UNIT DIALOGUE: Program Review and Annual Planning is a process in which all members of a unit engage. Through what methods have you reached out to all members of your unit and engaged in that dialogue for this year's Annual Plan or Program Review?

The Department Chair sent multiple emails announcing the new Annual Plan process, providing a template for Resource Requests, and encouraging all members of the department to consider what resources were needed and to submit requests. The Chair also held drop-in hours and made appointments to assist department members with filling out their Resource Requests.

The English Curriculum Committee Chair, the College English Coordinator, the Assessment Coordinator, and the Department Chair held a meeting to discuss and plan the completion of the Curriculum Currency and Assessment Currency sections. Portions of the sections were divided up between these people and written, then shared for feedback before being finalized.

Periodically, as the Annual Plan took shape, the Department Chair publicized the addition of new sections and information, encouraging all in the department to review the progress.

On the October 18th Flex Day focused around Program Review and the Annual Plan, the English Department held a meeting of all members to look over our own previous full Program Review and our Annual Plan.

At the October 31st English Department meeting, the Department Chair presented the Annual Plan in its finalized form.

UNIT DESCRIPTION: Provide a description of your unit's programs and services and their locations. (*ANSWER ONLY FOR 3-YEAR PROGRAM REVIEW*)

DATA TRENDS - SELECTED: Provide an analysis of your unit's data trends for selected college-wide data-informed conversations. (*ANSWER ONLY FOR 3-YEAR PROGRAM REVIEW*)

DATA TRENDS - OTHER: Provide an analysis of any additional data or internal or external factors affecting your department since the last program review. (*ANSWER ONLY FOR 3-YEAR PROGRAM REVIEW*)

PROGRESS - RESOURCE LINKED: If your department received resources as a result of recent program reviews, summarize unit progress that resulted from these resources. (*ANSWER ONLY FOR 3-YEAR PROGRAM REVIEW*)
PROGRESS - OTHER: Summarize your department's progress to date on the major planning objectives identified in the last program review (excluding progress already cited in the resource-linked progress question). (*ANSWER ONLY FOR 3-YEAR PROGRAM REVIEW*)

PLANNING: After analyzing your data trends and evaluating the progress you've made over the last year and how well you are meeting your unit outcomes, indicate your department’s major planning objectives for next year (2016-17). (*ANSWER ONLY FOR 3-YEAR PROGRAM REVIEW*)

Curriculum Currency

Title 5 requires departments to review all curricula (courses, certificates, degrees, sequences) in each program for currency, relevance, content, and requisites every every six years (for CTE departments, every two years). Please review the data on your currency (showing a list of all activity from last year, all courses and programs that are one year from losing currency, and all courses/programs out of currency) and comment below. Please address how well your department is meeting this requirement.

COR REVISION CYCLE: The English Department maintains a Course Outline of Record revision schedule which cycles all our Course Outlines through a 5.5 year cycle by revising four to five COR per semester. We following this schedule and revise the specific COR as they come due. Changes in our offerings make this a draft which requires updating from time to time.

Here is the COR revision cycle as it currently stands:

*Fall 2015: English 95, 46A, 46B, & Humanities 48
*Spring 2016: English 91, 46C, 43, & Humanities 12
*Fall 2016: English L, 35A, 35B, & Humanities 41B
*Fall 2017: English 1B, 35C, 35D, & Humanities 25
*Fall 2018: English 17, 52, 53, & Humanities 11
*Fall 2018: English 26, 44A, 44B, & Humanities 20
*Spring 2019: English 16, 48B, 48C, 48K, & Humanities 41A
*Fall 2019: English 1A, 36, 55, 51, & Humanities 35
*Spring 2020: English 96, 30A, 30B, 88, 88A, & 88B
*Fall 2020: English 93, 57, 58, 86 & Humanities 7
*Spring 2021: English 95, 46A, 46B, & Humanities 48

All of our COR are within the range of currency.

NEW SEQUENCE: The English Department is in process of a complete revision of our core sequence courses. We have approved a plan, written course outlines for the new courses, and approved the course outlines for the new core courses (86, 88, and 1A). We are also creating course outlines for alternative courses – English 88A and 88B. All of these course outlines will be sent to the Campus Curriculum Committee in Fall of 2017 to be offered either in Summer 2017 or Fall 2017.

ADDENDA: We revised and approved the distance education addendum for English 1A (ENGL 1A-DE1). We are not teaching an online version of English 96 currently and have no plans to do so; therefore, we requested that the Distance Ed Addenda for English 96 be deleted. We have recently revised our Honors Addenda as well.

PROGRAM CURRENCY: The AA-T and the AA were last updated in Spring 2016 and will be revised in Spring 2021. The Creative Writing Certificate was approved in Fall 2015 and will be updated in Spring 2020. Of course, these will also be revised at any time if state guidelines change.

Assessment Currency

According to the CCSF Assessment Plan, outcomes are assessed for services and programs and courses at least once every 3 years. Please comment on how you are currently satisfying this 3-year benchmark.
MISSING CRN-LEVEL ASSESSMENTS: All CRN-Level assessment reports are complete.

CRN-LEVEL ASSESSMENT ROTATION: The English department has created a rotation system for all its programs to ensure CRN-level assessment completion and currency. Faculty teaching English sequence courses (English L, 91, 95, 93, 96, 96/1A, 1A, 1B, and 1C) assess one SLO each semester. Since our courses have 4 SLOs this guarantees that all SLOs are assessed in less than a three-year period. In order to facilitate reflection and discussion of the assessment results, English 91 through 1A courses always assess the same SLO, since our SLOs synchronize across courses to build the same categories of skills over time. For example, in Spring 2016 instructors teaching English 91 through 1A assessed SLO C; in Fall 2016 instructors teaching English 91-1A will assess SLO B. Creative writing courses follow the same model. Instructors teaching English electives and other courses that are taught irregularly assess all SLOs every time these classes are offered. Humanities instructors assess all SLOs once every three years, and then they focus on one specific SLO each following year. For example, Humanities faculty assessed all SLOs of the courses offered in Spring 2016 and Fall 2016. In Spring 2017 and Fall 2017, they will focus on SLO C, and in Spring 2018 and Fall 2018 on SLO A. All CRN-level assessments are coordinated by the English assessment coordinator in conjunction with the course-level leads (English L-1C), the Creative Writing lead, the English electives lead, and the Humanities coordinator.

COURSE-LEVEL ASSESSMENT: The English department will complete aggregate assessments for sequence courses (English L-1C) in Fall 2016. The course-level leads will be responsible for completing these assessments. Aggregate assessments for English electives, Creative Writing courses, and Humanities courses will be completed in Spring and Fall 2017. The instructors who lead these programs will be responsible for completing these assessments.

PROGRAM-LEVEL ASSESSMENT: The English Department has three programs: The English AA-T, the English AA, and the Creative Writing Certificate. The AA-T was last assessed in Spring 2015, the AA and the AA-T will be assessed in Spring 2017 and the Creative Writing Certificate, which is new, will be assessed in Spring 2018.

### Resource Requests

#### Equity Acceleration & Redesign Tutoring

<table>
<thead>
<tr>
<th>Item Description</th>
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| The English Department wishes to retain the five 3598 School Aid III tutors (220 days, 30 hours/week) who were hired according to 2015-16 Equity Plan and Program Review Requests and train these tutors to more effectively assist accelerated students. In addition, the English Department wishes to hire three more of these tutors. The tutors support our accelerated courses which are increasing success rates of students who identify as Pacific Islander, African American, American Indian/Alaskan Native, Latino, and two or more races, all of whom disproportionately test into the lower levels of our sequence and have lower success rates throughout. Specific components of the accelerated tutoring project are as follows:  
1. Tutors: Eight 3598 tutors (220 days, 30 hours/week) specifically designated to support Accelerated and Redesign English courses in-class and during drop-in tutoring (five of these are already working and we would like to continue them; three are new, for a total of $264,000.00).  
2. Tutor Training & Books: Non-instructional pay for tutor training in accelerated pedagogy and best practices in tutoring in general, plus funds to purchase classroom texts for tutors’ use ($3280.00).  
This project is aimed to increase sequence completion for all students and to help close the achievement gap for target groups by providing effective tutoring support. This is one of three previously funded Student Equity English Projects that we would like to continue, they are:  
1. Equity Acceleration & Redesign Tutoring  
2. Equity English Lab Redesign FIG  
3. Equity Sequence Redesign Faculty Training in Acceleration  
In addition, we are requesting resources from Student Equity in four new areas:  
1. Tutoring for the CCSF Centers |
2. Recruiting English Instructors for Race-Neutral Diversity
3. English L Tutoring
4. Tutor Coordinator

<table>
<thead>
<tr>
<th>Type of request</th>
<th>Classified staff</th>
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<tbody>
<tr>
<td>Approximate Costs</td>
<td>$267280.00</td>
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</tbody>
</table>

Type(s) of Funding

- District (U)
- Basic Skills, Student Equity, SSSP

This request is a high priority to ensure/meet Health and Safety requirements: **No**

This request is necessary to meet local, state, federal mandates, or to meet requirements for program-specific accreditation: **No**

Primary Board Priority

Fall 2016: [Student Success]

Secondary Board Priority

Fall 2016: [Enrollment]

Primary link to Approved college plan

Student Equity Plan Goal C: ESL and Basic Skills Completion

Secondary link to Approved college plan

Student Equity Plan Goal E: Transfer

Link to Institutional accreditation requirements

II.A.4. If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.

II.A.7 The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

II.B.1. The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services.

II.B.3. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.
OBJECTIVE 1: RE-ENVISIONING THE SEQUENCE
The accelerated tutors are an essential part of our new sequence as they will provide valuable support for students to succeed in the accelerated courses and move more quickly through our sequence.

OBJECTIVE 2: INCREASE STUDENT SUCCESS IN BASIC SKILLS COURSES AND THROUGHPUT IN THE SEQUENCE
Tutoring will help students achieve the outcomes of our accelerated courses and sequence and pass at a higher rate.

OBJECTIVE 3: INCREASE INTEGRATION OF INSTRUCTION AND STUDENT SERVICES FOR STUDENTS WITH BASIC SKILLS NEEDS
Tutoring is a valuable student support service and the one most easily integrated with instruction.

OBJECTIVE 4: INCREASE EFFICIENCY AND FUNCTIONALITY OF THE ENGLISH LAB
The tutors are an integral part of the work that is done by students in the English Lab.

