Major Tracks Gender: English AA Track, AA-T in English Track, and English Transfer—non AA-T* (Percentage) Fall 2012-Fall 2016.

Figure 06: *Snapshot of EVC English Major Tracks: Aggregated Gender* (Percentage) Fall 2009-Spring 2011. <u>No English AA-T existed for the 2010-11 EVC English Program Review</u>.

Figure 07: *EVC English Major Tracks: Female* (Percentage) English AA Track, English AA-T Track, and English Transfer (non AA-T) Track. Fall 2012-Fall 2016.

Figure 08: *EVC English Major Tracks: Male* (Percentage) English AA Track, AA-T in English Track, and English Transfer (non AA-T) Track. 2012-Fall 2016.

Figure 09. *Disaggregated Snapshot of EVC English Majors: English AA Track Gender & Ethnicity* (Percentage) Fall 2012-Fall 2016. (Note: *Filipino/Pacific Islander Female AA: 10%* should read *Filipino/Pacific Islander Male AA: 10%.*).

Figure 10. *Disaggregated Snapshot of EVC English Majors: English AA-T Track Gender & Ethnicity* (Percentage) Fall 2012-Fall 2016.

Figure 11. *Disaggregated Snapshot of EVC English Majors: English Transfer Track (non AA-T) Gender & Ethnicity* (Percentage) Fall 2012-Fall 2016.

Figure 12. *Percent of English Majors Entering Occupation Categories*.
Source: U. S. Census Bureau (2012)

Figure 13. *Aggregate Graph of EVC English Majors: Age* (Percentage)
Fall 2012-Fall 2016

Figure 14. *Aggregate Graph of EVC English Majors: Gender & Age* (Percentage) Fall 2012-Fall 2016. Series 1 (blue)=females; Series 2 (pink)=males.

NOTE REGARDING THE 2016/2017 ENGLISH PROGRAM REVIEW: Once the English Department makes sense of existing data on English Department Programs, English Majors, and other students/classes, it will may add Charts, Graphs and Analysis pertaining to genuine student success, as well as aggregated and disaggregated information on student ethnicities, age groups, and gender.

- Even though some may not see additional graphs as necessary for the completion of Evergreen Valley College's current English Program Review, such stats have become essential in order to contribute to the national conversation in the discipline. Here citing accurate facts and statistics and not confusing aggregated statistics with disaggregated statistics become essential.

- For data to be meaningful, we need to present facts, figures, and conclusions based on 1) aggregated group data, and 2) disaggregated data (e.g., data by gender or specific ethnicity as opposed to a group).

- When someone is confirmed as a permanent employee in charge of institutional research at Evergreen Valley College as well as the District Office, we will endeavor to work closely with him or her so that in the future, San Jose/Evergreen Valley College Stats will offer welcome, accurate information about our student body that can be used by the National Council of Teachers of English (NCTE), the Conference on College Composition and Communication (CCCCs), the English Council of California Two-Year Colleges (ECCTYC), The Young Rhetorician's Conference (YRC), and the Two-Year College English Association (TYCA). The EVC English Department requested expressed its wish to do this back in 2011 at the time of its former Program Review, but for one reason or another (or one data collection replacement package),