

Student Learning Outcomes

Course SLOs. Demonstrate that your program is continuously assessing Course Student Learning Outcomes (SLOs), based on the plans of the program since the last efficacy review. Include evidence of data collection, evaluation, and reflection/feedback, and describe how the SLOs are being used to improve student learning (e.g., faculty discussions, SLO revisions, assessments, etc.). Generate reports from the SLO Cloud as necessary. Include analysis of SLO Cloud reports and data from 3-year summary reports. This section is required for all programs.

The English Department has actively continued to meet its annual goals of the three-year assessment plan for SLOs. Each semester, we submit to our dean the confirmation of this plan as well as progress achieved on the assessment of SLOs. Faculty members regularly discuss the plans for assessment, success, and possible revision of student learning and all SLOs for all courses. A typical example of this is the year-long meetings and discussion regarding ENGL 015, the curriculum, the final exam processes, procedures, rubric, and SLOs. To illustrate the department's commitment to on-going SLO creation, analysis, and revision, for this particular course, there is a standing committee working on these areas and ENGL 015 is a standing agenda item at our monthly department meetings, and discussions are recorded in the minutes of each meeting. Often, there are additional sub-committee discussions that occur outside of our monthly department meetings. The goal of these discussions and revisions is that more students will succeed this level and move on to college writing, which is a graduation requirement, and transfer to their four-year institution. The slight increase in student success rates 57% (up from 54% in 2014/2015) indicates progress is being made toward this goal. Often, other discussions about SLOs and student success occur informally in faculty offices and through emails as well as our English Faculty Blackboard community where all full-time and part-time English faculty are members.

to prepare students with the composition skills needed to be successful in mainstream English classes. We decided on non-credit because we did not want to require students to take additional units for developmental courses. In this respect, the department was one of the first to have non-credit curriculum approved as well as offer non-credit classes. Additionally, we have offered ESL 650, a non-credit Citizenship preparation class. Since 2012, we have offered at least one non-credit ESL course in the basic sequence each semester. The English Department has made partnerships with institutions in the community in order to expand the awareness of and increase the growth of the ESL program. For instance, from the fall of 2014 to the spring of 2015, the noncredit courses were offered at the McKinley Elementary school in the city of Colton. Through this partnership, it opened opportunities for the parents of students who attended this elementary school to not only gain basic English skills, but exposure to the SBVC campus through on site tours of the college and through orientations. Since the addition of the non-credit ESL classes, there was not a significant shift in FTES or overall enrollment, but as noted above, the department will continue to evaluate these non-credit ESL classes and further study how to meet the needs of the community with regard to non-credit ESL class meeting patterns.

Additionally, the English Department created a non-credit ENGL 615 class in response to our previous analysis of student success in ENGL 015 classes where a department final exam serves as the SLO for the class. The non-credit course was locally approved by the SBVC Curriculum Committee in November, 2016 and it has received state approval as well. We will offer this class in fall 2017. The goal of this non-credit class is to help

students who are in 015 classes, have taken an 015 class before, or who are going to take an 015 class improve the reading, writing skills and critical thinking skills needed to succeed on the final exam. The department will be gathering and evaluating data on this non-credit English class the next few semesters, including enrollment numbers, curriculum (SLOs), and student success, looking for any parallels to increased success rates in ENGL 015 classes over time.

We are currently exploring the possibility of offering our ENGL 914 (Basic Writing) and ENGL 911 class (grammar brush-up) classes as a non-credit class in the future.

Common Assessment Initiative (CAI): The department has sent faculty members to State CAI workshops so we can stay informed about the assessment test that will be implemented across California Community Colleges. Early in the process, the majority of our full-time English faculty participated in state-wide surveys and evaluations of model assessment test content and levels of student preparedness. Although the state has delayed the roll-out and implementation of this common assessment tool, we continue to keep abreast of the progress and maintain two faculty members on the Matriculation Committee under which assessment issues are addressed and decisions made. Once the CAI is implemented, the English Department plans to design a writing sample component for this assessment test, which we have discussed informally and at the Matriculation Committee