Link to Learning, Service, and/or Program Outcomes (i.e. Outcome Statements)

Although the English Department remedial sequence does not have a specific "program" with defined outcomes as a major or certificate would have, remediating students so that they can pass English 1A, the AA and transfer required course, is our primary mission at CCSF. Community colleges have a state mandate to provide remedial education to students, and our sequence does just that. Furthermore, effective remediation leads to increased student success in all CCSF courses and in increased rates of degree and certificate completion, as well as increased transfer rates.

Ultimately, the English Department's primary mission is to serve the college by training students to achieve GE Area B: Written Composition. We are the only department in which students can fulfill this essential GELO. The Learning outcomes for Area B are as follows:

Upon completion of this coursework, a student will be able to:
1. read critically to annotate, analyze, synthesize, and evaluate primarily non-fiction, college-level texts.
2. compose organized and coherent source-based essays that demonstrate critical thinking and rhetorical strategies.
3. demonstrate control over all major conventions of standard English grammar and punctuation.
4. select and integrate reliable, credible, and scholarly sources to support essays, using a standardized citation format.

By training the students to fulfill GE AREA B, the accelerated tutors will thereby increasing the attainment of degrees, certificates, and transfers at CCSF as a whole. Therefore, this request will ultimately assist in helping students to meet not only English course SLOs and PLOs, but also the SLOs and PLOs of other departments as well, as well as CCSF’s ILOs.

Supplementary links to Outcome Assessments

- ENGL 1A - University-Parallel Reading and Composition Demonstrate control over all m...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-May-19
  CRN: 30120
  Outcome: Demonstrate control over all major conventions of Standard English grammar and punctuation.
  Request details: We would like to request funds to host professional development session on campus about best ways to teach research essays. We also think dedicated 1A tutors specializing in research essays would be helpful for students

- ENGL 1A - University-Parallel Reading and Composition Demonstrate control over all m...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-May-19
  CRN: 32007
  Outcome: Demonstrate control over all major conventions of Standard English grammar and punctuation.
  Request details: We would like to request funds to host professional development session on campus about best ways to teach research essays. We also think dedicated 1A tutors specializing in research essays would be helpful for students
• ENGL 1A - University-Parallel Reading and Composition Demonstrate control over all m...
Assessment Type: CRN-level SLO Assessment
Submitted: 2016-May-19
CRN: 34018
Outcome: Demonstrate control over all major conventions of Standard English grammar and punctuation.
Request details: We would like to request funds to host professional development session on campus about best ways to teach research essays. We also think dedicated 1A tutors specializing in research essays would be helpful for students.

• ENGL 1A - University-Parallel Reading and Composition Demonstrate control over all m...
Assessment Type: CRN-level SLO Assessment
Submitted: 2016-May-20
CRN: 34035
Outcome: Demonstrate control over all major conventions of Standard English grammar and punctuation.
Request details: Funds to host professional development sessions on campus about best ways to teach research essays. We need dedicated tutors specializing in research essays.

• ENGL 1A - University-Parallel Reading and Composition Demonstrate control over all m...
Assessment Type: CRN-level SLO Assessment
Submitted: 2016-May-20
CRN: 34050
Outcome: Demonstrate control over all major conventions of Standard English grammar and punctuation.
Request details: Funds to host professional development sessions on campus about best ways to teach research essays. We also need dedicated 1A tutors specializing in research essays.

• ENGL 1A - University-Parallel Reading and Composition Demonstrate control over all m...
Assessment Type: CRN-level SLO Assessment
Submitted: 2016-May-24
CRN: 30127
Outcome: Demonstrate control over all major conventions of Standard English grammar and punctuation.
Request details: We would like to request funds to host professional development session on campus about best ways to teach research essays. We also think dedicated 1A tutors specializing in research essays would be helpful for students.
I would also like to see more smart classrooms so we can scaffold and review revisions as a class.

• ENGL 1A - University-Parallel Reading and Composition Demonstrate control over all m...
Assessment Type: CRN-level SLO Assessment
Submitted: 2016-May-24
CRN: 30142
Outcome: Demonstrate control over all major conventions of Standard English grammar and punctuation.
Request details: We would like to request funds to host professional development sessions on campus about best ways to teach research essays. We also think dedicated 1A tutors specializing in research essays would be helpful for students.
I would also like to see more smart classrooms so we can scaffold and review revisions as a class.

• ENGL 1A - University-Parallel Reading and Composition Demonstrate control over all m...
Assessment Type: CRN-level SLO Assessment
Submitted: 2016-May-24
CRN: 32669
Outcome: Demonstrate control over all major conventions of Standard English grammar and punctuation.
Request details: We would like to request funds to host professional development sessions on campus about best ways to teach research essays. We also think dedicated 1A tutors specializing in research essays would be helpful for students.
I would also like to see more smart classrooms so we can scaffold and review revisions as a class.

• ENGL 1A - University-Parallel Reading and Composition Demonstrate control over all m...
Assessment Type: CRN-level SLO Assessment
Submitted: 2016-May-24
CRN: 34039
Outcome: Demonstrate control over all major conventions of Standard English grammar and punctuation.
Request details: We would like to request funds to host professional development session on campus about best ways to teach research essays. We also think dedicated 1A tutors specializing in research essays would be helpful for students.
ENGL 1A - University-Parallel Reading and Composition Demonstrate control over all major conventions of Standard English grammar and punctuation.

Assessment Type: CRN-level SLO Assessment
Submitted: 2016-May-25
CRN: 34041
Outcome: Demonstrate control over all major conventions of Standard English grammar and punctuation.
Request details: We would like to request funds to host professional development session on campus about best ways to teach research essays. We also think dedicated 1A tutors specializing in research essays would be helpful for students.

ENGL 1A - University-Parallel Reading and Composition Demonstrate control over all major conventions of Standard English grammar and punctuation.

Assessment Type: CRN-level SLO Assessment
Submitted: 2016-May-25
CRN: 34038
Outcome: Demonstrate control over all major conventions of Standard English grammar and punctuation.
Request details: We would like to request funds to host professional development sessions on campus about best ways to teach research essays. We also think dedicated 1A tutors specializing in research essays would be helpful for students.

ENGL 1A - University-Parallel Reading and Composition Demonstrate control over all major conventions of Standard English grammar and punctuation.

Assessment Type: CRN-level SLO Assessment
Submitted: 2016-May-26
CRN: 34045
Outcome: Demonstrate control over all major conventions of Standard English grammar and punctuation.
Request details: We would like to request funds to host professional development session on campus about best ways to teach research essays. We also think dedicated 1A tutors specializing in research essays would be helpful for students.

ENGL 1A - University-Parallel Reading and Composition Demonstrate control over all major conventions of Standard English grammar and punctuation.

Assessment Type: CRN-level SLO Assessment
Submitted: 2016-May-27
CRN: 34485
Outcome: Demonstrate control over all major conventions of Standard English grammar and punctuation.
Request details: We would like to request funds to host professional development sessions on campus about best ways to teach research essays. We also think dedicated 1A tutors specializing in research essays would be helpful for students.

ENGL 1A - University-Parallel Reading and Composition Demonstrate control over all major conventions of Standard English grammar and punctuation.

Assessment Type: CRN-level SLO Assessment
Submitted: 2016-May-28
CRN: 34017
Outcome: Demonstrate control over all major conventions of Standard English grammar and punctuation.
Request details: We would like to request funds to host professional development sessions on campus about best ways to teach research essays. We also think dedicated 1A tutors specializing in research essays would be helpful for students.

ENGL 1A - University-Parallel Reading and Composition Demonstrate control over all major conventions of Standard English grammar and punctuation.

Assessment Type: CRN-level SLO Assessment
Submitted: 2016-May-31
CRN: 34047
Outcome: Demonstrate control over all major conventions of Standard English grammar and punctuation.
Request details: We would like to request funds to host professional development session on campus about best ways to teach research essays. We also think dedicated 1A tutors specializing in research essays would be helpful for students.

ENGL 1A - University-Parallel Reading and Composition Demonstrate control over all major conventions of Standard English grammar and punctuation.

Assessment Type: CRN-level SLO Assessment
Submitted: 2016-May-31
CRN: 32134
Outcome: Demonstrate control over all major conventions of Standard English grammar and punctuation.
Request details: We would like to request funds to host professional development session on campus about best ways to teach research essays. We also think dedicated 1A tutors specializing in research essays would be helpful for students.
• ENGL 1A - University-Parallel Reading and Composition Demonstrate control over all m...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-May-31
  CRN: 30146
  Outcome: Demonstrate control over all major conventions of Standard English grammar and punctuation.
  Request details: We would like to request funds to host professional development session on campus about
  best ways to teach research essays. We also think dedicated 1A tutors specializing in research essays
  would be helpful for students.

• ENGL 1A - University-Parallel Reading and Composition Demonstrate control over all m...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-May-31
  CRN: 33156
  Outcome: Demonstrate control over all major conventions of Standard English grammar and punctuation.
  Request details: We would like to request funds to host professional development session on campus about
  best ways to teach research essays. We also think dedicated 1A tutors specializing in research essays
  would be helpful for students.

• ENGL 1A - University-Parallel Reading and Composition Demonstrate control over all m...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-Jun-01
  CRN: 37008
  Outcome: Demonstrate control over all major conventions of Standard English grammar and punctuation.
  Request details: We would like to request funds to host professional development session on campus about
  best ways to teach research essays. We also think dedicated 1A tutors specializing in research essays
  would be helpful for students.

• ENGL 1A - University-Parallel Reading and Composition Demonstrate control over all m...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-Jun-01
  CRN: 37140
  Outcome: Demonstrate control over all major conventions of Standard English grammar and punctuation.
  Request details: We would like to request funds to host professional development session on campus about
  best ways to teach research essays. We also think dedicated 1A tutors specializing in research essays
  would be helpful for students. In addition, more English 26 classes are needed.

• ENGL 1A - University-Parallel Reading and Composition Demonstrate control over all m...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-Jun-01
  CRN: 32349
  Outcome: Demonstrate control over all major conventions of Standard English grammar and punctuation.
  Request details: We would like to request funds to host professional development sessions on campus about
  best ways to teach research essays. We also think dedicated 1A tutors specializing in research essays
  would be helpful for students.

• ENGL 1A - University-Parallel Reading and Composition Demonstrate control over all m...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-Jun-02
  CRN: 31348
  Outcome: Demonstrate control over all major conventions of Standard English grammar and punctuation.
  Request details: We would like to request funds to host professional development session on campus about
  best ways to teach research essays. We also think dedicated 1A tutors specializing in research essays
  would be helpful for students.
• ENGL 1A - University-Parallel Reading and Composition Demonstrate control over all m...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-Jun-02
  CRN: 34486
  Outcome: Demonstrate control over all major conventions of Standard English grammar and punctuation.
  Request details: We would like to request funds to host professional development session on campus about best ways to teach research essays. We also think dedicated 1A tutors specializing in research essays would be helpful for students.

• ENGL 1A - University-Parallel Reading and Composition Demonstrate control over all m...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-Jun-03
  CRN: 34016
  Outcome: Demonstrate control over all major conventions of Standard English grammar and punctuation.
  Request details: We would like to request funds to host professional development session on campus about best ways to teach research essays. We also think dedicated 1A tutors specializing in research essays would be helpful for students.

• ENGL 1A - University-Parallel Reading and Composition Demonstrate control over all m...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-Jun-03
  CRN: 34048
  Outcome: Demonstrate control over all major conventions of Standard English grammar and punctuation.
  Request details: We would like to request funds to host professional development session on campus about best ways to teach research essays. We also think dedicated 1A tutors specializing in research essays would be helpful for students.

• ENGL 1A - University-Parallel Reading and Composition Demonstrate control over all m...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-Jun-03
  CRN: 30121
  Outcome: Demonstrate control over all major conventions of Standard English grammar and punctuation.
  Request details: We would like to request funds to host professional development session on campus about best ways to teach research essays. We also think dedicated 1A tutors specializing in research essays would be helpful for students.

• ENGL 1A - University-Parallel Reading and Composition Demonstrate control over all m...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-Jun-03
  CRN: 30125
  Outcome: Demonstrate control over all major conventions of Standard English grammar and punctuation.
  Request details: We would like to request funds to host professional development session on campus about best ways to teach research essays. We also think dedicated 1A tutors specializing in research essays would be helpful for students.

• ENGL 1A - University-Parallel Reading and Composition Demonstrate control over all m...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-Jun-03
  CRN: 37141
  Outcome: Demonstrate control over all major conventions of Standard English grammar and punctuation.
  Request details: We would like to request funds to host professional development session on campus about best ways to teach research essays. We also think dedicated 1A tutors specializing in research essays would be helpful for students.

• ENGL 1A - University-Parallel Reading and Composition Demonstrate control over all m...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-Jun-03
  CRN: 37479
  Outcome: Demonstrate control over all major conventions of Standard English grammar and punctuation.
  Request details: We would like to request funds to host professional development session on campus about best ways to teach research essays. We also think dedicated 1A tutors specializing in research essays would be helpful for students.
• ENGL 1A - University-Parallel Reading and Composition Demonstrate control over all m...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-Jun-03
  CRN: 30129
  Outcome: Demonstrate control over all major conventions of Standard English grammar and punctuation.
  Request details: We would like to request funds to host professional development session on campus about best ways to teach research essays. We also think dedicated 1A tutors specializing in research essays would be helpful for students.

• ENGL 1A - University-Parallel Reading and Composition Demonstrate control over all m...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-Jun-03
  CRN: 30130
  Outcome: Demonstrate control over all major conventions of Standard English grammar and punctuation.
  Request details: We would like to request funds to host professional development session on campus about best ways to teach research essays. We also think dedicated 1A tutors specializing in research essays would be helpful for students.

• ENGL 1A - University-Parallel Reading and Composition Demonstrate control over all m...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-Jun-04
  CRN: 30128
  Outcome: Demonstrate control over all major conventions of Standard English grammar and punctuation.
  Request details: We would like to request funds to host professional development session on campus about best ways to teach research essays. We also think dedicated 1A tutors specializing in research essays would be helpful for students.

• ENGL 1A - University-Parallel Reading and Composition Demonstrate control over all m...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-Jun-04
  CRN: 30136
  Outcome: Demonstrate control over all major conventions of Standard English grammar and punctuation.
  Request details: We would like to request funds to host professional development session on campus about best ways to teach research essays. We also think dedicated 1A tutors specializing in research essays would be helpful for students.

• ENGL 1A - University-Parallel Reading and Composition Demonstrate control over all m...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-Jun-04
  CRN: 34981
  Outcome: Demonstrate control over all major conventions of Standard English grammar and punctuation.
  Request details: - All students would benefit from dedicated tutors working with their classes.
  - We would like to request funds to host professional development session on campus about best ways to teach research essays. We also think dedicated 1A tutors specializing in research essays would be helpful for students.

• ENGL 1A - University-Parallel Reading and Composition Demonstrate control over all m...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-Jun-06
  CRN: 37142
  Outcome: Demonstrate control over all major conventions of Standard English grammar and punctuation.
  Request details: We would like to request funds to host professional development session on campus about best ways to teach research essays. We also think dedicated 1A tutors specializing in research essays would be helpful for students.

• ENGL 1A - University-Parallel Reading and Composition Demonstrate control over all m...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-Aug-01
  CRN: 52354
  Outcome: Demonstrate control over all major conventions of Standard English grammar and punctuation.
  Request details: We would like to request funds to host professional development sessions on campus about the best ways to teach research essays. We also think dedicated 1A tutors specializing in research essays
would be helpful for students. In addition, more English 26 classes are needed, and some availability of the English Lab and grammar workshops for all night students is sorely needed.

- **ENGL 1A - University-Parallel Reading and Composition**
  - Demonstrate control over all major conventions of Standard English grammar and punctuation.
  - Assessment Type: CRN-level SLO Assessment
  - Submitted: 2016-Aug-02
  - CRN: 50129
  - Outcome: Demonstrate control over all major conventions of Standard English grammar and punctuation.
  - Request details: Smart classroom.

  We would like to request funds to host professional development session on campus about best ways to teach research essays. We also think dedicated 1A tutors specializing in research essays would be helpful for students.

- **ENGL 1A - University-Parallel Reading and Composition**
  - Identify and integrate reliable, credible, and scholarly sources to support essays, using MLA format.
  - Assessment Type: CRN-level SLO Assessment
  - Submitted: 2015-Dec-14
  - CRN: 71978
  - Outcome: Identify and integrate reliable, credible, and scholarly sources to support essays, using MLA format.
  - Request details: Funds to host professional development session on campus about best ways to teach research essays. We also think dedicated 1A tutors specializing in research essays would be helpful for students. Requesting funding for 3598 tutors, peer tutors, peer mentors.

- **ENGL 1A - University-Parallel Reading and Composition**
  - Identify and integrate reliable, credible, and scholarly sources to support essays, using MLA format.
  - Assessment Type: CRN-level SLO Assessment
  - Submitted: 2015-Dec-16
  - CRN: 70826
  - Outcome: Identify and integrate reliable, credible, and scholarly sources to support essays, using MLA format.
  - Request details: We would like to request funds to host professional development session on campus about best ways to teach research essays. We also think dedicated 1A tutors specializing in research essays would be helpful for students.

- **ENGL 1A - University-Parallel Reading and Composition**
  - Identify and integrate reliable, credible, and scholarly sources to support essays, using MLA format.
  - Assessment Type: CRN-level SLO Assessment
  - Submitted: 2015-Dec-16
  - CRN: 74388
  - Outcome: Identify and integrate reliable, credible, and scholarly sources to support essays, using MLA format.
  - Request details: I would like to request funds to host professional development session on campus about best ways to teach research essays. 1A tutors specializing in research essays would be helpful for students.

- **ENGL 1A - University-Parallel Reading and Composition**
  - Identify and integrate reliable, credible, and scholarly sources to support essays, using MLA format.
  - Assessment Type: CRN-level SLO Assessment
  - Submitted: 2015-Dec-18
  - CRN: 71880
  - Outcome: Identify and integrate reliable, credible, and scholarly sources to support essays, using MLA format.
  - Request details: We would like to request funds to attend professional development sessions on campus about best ways to teach research essays. Dedicated 1A tutors specializing in research essays would be helpful for students.

- **ENGL 1A - University-Parallel Reading and Composition**
  - Identify and integrate reliable, credible, and scholarly sources to support essays, using MLA format.
  - Assessment Type: CRN-level SLO Assessment
  - Submitted: 2015-Dec-18
  - CRN: 71880
  - Outcome: Identify and integrate reliable, credible, and scholarly sources to support essays, using MLA format.
  - Request details: We would like to request funds to host professional development session on campus about best ways to teach research essays. We also think dedicated 1A tutors specializing in research essays would be helpful for students.
• honorariums for Humanities classes and the Creative Writing Reading Series--events open to the entire college
• 3598 tutors (like the Basic Skills ENGL 91 tutors and ALP tutors)
• peer tutors
• peer mentors

• ENGL 1A - University-Parallel Reading and Composition Identify and integrate reliable...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2015-Dec-18
  CRN: 71908
  Outcome: Identify and integrate reliable, credible, and scholarly sources to support essays, using MLA format.
  Request details: We would like to request funds to host professional development session on campus about best ways to teach research essays. We also think dedicated 1A tutors specializing in research essays would be helpful for students.
  • honorariums for Humanities classes and the Creative Writing Reading Series--events open to the entire college
  • 3598 tutors (like the Basic Skills ENGL 91 tutors and ALP tutors)
  • peer tutors
  • peer mentors

• ENGL 1A - University-Parallel Reading and Composition Identify and integrate reliable...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2015-Dec-18
  CRN: 73054
  Outcome: Identify and integrate reliable, credible, and scholarly sources to support essays, using MLA format.
  Request details: We would like to request funds to host professional development sessions on campus about best ways to teach research essays. We also think dedicated 1A tutors specializing in research essays would be helpful for students.

• ENGL 1A - University-Parallel Reading and Composition Identify and integrate reliable...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2015-Dec-18
  CRN: 71261
  Outcome: Identify and integrate reliable, credible, and scholarly sources to support essays, using MLA format.
  Request details: We would like to request funds to host professional development session on campus about best ways to teach research essays. We also think dedicated 1A tutors specializing in research essays would be helpful for students.

• ENGL 1A - University-Parallel Reading and Composition Identify and integrate reliable...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2015-Dec-19
  CRN: 75606
  Outcome: Identify and integrate reliable, credible, and scholarly sources to support essays, using MLA format.
  Request details: We would like to request funds to host professional development session on campus about best ways to teach research essays. We also think dedicated 1A tutors specializing in research essays would be helpful for students.

• ENGL 1A - University-Parallel Reading and Composition Identify and integrate reliable...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2015-Dec-20
  CRN: 73609
  Outcome: Identify and integrate reliable, credible, and scholarly sources to support essays, using MLA format.
Request details: We would like to request funds to host professional development session on campus about best ways to teach research essays. We also think dedicated 1A tutors specializing in research essays would be helpful for students.

- **ENGL 1A - University-Parallel Reading and Composition Identify and integrate reliable...**
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2015-Dec-21
  CRN: 70827
  Outcome: Identify and integrate reliable, credible, and scholarly sources to support essays, using MLA format.
  Request details: We would like to request funds to host professional development session on campus about best ways to teach research essays. We also think dedicated 1A tutors specializing in research essays would be helpful for students.

- **ENGL 1A - University-Parallel Reading and Composition Identify and integrate reliable...**
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2015-Dec-21
  CRN: 70815
  Outcome: Identify and integrate reliable, credible, and scholarly sources to support essays, using MLA format.
  Request details: We would like to request funds to host professional development session on campus about best ways to teach research essays. We also think dedicated 1A tutors specializing in research essays would be helpful for students.

- **ENGL 1A - University-Parallel Reading and Composition Identify and integrate reliable...**
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2015-Dec-22
  CRN: 71907
  Outcome: Identify and integrate reliable, credible, and scholarly sources to support essays, using MLA format.
  Request details: We would like to request funds to host professional development session on campus about best ways to teach research essays. We also think dedicated 1A tutors specializing in research essays would be helpful for students.

- **ENGL 1A - University-Parallel Reading and Composition Identify and integrate reliable...**
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2015-Dec-22
  CRN: 73590
  Outcome: Identify and integrate reliable, credible, and scholarly sources to support essays, using MLA format.
  Request details: We would like to request funds to host professional development session on campus about best ways to teach research essays. We also think dedicated 1A tutors specializing in research essays would be helpful for students.

- **ENGL 1A - University-Parallel Reading and Composition Identify and integrate reliable...**
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2015-Dec-22
  CRN: 74387
  Outcome: Identify and integrate reliable, credible, and scholarly sources to support essays, using MLA format.
  Request details: We would like to request funds to host professional development session on campus about best ways to teach research essays. We also think dedicated 1A tutors specializing in research essays would be helpful for students.

- **ENGL 1A - University-Parallel Reading and Composition Identify and integrate reliable...**
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2015-Dec-22
  CRN: 74631
  Outcome: Identify and integrate reliable, credible, and scholarly sources to support essays, using MLA format.
  Request details: We would like to request funds to host professional development session on campus about best ways to teach research essays. We also think dedicated 1A tutors specializing in research essays would be helpful for students.

- **ENGL 1A - University-Parallel Reading and Composition Identify and integrate reliable...**
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2015-Dec-22
  CRN: 75609
  Outcome: Identify and integrate reliable, credible, and scholarly sources to support essays, using MLA format.
Request details: Request funds to host professional development session on campus about best ways to teach research. We also think dedicated 1A tutors specializing in research essays would be helpful for students.

- ENGL 1A - University-Parallel Reading and Composition Identify and integrate reliable...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2015-Dec-23
  CRN: 74630
  Outcome: Identify and integrate reliable, credible, and scholarly sources to support essays, using MLA format.
  Request details: We would like to request funds to host professional development session on campus about best ways to teach research essays. We also think dedicated 1A tutors specializing in research essays would be helpful for students.

- ENGL 1A - University-Parallel Reading and Composition Identify and integrate reliable...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2015-Dec-24
  CRN: 74629
  Outcome: Identify and integrate reliable, credible, and scholarly sources to support essays, using MLA format.
  Request details: We would like to request funds to host professional development session on campus about best ways to teach research essays. We also think dedicated 1A tutors specializing in research essays would be helpful for students.

- ENGL 1A - University-Parallel Reading and Composition Identify and integrate reliable...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2015-Dec-24
  CRN: 70780
  Outcome: Identify and integrate reliable, credible, and scholarly sources to support essays, using MLA format.
  Request details: We would like to request funds to host professional development session on campus about best ways to teach research essays. We also think dedicated 1A tutors specializing in research essays would be helpful for students.

- ENGL 1A - University-Parallel Reading and Composition Identify and integrate reliable...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2015-Dec-28
  CRN: 76823
  Outcome: Identify and integrate reliable, credible, and scholarly sources to support essays, using MLA format.
  Request details: We would like to request funds to host professional development session on campus about best ways to teach research essays. We also think dedicated 1A tutors specializing in research essays would be helpful for students.

- ENGL 1A - University-Parallel Reading and Composition Identify and integrate reliable...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2015-Dec-29
  CRN: 74389
  Outcome: Identify and integrate reliable, credible, and scholarly sources to support essays, using MLA format.
  Request details: We would like to request funds to host professional development sessions on campus about best ways to teach research essay writing. We also think dedicated 1A tutors specializing in research essays would be helpful for students.

- ENGL 1A - University-Parallel Reading and Composition Identify and integrate reliable...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2015-Dec-29
  CRN: 76042
  Outcome: Identify and integrate reliable, credible, and scholarly sources to support essays, using MLA format.
  Request details: We would like to request funds to host professional development sessions on campus about best ways to teach research essays. We also think dedicated 1A tutors specializing in research essays would be helpful for students.

- ENGL 1A - University-Parallel Reading and Composition Identify and integrate reliable...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2015-Dec-30
  CRN: 72389
  Outcome: Identify and integrate reliable, credible, and scholarly sources to support essays, using MLA format.
Request details: We would like to request funds to host professional development session on campus about best ways to teach research essays. We also think dedicated 1A tutors specializing in research essays would be helpful for students.

• ENGL 1A - University-Parallel Reading and Composition Identify and integrate reliable...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2015-Dec-30
  CRN: 72619
  Outcome: Identify and integrate reliable, credible, and scholarly sources to support essays, using MLA format.
  Request details: We would like to request funds to host professional development session on campus about best ways to teach research essays. We also think dedicated 1A tutors specializing in research essays would be helpful for students.

• ENGL 1A - University-Parallel Reading and Composition Identify and integrate reliable...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2015-Dec-31
  CRN: 71792
  Outcome: Identify and integrate reliable, credible, and scholarly sources to support essays, using MLA format.
  Request details: We would like to request funds to host professional development session on campus about best ways to teach research essays. We also think dedicated 1A tutors specializing in research essays would be helpful for students.

• ENGL 1A - University-Parallel Reading and Composition Identify and integrate reliable...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2015-Dec-31
  CRN: 71979
  Outcome: Identify and integrate reliable, credible, and scholarly sources to support essays, using MLA format.
  Request details: We would like to request funds to host professional development session on campus about best ways to teach research essays. We also think dedicated 1A tutors specializing in research essays would be helpful for students.

• ENGL 1A - University-Parallel Reading and Composition Identify and integrate reliable...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2015-Dec-31
  CRN: 73603
  Outcome: Identify and integrate reliable, credible, and scholarly sources to support essays, using MLA format.
  Request details: Based on our assessment of SLO B, we looked at ways to make the longer research essay less of a stumbling block for students. We noticed that only around half of students were meeting this SLO, so we discussed making English 1A a four-unit class, rather than a three-unit one, in order to provide students with more support for this challenging assignment, which we decided we wanted to keep despite its difficulty. We also discovered that there was a wide range of assignments instructors were giving students for this essay and that maybe this was an area to address in the future. For example, some were asking for research papers that were more informative in approach and others were asking for ones that were more argumentative or expository. After a number of meetings, the 1A level group decided to propose changing 1A to a four-unit course and also assemble a packet of "best practices" materials.

• ENGL 1A - University-Parallel Reading and Composition Identify and integrate reliable...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2015-Dec-31
  CRN: 72858
  Outcome: Identify and integrate reliable, credible, and scholarly sources to support essays, using MLA format.
  Request details: We would like to request funds to host professional development session on campus about best ways to teach research essays. We also think dedicated 1A tutors specializing in research essays would be helpful for students.
• **ENGL 1A - University-Parallel Reading and Composition Identify and integrate reliable, credible, and scholarly sources to support essays, using MLA format.**
  
  **Assessment Type:** CRN-level SLO Assessment  
  **Submitted:** 2016-Jan-03  
  **CRN:** 73601  
  **Outcome:** Identify and integrate reliable, credible, and scholarly sources to support essays, using MLA format.  
  **Request details:** We would like to request funds to host professional development session on campus about best ways to teach research essays. We also think dedicated 1A tutors specializing in research essays would be helpful for students.

• **ENGL 1A - University-Parallel Reading and Composition Identify and integrate reliable, credible, and scholarly sources to support essays, using MLA format.**
  
  **Assessment Type:** CRN-level SLO Assessment  
  **Submitted:** 2016-Jan-03  
  **CRN:** 73594  
  **Outcome:** Identify and integrate reliable, credible, and scholarly sources to support essays, using MLA format.  
  **Request details:** We would like to request funds to host a professional development session on campus about best ways to teach research essays. We also think dedicated 1A tutors specializing in research essays would be helpful for students.

• **ENGL 1A - University-Parallel Reading and Composition Identify and integrate reliable, credible, and scholarly sources to support essays, using MLA format.**
  
  **Assessment Type:** CRN-level SLO Assessment  
  **Submitted:** 2016-Jan-03  
  **CRN:** 73607  
  **Outcome:** Identify and integrate reliable, credible, and scholarly sources to support essays, using MLA format.  
  **Request details:** We would like to request funds to host professional development session on campus about best ways to teach research essays. We also think dedicated 1A tutors specializing in research essays would be helpful for students. We also think 3598 tutors, peer tutors, and peer mentors would help students understand and demonstrate the SLOs of their classes more effectively. Peer mentors could also help students gain college success strategies and the motivation to stay in the class and complete the work.

• **ENGL 1A - University-Parallel Reading and Composition Identify and integrate reliable, credible, and scholarly sources to support essays, using MLA format.**
  
  **Assessment Type:** CRN-level SLO Assessment  
  **Submitted:** 2016-Jan-03  
  **CRN:** 75605  
  **Outcome:** Identify and integrate reliable, credible, and scholarly sources to support essays, using MLA format.  
  **Request details:** We would like to request funds to host professional development session on campus about best ways to teach research essays. We also think dedicated 1A tutors specializing in research essays would be helpful for students. 3598 tutors, peer tutors, and peer mentors would all be most helpful. Tutors and mentors help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies.

• **ENGL 1A - University-Parallel Reading and Composition Identify and integrate reliable, credible, and scholarly sources to support essays, using MLA format.**
  
  **Assessment Type:** CRN-level SLO Assessment  
  **Submitted:** 2016-Jan-04  
  **CRN:** 73605  
  **Outcome:** Identify and integrate reliable, credible, and scholarly sources to support essays, using MLA format.  
  **Request details:** We would like to request funds to host professional development session on campus about best ways to teach research essays. We also think dedicated 1A tutors specializing in research essays would be helpful for students. We would like:
  
  - 3598 tutors (ALP tutors)
  - peer tutors
  - peer mentors

  Tutors / mentors help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies.

• **ENGL 1A - University-Parallel Reading and Composition Identify and integrate reliable, credible, and scholarly sources to support essays, using MLA format.**
  
  **Assessment Type:** CRN-level SLO Assessment  
  **Submitted:** 2016-Jan-04  
  **CRN:** 73599  
  **Outcome:** Identify and integrate reliable, credible, and scholarly sources to support essays, using MLA format.
Request details: • 3598 tutors (ALP tutors)
• peer tutors
• peer mentors
and add why you think these things would be useful to your students to achieve their SLO(s).

How these resources help students:
• tutors / mentors help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies

• ENGL 1A - University-Parallel Reading and Composition Identify and integrate reliable.
Assessment Type: CRN-level SLO Assessment
Submitted: 2016-Jan-04
CRN: 73597
Outcome: Identify and integrate reliable, credible, and scholarly sources to support essays, using MLA format.
Request details: • 3598 tutors (ALP tutors)
• peer tutors
• peer mentors
and add why you think these things would be useful to your students to achieve their SLO(s).

• ENGL 1A - University-Parallel Reading and Composition Identify and integrate reliable.
Assessment Type: CRN-level SLO Assessment
Submitted: 2016-Jan-04
CRN: 70795
Outcome: Identify and integrate reliable, credible, and scholarly sources to support essays, using MLA format.
Request details: We would like to request funds to host professional development session on campus about best ways to teach research essays. We also think dedicated 1A tutors specializing in research essays would be helpful for students.

We need 3598 tutors (ALP tutors), peer tutors, and peer mentors to help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies

• ENGL 1A - University-Parallel Reading and Composition Identify and integrate reliable.
Assessment Type: CRN-level SLO Assessment
Submitted: 2016-Jan-04
CRN: 74305
Outcome: Identify and integrate reliable, credible, and scholarly sources to support essays, using MLA format.
Request details: We would like to request funds to host professional development session on campus about best ways to teach research essays. We also think dedicated 1A tutors specializing in research essays would be helpful for students.

• ENGL 1A - University-Parallel Reading and Composition Identify and integrate reliable.
Assessment Type: CRN-level SLO Assessment
Submitted: 2016-Jan-04
CRN: 71405
Outcome: Identify and integrate reliable, credible, and scholarly sources to support essays, using MLA format.
Request details: We would like to request funds to host professional development session on campus about best ways to teach research essays. We also think dedicated 1A tutors specializing in research essays would be helpful for students.

• ENGL 1A - University-Parallel Reading and Composition Identify and integrate reliable.
Assessment Type: CRN-level SLO Assessment
Submitted: 2016-Jan-04
CRN: 75317
Outcome: Identify and integrate reliable, credible, and scholarly sources to support essays, using MLA format.
Request details: We would like to request funds to host professional development session on campus about best ways to teach research essays. We also think dedicated 1A tutors specializing in research essays would be helpful for students.

• ENGL 1A - University-Parallel Reading and Composition Identify and integrate reliable.
Assessment Type: CRN-level SLO Assessment
Submitted: 2016-Jan-04
CRN: 70769
Outcome: Identify and integrate reliable, credible, and scholarly sources to support essays, using MLA format.
Request details: We would like to request funds to host professional development session on campus about best ways to teach research essays. We also think dedicated 1A tutors specializing in research essays would be helpful for students.

- ENGL 1A - University-Parallel Reading and Composition Identify and integrate reliable sources to support essays, using MLA format.
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-Jan-04
  CRN: 70779
  Outcome: Identify and integrate reliable, credible, and scholarly sources to support essays, using MLA format.
  Request details: Host professional development conferences

- ENGL 1A - University-Parallel Reading and Composition Identify and integrate reliable sources to support essays, using MLA format.
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-Jan-04
  CRN: 70781
  Outcome: Identify and integrate reliable, credible, and scholarly sources to support essays, using MLA format.
  Request details: After a number of meetings, the 1A level group decided to propose changing 1A to a four-unit course and also assemble a packet of "best practices" materials: a collection of essay prompts, model student work, and grading rubics for faculty members to contribute to and share. We also hope to attend conferences and/or bring professional development opportunities to campus on topics relevant to this research assignment. We will know if these are successful by comparing future SLO assessments to current and past ones. Ultimately, our goal is to better teach the research essay so that more students learn this necessary skill, meet the SLOs, and pass the course.

Then check the checkbox and request new materials:

We would like to request funds to host professional development session on campus about best ways to teach research essays. We also think dedicated 1A tutors specializing in research essays would be helpful for students.

- ENGL 1A - University-Parallel Reading and Composition Identify and integrate reliable sources to support essays, using MLA format.
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-Jan-04
  CRN: 70785
  Outcome: Identify and integrate reliable, credible, and scholarly sources to support essays, using MLA format.
  Request details: After a number of meetings, the 1A level group decided to propose changing 1A to a four-unit course and also assemble a packet of "best practices" materials: a collection of essay prompts, model student work, and grading rubics for faculty members to contribute to and share. We also hope to attend conferences and/or bring professional development opportunities to campus on topics relevant to this research assignment. We will know if these are successful by comparing future SLO assessments to current and past ones. Ultimately, our goal is to better teach the research essay so that more students learn this necessary skill, meet the SLOs, and pass the course.

We would like to request funds to host professional development session on campus about best ways to teach research essays. We also think dedicated 1A tutors specializing in research essays would be helpful for students.

- ENGL 1A - University-Parallel Reading and Composition Identify and integrate reliable sources to support essays, using MLA format.
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-Jan-04
  CRN: 70791
  Outcome: Identify and integrate reliable, credible, and scholarly sources to support essays, using MLA format.
  Request details: 3589 tutors and peer tutors would help.

- ENGL 1A - University-Parallel Reading and Composition Identify and integrate reliable sources to support essays, using MLA format.
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-Jan-04
  CRN: 71733
  Outcome: Identify and integrate reliable, credible, and scholarly sources to support essays, using MLA format.
  Request details: We would like to request funds to host professional development session on campus about best ways to teach research essays. We also think dedicated 1A tutors specializing in research essays would be helpful for students.
Assessment Type: CRN-level SLO Assessment
Submitted: 2016-Jan-06
CRN: 73611
Outcome: Identify and integrate reliable, credible, and scholarly sources to support essays, using MLA format.
Request details: We would like to request funds to host professional development session on campus about best ways to teach research essays.

ENGL 1A - University-Parallel Reading and Composition
Identify and integrate reliable, credible, and scholarly sources to support essays, using MLA format.
Assessment Type: CRN-level SLO Assessment
Submitted: 2016-Jun-03
CRN: 30135
Outcome: Identify and integrate reliable, credible, and scholarly sources to support essays, using MLA format.
Request details: We would like to request funds to host professional development session on campus about best ways to teach research essays. We also think dedicated 1A tutors specializing in research essays would be helpful for students.

ENGL 92 - Basic Reading and Writing II
Quote and paraphrase material appropriately from 2-3 sources on a given subject.
Assessment Type: CRN-level SLO Assessment
Submitted: 2015-Dec-16
CRN: 75307
Outcome: Quote and paraphrase material appropriately from 2-3 sources on a given subject.
Request details: We would like computer plug-ins and projectors for classes the English department generally uses or more media carts for the department, so we may use various methods to teach our students, appealing to a wider range of learning styles, and helping to build our students' digital literacy.

ENGL 92 - Basic Reading and Writing II
Quote and paraphrase material appropriately from 2-3 sources on a given subject.
Assessment Type: CRN-level SLO Assessment
Submitted: 2015-Dec-17
CRN: 76941
Outcome: Quote and paraphrase material appropriately from 2-3 sources on a given subject.
Request details: We would like computer plug-ins and projectors for classes the English department generally uses or more media carts for the department, so we may use various methods to teach our students, appealing to a wider range of learning styles, and helping to build our students' digital literacy.

ENGL 92 - Basic Reading and Writing II
Quote and paraphrase material appropriately from 2-3 sources on a given subject.
Assessment Type: CRN-level SLO Assessment
Submitted: 2015-Dec-18
CRN: 70876
Outcome: Quote and paraphrase material appropriately from 2-3 sources on a given subject.
Request details: Because my 9293 class is focused on analyzing visuals, I would like to make a change-over to a screen-based digital classroom, so that the integration of images and language in class discussion can be more seamless.

ENGL 92 - Basic Reading and Writing II
Quote and paraphrase material appropriately from 2-3 sources on a given subject.
Assessment Type: CRN-level SLO Assessment
Submitted: 2015-Dec-18
CRN: 74058
Outcome: Quote and paraphrase material appropriately from 2-3 sources on a given subject.
Request details: We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods our students, appealing to a wider range of learning styles and helping to build our students' digital literacy.

We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors' and mentors' critical evaluation skills, improving their own scholastic performance.
We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

• **ENGL 92 - Basic Reading and Writing II Quote and paraphrase material ...**  
  **Assessment Type:** CRN-level SLO Assessment  
  **Submitted:** 2015-Dec-21  
  **CRN:** 74061  
  **Outcome:** Quote and paraphrase material appropriately from 2-3 sources on a given subject.  
  **Request details:** We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods our students, appealing to a wider range of learning styles and helping to build our students' digital literacy.

We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors' and mentors' critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

• **ENGL 92 - Basic Reading and Writing II Quote and paraphrase material ...**  
  **Assessment Type:** CRN-level SLO Assessment  
  **Submitted:** 2015-Dec-27  
  **CRN:** 71906  
  **Outcome:** Quote and paraphrase material appropriately from 2-3 sources on a given subject.  
  **Request details:** We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods our students, appealing to a wider range of learning styles and helping to build our students' digital literacy.

We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors' and mentors' critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

• **ENGL 92 - Basic Reading and Writing II Quote and paraphrase material ...**  
  **Assessment Type:** CRN-level SLO Assessment  
  **Submitted:** 2015-Dec-31  
  **CRN:** 70875  
  **Outcome:** Quote and paraphrase material appropriately from 2-3 sources on a given subject.  
  **Request details:** Instructors would like computer plug-ins and projectors for classes the English department generally uses or more media carts for the department, so we may use various methods to teach our students, appealing to a wider range of learning styles, and helping to build our students' digital literacy.

Instructors are requesting the following resources:  
? honorariums for Humanities classes and the Creative Writing Reading Series--events open to the entire college and funds for leading workshops in the English Lab  
? 3598 tutors (like the Basic Skills ENGL 91 tutors and ALP tutors)  
? peer tutors  
? peer mentors

• **ENGL 92 - Basic Reading and Writing II Quote and paraphrase material ...**  
  **Assessment Type:** CRN-level SLO Assessment  
  **Submitted:** 2015-Dec-31  
  **CRN:** 76936  
  **Outcome:** Quote and paraphrase material appropriately from 2-3 sources on a given subject.
Request details: We would like computer plug-ins and projectors for classes the English department generally uses or more media carts for the department, so we may use various methods to teach our students, appealing to a wider range of learning styles, and helping to build our students’ digital literacy.

• ENGL 92 - Basic Reading and Writing II Quote and paraphrase material ...
  Assessment Type: CRN-level SLO Assessment  
  Submitted: 2016-Jan-04  
  CRN: 70873  
  Outcome: Quote and paraphrase material appropriately from 2-3 sources on a given subject.  
  Request details: Continued embedded tutoring for English 9293.

• ENGL 92 - Basic Reading and Writing II Quote and paraphrase material ...
  Assessment Type: CRN-level SLO Assessment  
  Submitted: 2016-Jan-04  
  CRN: 70878  
  Outcome: Quote and paraphrase material appropriately from 2-3 sources on a given subject.  
  Request details: We would like computer plug-ins and projectors for classes the English department generally uses or more media carts for the department, so we may vary our teaching methods our students, appealing to a wider range of learning styles, and helping to build our students’ digital literacy. Also, peer tutors and peer mentors would be extremely helpful.

• ENGL 92 - Basic Reading and Writing II Quote and paraphrase material ...
  Assessment Type: CRN-level SLO Assessment  
  Submitted: 2016-Jan-04  
  CRN: 74302  
  Outcome: Quote and paraphrase material appropriately from 2-3 sources on a given subject.  
  Request details: We would like computer plug-ins and projectors for classes the English department generally uses or more media carts for the department, so we may vary our teaching methods our students, appealing to a wider range of learning styles, and helping to build our students’ digital literacy.

We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors’ and mentors’ critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

• ENGL 92 - Basic Reading and Writing II Quote and paraphrase material ...
  Assessment Type: CRN-level SLO Assessment  
  Submitted: 2016-Jan-05  
  CRN: 70874  
  Outcome: Quote and paraphrase material appropriately from 2-3 sources on a given subject.  
  Request details: Continued embedded tutoring for English 9293 (which will become 95 in Spring 2016).

• ENGL 92 - Basic Reading and Writing II Quote and paraphrase material ...
  Assessment Type: CRN-level SLO Assessment  
  Submitted: 2016-Jan-05  
  CRN: 70871  
  Outcome: Quote and paraphrase material appropriately from 2-3 sources on a given subject.  
  Request details: We would like computer plug-ins and projectors for classes the English department generally uses or more media carts for the department, so we may vary our teaching methods our students, appealing to a wider range of learning styles, and helping to build our students’ digital literacy.

We would also like to continue our 3598 tutors as they provide crucial support in reading, writing and study skills to our students, which will help them meet the SLOs for the class.
Outcome: Quote and paraphrase material appropriately from 2-3 sources on a given subject. Request details: We would like computer plug-ins and projectors for classes the English department generally uses or more media carts for the department, so we may use various methods to teach our students, appealing to a wider range of learning styles, and helping to build our students’ digital literacy. Also peer tutors and peer mentors would be extremely helpful.

- **ENGL 93 - Introduction to Academic Writing and Reading** Annotate, summarize, synthesize...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-Apr-29
  CRN: 36602
  Outcome: Annotate, summarize, synthesize, and analyze primarily pre-collegiate nonfiction texts.
  Request details: We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students’ digital literacy.

  We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors’ and mentors’ critical evaluation skills, improving their own scholastic performance.

  We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

- **ENGL 93 - Introduction to Academic Writing and Reading** Annotate, summarize, synthesize...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-May-18
  CRN: 32172
  Outcome: Annotate, summarize, synthesize, and analyze primarily pre-collegiate nonfiction texts.
  Request details: We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students’ digital literacy.

  We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors’ and mentors’ critical evaluation skills, improving their own scholastic performance.

  We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

- **ENGL 93 - Introduction to Academic Writing and Reading** Annotate, summarize, synthesize...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-May-20
  CRN: 32191
  Outcome: Annotate, summarize, synthesize, and analyze primarily pre-collegiate nonfiction texts.
  Request details: We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors’ and mentors’ critical evaluation skills, improving their own scholastic performance.

- **ENGL 93 - Introduction to Academic Writing and Reading** Annotate, summarize, synthesize...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-May-26
  CRN: 32165
  Outcome: Annotate, summarize, synthesize, and analyze primarily pre-collegiate nonfiction texts.
  Request details: We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students’ digital literacy.

  We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies.
strategies. This experience also builds the tutors’ and mentors’ critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

ENGL 93 - Introduction to Academic Writing and Reading
Annotate, summarize, synthesize...
Assessment Type: CRN-level SLO Assessment
Submitted: 2016-May-31
CRN: 32175
Outcome: Annotate, summarize, synthesize, and analyze primarily pre-collegiate nonfiction texts.
Request details: We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students’ digital literacy.

We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors’ and mentors’ critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

ENGL 93 - Introduction to Academic Writing and Reading
Annotate, summarize, synthesize...
Assessment Type: CRN-level SLO Assessment
Submitted: 2016-May-31
CRN: 32189
Outcome: Annotate, summarize, synthesize, and analyze primarily pre-collegiate nonfiction texts.
Request details: We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students’ digital literacy.

We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors’ and mentors’ critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

ENGL 93 - Introduction to Academic Writing and Reading
Annotate, summarize, synthesize...
Assessment Type: CRN-level SLO Assessment
Submitted: 2016-Jun-01
CRN: 32166
Outcome: Annotate, summarize, synthesize, and analyze primarily pre-collegiate nonfiction texts.
Request details: We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students’ digital literacy.

We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors’ and mentors’ critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.
Submitted: 2016-Jun-01  
CRN: 32171  
Outcome: Annotate, summarize, synthesize, and analyze primarily pre-collegiate nonfiction texts.  
Request details: We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students' digital literacy.

We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors' and mentors' critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

• ENGL 93 - Introduction to Academic Writing and Reading  
  Annotate, summarize, synthesize...  
Assessment Type: CRN-level SLO Assessment  
Submitted: 2016-Jun-02  
CRN: 36165  
Outcome: Annotate, summarize, synthesize, and analyze primarily pre-collegiate nonfiction texts.  
Request details: We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students' digital literacy.

We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors' and mentors' critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

• ENGL 93 - Introduction to Academic Writing and Reading  
  Annotate, summarize, synthesize...  
Assessment Type: CRN-level SLO Assessment  
Submitted: 2016-Jun-02  
CRN: 32194  
Outcome: Annotate, summarize, synthesize, and analyze primarily pre-collegiate nonfiction texts.  
Request details: We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students' digital literacy.

We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors' and mentors' critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

• ENGL 93 - Introduction to Academic Writing and Reading  
  Demonstrate control over some...  
Assessment Type: CRN-level SLO Assessment  
Submitted: 2016-Apr-29  
CRN: 36602  
Outcome: Demonstrate control over some sentence-combining strategies and most major conventions of standard English grammar.  
Request details: We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students' digital literacy.

We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success
strategies. This experience also builds the tutors’ and mentors’ critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

• ENGL 93 - Introduction to Academic Writing and Reading Demonstrate control over some ...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-May-18
  CRN: 32172
  Outcome: Demonstrate control over some sentence-combining strategies and most major conventions of standard English grammar.
  Request details: We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students’ digital literacy.

We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors’ and mentors’ critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

• ENGL 93 - Introduction to Academic Writing and Reading Demonstrate control over some ...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-May-20
  CRN: 32189
  Outcome: Demonstrate control over some sentence-combining strategies and most major conventions of standard English grammar.
  Request details: We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students’ digital literacy.

We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors’ and mentors’ critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.
We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors' and mentors' critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

- ENGL 93 - Introduction to Academic Writing and Reading
  Demonstrate control over some ...
  
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-May-31
  CRN: 32221
  Outcome: Demonstrate control over some sentence-combining strategies and most major conventions of standard English grammar.
  Request details: We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students' digital literacy.

We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors' and mentors' critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

- ENGL 93 - Introduction to Academic Writing and Reading
  Demonstrate control over some ...
  
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-May-31
  CRN: 32175
  Outcome: Demonstrate control over some sentence-combining strategies and most major conventions of standard English grammar.
  Request details: We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students' digital literacy.

We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors' and mentors' critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

- ENGL 93 - Introduction to Academic Writing and Reading
  Demonstrate control over some ...
  
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-Jun-01
  CRN: 32166
  Outcome: Demonstrate control over some sentence-combining strategies and most major conventions of standard English grammar.
  Request details: We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students' digital literacy.

We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors' and mentors' critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as
speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

More English 26 classes!

- **ENGL 93 - Introduction to Academic Writing and Reading**
  
  **Demonstrate control over some ...**

  **Assessment Type:** CRN-level SLO Assessment  
  **Submitted:** 2016-Jun-01  
  **CRN:** 32171  
  **Outcome:** Demonstrate control over some sentence-combining strategies and most major conventions of standard English grammar.  
  **Request details:** We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students’ digital literacy.

  We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors’ and mentors’ critical evaluation skills, improving their own scholastic performance.

  We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

  More English 26 classes!

- **ENGL 93 - Introduction to Academic Writing and Reading**
  
  **Demonstrate control over some ...**

  **Assessment Type:** CRN-level SLO Assessment  
  **Submitted:** 2016-Jun-02  
  **CRN:** 36165  
  **Outcome:** Demonstrate control over some sentence-combining strategies and most major conventions of standard English grammar.  
  **Request details:** We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students’ digital literacy.

  We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors’ and mentors’ critical evaluation skills, improving their own scholastic performance.

  We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.
• **ENGL 93 - Introduction to Academic Writing and Reading** Demonstrate control over some ...
  **Assessment Type:** CRN-level SLO Assessment  
  **Submitted:** 2016-Jun-03  
  **CRN:** 34504  
  **Outcome:** Demonstrate control over some sentence-combining strategies and most major conventions of standard English grammar.  
  **Request details:** We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors’ and mentors’ critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

• **ENGL 93 - Introduction to Academic Writing and Reading** Demonstrate control over some ...
  **Assessment Type:** CRN-level SLO Assessment  
  **Submitted:** 2016-Jun-07  
  **CRN:** 32162  
  **Outcome:** Demonstrate control over some sentence-combining strategies and most major conventions of standard English grammar.  
  **Request details:** We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students’ digital literacy. We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors’ and mentors’ critical evaluation skills, improving their own scholastic performance. We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

• **ENGL 93 - Introduction to Academic Writing and Reading** Demonstrate control over some ...
  **Assessment Type:** CRN-level SLO Assessment  
  **Submitted:** 2016-Jun-07  
  **CRN:** 32192  
  **Outcome:** Demonstrate control over some sentence-combining strategies and most major conventions of standard English grammar.  
  **Request details:** We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students’ digital literacy.

We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors’ and mentors’ critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

• **ENGL 93 - Introduction to Academic Writing and Reading** Identify and integrate relevant...
  **Assessment Type:** CRN-level SLO Assessment  
  **Submitted:** 2015-Dec-10  
  **CRN:** 72023  
  **Outcome:** Identify and integrate relevant evidence to support essays, using MLA format.  
  **Request details:** We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles, and helping to build our students’ digital literacy.
We would also like continued support—especially ESL-specific tutoring—for students coming over to the regular English sequence from the ESL sequence. These added resources help ESL students succeed, especially with the number of ESL students in English 93 on the rise (this section was about 90% ESL, many of whom were attempting a regular composition sequence course for the first time).

• ENGL 93 - Introduction to Academic Writing and Reading Identify and integrate relevant evidence to support essays, using MLA format.
  
  **Assessment Type:** CRN-level SLO Assessment
  **Submitted:** 2015-Dec-10
  **CRN:** 72021
  **Outcome:** Identify and integrate relevant evidence to support essays, using MLA format.
  **Request details:** We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods our students, appealing to a wider range of learning styles, and helping to build our students’ digital literacy.

Continued support—especially ESL-specific tutoring—for students coming over to the regular English sequence from the ESL sequence. These added resources help ESL students succeed, especially with the number of ESL students in English 93 on the rise (this section was about 90% ESL, many of whom were attempting a regular composition sequence course for the first time).

• ENGL 93 - Introduction to Academic Writing and Reading Identify and integrate relevant evidence to support essays, using MLA format.
  
  **Assessment Type:** CRN-level SLO Assessment
  **Submitted:** 2015-Dec-16
  **CRN:** 74142
  **Outcome:** Identify and integrate relevant evidence to support essays, using MLA format.
  **Request details:** We would like computer plug-ins and projectors for classes the English department generally uses or more media carts for the department, so we may use various methods to teach our students, appealing to a wider range of learning styles, and helping to build our students’ digital literacy.

• ENGL 93 - Introduction to Academic Writing and Reading Identify and integrate relevant evidence to support essays, using MLA format.
  
  **Assessment Type:** CRN-level SLO Assessment
  **Submitted:** 2015-Dec-16
  **CRN:** 75315
  **Outcome:** Identify and integrate relevant evidence to support essays, using MLA format.
  **Request details:** We would like computer plug-ins and projectors for classes the English department generally uses or more media carts for the department, so we may use various methods to teach our students, appealing to a wider range of learning styles, and helping to build our students’ digital literacy.

• ENGL 93 - Introduction to Academic Writing and Reading Identify and integrate relevant evidence to support essays, using MLA format.
  
  **Assessment Type:** CRN-level SLO Assessment
  **Submitted:** 2015-Dec-16
  **CRN:** 76942
  **Outcome:** Identify and integrate relevant evidence to support essays, using MLA format.
  **Request details:** Media carts or enhanced classrooms

We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors’ and mentors’ critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.
• ENGL 93 - Introduction to Academic Writing and Reading Identify and integrate relevant evidence to support essays, using MLA format.
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2015-Dec-17
  CRN: 72393
  Outcome: Identify and integrate relevant evidence to support essays, using MLA format.
  Request details: We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods our students, appealing to a wider range of learning styles and helping to build our students' digital literacy.

  We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors’ and mentors’ critical evaluation skills, improving their own scholastic performance.

  We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors’ and mentors’ critical evaluation skills, improving their own scholastic performance.

  We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

• ENGL 93 - Introduction to Academic Writing and Reading Identify and integrate relevant evidence to support essays, using MLA format.
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2015-Dec-18
  CRN: 75970
  Outcome: Identify and integrate relevant evidence to support essays, using MLA format.
  Request details: Plug-ins and projectors and media carts, funds for peer tutors and mentors, and funds for honorariums for Humanities classes and the Creative Writing Reading Series.

• ENGL 93 - Introduction to Academic Writing and Reading Identify and integrate relevant evidence to support essays, using MLA format.
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2015-Dec-18
  CRN: 72034
  Outcome: Identify and integrate relevant evidence to support essays, using MLA format.
  Request details: computer plug-ins and projectors for classes, more media carts appealing to a wider range of learning styles and helping to build our students' digital literacy. Such tools would help me demonstrate how to use MLA more easily, modeling the skill in real time/

  peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors’ and mentors’ critical evaluation skills, improving their own scholastic performance.

  honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which helps them achieve their SLOs.

• ENGL 93 - Introduction to Academic Writing and Reading Identify and integrate relevant evidence to support essays, using MLA format.
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2015-Dec-18
  CRN: 74066
  Outcome: Identify and integrate relevant evidence to support essays, using MLA format.
  Request details: We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods our students, appealing to a wider range of learning styles and helping to build our students' digital literacy.

  We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors’ and mentors’ critical evaluation skills, improving their own scholastic performance.

  We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which helps them achieve their SLOs.
We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors' and mentors' critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

• **ENGL 93 - Introduction to Academic Writing and Reading**
  
  Identify and integrate relevant evidence to support essays, using MLA format.

  **Assessment Type:** CRN-level SLO Assessment  
  **Submitted:** 2015-Dec-21  
  **CRN:** 74128  
  **Outcome:** Identify and integrate relevant evidence to support essays, using MLA format.  
  **Request details:** We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods our students, appealing to a wider range of learning styles and helping to build our students’ digital literacy.

  We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors' and mentors' critical evaluation skills, improving their own scholastic performance.

  We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.
strategies. This experience also builds the tutors’ and mentors’ critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

• ENGL 93 - Introduction to Academic Writing and Reading Identify and integrate relevant evidence to support essays, using MLA format.  
  Assessment Type: CRN-level SLO Assessment  
  Submitted: 2015-Dec-21  
  CRN: 76448  
  Outcome: Identify and integrate relevant evidence to support essays, using MLA format.  
  Request details: We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods our students, appealing to a wider range of learning styles and helping to build our students’ digital literacy.

We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors’ and mentors’ critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

• ENGL 93 - Introduction to Academic Writing and Reading Identify and integrate relevant evidence to support essays, using MLA format.  
  Assessment Type: CRN-level SLO Assessment  
  Submitted: 2015-Dec-21  
  CRN: 74069  
  Outcome: Identify and integrate relevant evidence to support essays, using MLA format.  
  Request details: We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods our students, appealing to a wider range of learning styles and helping to build our students’ digital literacy.

We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors’ and mentors’ critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

• ENGL 93 - Introduction to Academic Writing and Reading Identify and integrate relevant evidence to support essays, using MLA format.  
  Assessment Type: CRN-level SLO Assessment  
  Submitted: 2015-Dec-24  
  CRN: 72036  
  Outcome: Identify and integrate relevant evidence to support essays, using MLA format.  
  Request details: We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods our students, appealing to a wider range of learning styles and helping to build our students’ digital literacy.

We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors’ and mentors’ critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.
We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors’ and mentors’ critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

• **ENGL 93 - Introduction to Academic Writing and Reading** Identify and integrate relevant evidence to support essays, using MLA format.

  **Assessment Type:** CRN-level SLO Assessment  
  **Submitted:** 2015-Dec-27  
  **CRN:** 75595  
  **Outcome:** Identify and integrate relevant evidence to support essays, using MLA format.  
  **Request details:** We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods our students, appealing to a wider range of learning styles and helping to build our students’ digital literacy.

  We are requesting:
  - honorariums for Humanities classes and the Creative Writing Reading Series--events open to the entire college and funds for faculty to lead workshops in the English Lab
  - 3598 tutors (like the Basic Skills ENGL 91 tutors and ALP tutors)
  - peer tutors
  - peer mentors
Cynthia Slates makes these suggestions: Ask for honorariums for Humanities classes and the Creative Writing Reading Series, events open to the entire college, and funds for faculty to teach workshops in the English lab.

3598 tutors (like the Basic Skills ENGL 91 tutors and ALP tutors)
peer tutors
peer mentors

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series.

Despite promises to the contrary, this is a time-consuming process. Faculty should be fairly compensated,
which includes being paid for this increasingly time-consuming work on SLO reporting. Fair and appropriate faculty pay should be part of the resources requested, in program review and elsewhere.

- ENGL 93 - Introduction to Academic Writing and Reading Identify and integrate relevant evidence to support essays, using MLA format.
  
  **Assessment Type:** CRN-level SLO Assessment  
  **Submitted:** 2016-Jan-04  
  **CRN:** 74067  
  **Outcome:** Identify and integrate relevant evidence to support essays, using MLA format.  
  **Request details:** We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods our students, appealing to a wider range of learning styles and helping to build our students’ digital literacy.

We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors’ and mentors’ critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

- ENGL 93 - Introduction to Academic Writing and Reading Identify and integrate relevant evidence to support essays, using MLA format.
  
  **Assessment Type:** CRN-level SLO Assessment  
  **Submitted:** 2016-Jan-04  
  **CRN:** 74132  
  **Outcome:** Identify and integrate relevant evidence to support essays, using MLA format.  
  **Request details:** Continued access to tutors (this semester tutoring began at mid-semester).

- ENGL 93 - Introduction to Academic Writing and Reading Identify and integrate relevant evidence to support essays, using MLA format.
  
  **Assessment Type:** CRN-level SLO Assessment  
  **Submitted:** 2016-Jan-04  
  **CRN:** 75592  
  **Outcome:** Identify and integrate relevant evidence to support essays, using MLA format.  
  **Request details:** We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods our students, appealing to a wider range of learning styles and helping to build our students’ digital literacy.

- ENGL 93 - Introduction to Academic Writing and Reading Identify and integrate relevant evidence to support essays, using MLA format.
  
  **Assessment Type:** CRN-level SLO Assessment  
  **Submitted:** 2016-Jan-04  
  **CRN:** 74129  
  **Outcome:** Identify and integrate relevant evidence to support essays, using MLA format.  
  **Request details:** We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods our students, appealing to a wider range of learning styles and helping to build our students’ digital literacy.

We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors’ and mentors’ critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.
ENGL 93 - Introduction to Academic Writing and Reading

**Identify and integrate relevant evidence to support essays, using MLA format.**

**Assessment Type:** CRN-level SLO Assessment  
**Submitted:** 2016-Jan-05  
**CRN:** 74133  
**Outcome:** Identify and integrate relevant evidence to support essays, using MLA format.  
**Request details:** We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students' digital literacy.

We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors' and mentors' critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

ENGL 93 - Introduction to Academic Writing and Reading

**Identify and integrate relevant evidence to support essays, using MLA format.**

**Assessment Type:** CRN-level SLO Assessment  
**Submitted:** 2016-Jan-05  
**CRN:** 72014  
**Outcome:** Identify and integrate relevant evidence to support essays, using MLA format.  
**Request details:** We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students' digital literacy.

We would also like to continue our 3598 tutors as they provide crucial support in reading, writing and study skills to our students, which will help them meet the SLOs for the class.

ENGL 95 - Academic Reading and Writing Intensive

**Annotate, summarize, synthesize, and analyze primarily pre-collegiate nonfiction texts.**

**Assessment Type:** CRN-level SLO Assessment  
**Submitted:** 2016-May-25  
**CRN:** 37326  
**Outcome:** Annotate, summarize, synthesize, and analyze primarily pre-collegiate nonfiction texts.  
**Request details:** We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students' digital literacy.

We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors' and mentors' critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.
speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

- **ENGL 95 - Academic Reading and Writing Intensive Annotate, summarize, synthesize...**
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-May-26
  CRN: 37337
  Outcome: Annotate, summarize, synthesize, and analyze primarily pre-collegiate nonfiction texts.
  Request details: We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students' digital literacy.

  We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors' and mentors' critical evaluation skills, improving their own scholastic performance.

  We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

- **ENGL 95 - Academic Reading and Writing Intensive Annotate, summarize, synthesize...**
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-May-29
  CRN: 37340
  Outcome: Annotate, summarize, synthesize, and analyze primarily pre-collegiate nonfiction texts.
  Request details: We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students' digital literacy.

  We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors' and mentors' critical evaluation skills, improving their own scholastic performance.

  We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

- **ENGL 95 - Academic Reading and Writing Intensive Annotate, summarize, synthesize...**
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-May-31
  CRN: 37328
  Outcome: Annotate, summarize, synthesize, and analyze primarily pre-collegiate nonfiction texts.
  Request details: We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students' digital literacy.

  We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors' and mentors' critical evaluation skills, improving their own scholastic performance.

  We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

- **ENGL 95 - Academic Reading and Writing Intensive Annotate, summarize, synthesize...**
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-Jun-01
  CRN: 37333
  Outcome: Annotate, summarize, synthesize, and analyze primarily pre-collegiate nonfiction texts.
  Request details: smart classrooms
  continued tutoring program
• **ENGL 95 - Academic Reading and Writing Intensive Annotate, summarize, synthesize...**
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-Jun-02
  CRN: 37330
  Outcome: Annotate, summarize, synthesize, and analyze primarily pre-collegiate nonfiction texts.
  Request details: We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students’ digital literacy.

  We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors’ and mentors’ critical evaluation skills, improving their own scholastic performance.

  We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

• **ENGL 95 - Academic Reading and Writing Intensive Annotate, summarize, synthesize...**
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-Jun-03
  CRN: 37327
  Outcome: Annotate, summarize, synthesize, and analyze primarily pre-collegiate nonfiction texts.
  Request details: We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students’ digital literacy.

  We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors’ and mentors’ critical evaluation skills, improving their own scholastic performance.

  We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

• **ENGL 95 - Academic Reading and Writing Intensive Annotate, summarize, synthesize...**
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-Jun-04
  CRN: 37332
  Outcome: Annotate, summarize, synthesize, and analyze primarily pre-collegiate nonfiction texts.
  Request details: We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students’ digital literacy.

  We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors’ and mentors’ critical evaluation skills, improving their own scholastic performance.

  We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

• **ENGL 95 - Academic Reading and Writing Intensive Annotate, summarize, synthesize...**
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-Jun-04
  CRN: 37335
  Outcome: Annotate, summarize, synthesize, and analyze primarily pre-collegiate nonfiction texts.
  Request details: We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students’ digital literacy.

  We request more funds for peer tutors and mentors because these tutors and mentors can help students
understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors’ and mentors’ critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

- **ENGL 95 - Academic Reading and Writing Intensive Annotate, summarize, synthesize...**
  - **Assessment Type:** CRN-level SLO Assessment
  - **Submitted:** 2016-Jun-05
  - **CRN:** 37465
  - **Outcome:** Annotate, summarize, synthesize, and analyze primarily pre-collegiate nonfiction texts.
  - **Request details:** We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students’ digital literacy.

We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors’ and mentors’ critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

- **ENGL 95 - Academic Reading and Writing Intensive Annotate, summarize, synthesize...**
  - **Assessment Type:** CRN-level SLO Assessment
  - **Submitted:** 2016-Jun-05
  - **CRN:** 37341
  - **Outcome:** Annotate, summarize, synthesize, and analyze primarily pre-collegiate nonfiction texts.
  - **Request details:** We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students’ digital literacy.

We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors’ and mentors’ critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

- **ENGL 95 - Academic Reading and Writing Intensive Demonstrate control over some ...**
  - **Assessment Type:** CRN-level SLO Assessment
  - **Submitted:** 2016-May-25
  - **CRN:** 37326
  - **Outcome:** Demonstrate control over some sentence-combining strategies and most major conventions of standard English grammar.
  - **Request details:** We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students’ digital literacy.

We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors’ and mentors’ critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.
Assessment Type: CRN-level SLO Assessment
Submitted: 2016-May-26
CRN: 37337
Outcome: Demonstrate control over some sentence-combining strategies and most major conventions of standard English grammar.
Request details: We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students’ digital literacy.

We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors’ and mentors’ critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

• ENGL 95 - Academic Reading and Writing Intensive
Demonstrate control over some ...
Assessment Type: CRN-level SLO Assessment
Submitted: 2016-May-29
CRN: 37334
Outcome: Demonstrate control over some sentence-combining strategies and most major conventions of standard English grammar.
Request details: We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students’ digital literacy.

We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors’ and mentors’ critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

• ENGL 95 - Academic Reading and Writing Intensive
Demonstrate control over some ...
Assessment Type: CRN-level SLO Assessment
Submitted: 2016-May-29
CRN: 37340
Outcome: Demonstrate control over some sentence-combining strategies and most major conventions of standard English grammar.
Request details: We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students’ digital literacy.

We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors’ and mentors’ critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

• ENGL 95 - Academic Reading and Writing Intensive
Demonstrate control over some ...
Assessment Type: CRN-level SLO Assessment
Submitted: 2016-May-31
CRN: 37328
Outcome: Demonstrate control over some sentence-combining strategies and most major conventions of standard English grammar.
Request details: We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students’ digital literacy.

We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors’ and mentors’ critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

• ENGL 95 - Academic Reading and Writing Intensive Demonstrate control over some ...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-Jun-01
  CRN: 37333
  Outcome: Demonstrate control over some sentence-combining strategies and most major conventions of standard English grammar.
  Request details: We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students’ digital literacy.

We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors’ and mentors’ critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

• ENGL 95 - Academic Reading and Writing Intensive Demonstrate control over some ...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-Jun-01
  CRN: 37336
  Outcome: Demonstrate control over some sentence-combining strategies and most major conventions of standard English grammar.
  Request details: We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students’ digital literacy.

We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors’ and mentors’ critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

• ENGL 95 - Academic Reading and Writing Intensive Demonstrate control over some ...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-Jun-01
  CRN: 37325
  Outcome: Demonstrate control over some sentence-combining strategies and most major conventions of standard English grammar.
  Request details: We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students’ digital literacy.

We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors’ and mentors’ critical evaluation skills, improving their own scholastic performance.
scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

• ENGL 95 - Academic Reading and Writing Intensive Demonstrate control over some ...
  **Assessment Type:** CRN-level SLO Assessment
  **Submitted:** 2016-Jun-02
  **CRN:** 37330
  **Outcome:** Demonstrate control over some sentence-combining strategies and most major conventions of standard English grammar.
  **Request details:** We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students' digital literacy.

We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors' and mentors' critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics.

• ENGL 95 - Academic Reading and Writing Intensive Demonstrate control over some ...
  **Assessment Type:** CRN-level SLO Assessment
  **Submitted:** 2016-Jun-03
  **CRN:** 37327
  **Outcome:** Demonstrate control over some sentence-combining strategies and most major conventions of standard English grammar.
  **Request details:** We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students' digital literacy.

We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors' and mentors' critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics.

• ENGL 95 - Academic Reading and Writing Intensive Demonstrate control over some ...
  **Assessment Type:** CRN-level SLO Assessment
  **Submitted:** 2016-Jun-04
  **CRN:** 37332
  **Outcome:** Demonstrate control over some sentence-combining strategies and most major conventions of standard English grammar.
  **Request details:** We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students' digital literacy.

We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors' and mentors' critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.
ENGL 95 - Academic Reading and Writing Intensive

**Assessment Type:** CRN-level SLO Assessment
**Submitted:** 2016-Jun-04
**CRN:** 37335

**Outcome:** Demonstrate control over some sentence-combining strategies and most major conventions of standard English grammar.

**Request details:** We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students’ digital literacy.

We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors’ and mentors’ critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

ENGL 95 - Academic Reading and Writing Intensive

**Assessment Type:** CRN-level SLO Assessment
**Submitted:** 2016-Jun-04
**CRN:** 37338

**Outcome:** Demonstrate control over some sentence-combining strategies and most major conventions of standard English grammar.

**Request details:** We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students’ digital literacy.

We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors’ and mentors’ critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

ENGL 95 - Academic Reading and Writing Intensive

**Assessment Type:** CRN-level SLO Assessment
**Submitted:** 2016-Jun-05
**CRN:** 37465

**Outcome:** Demonstrate control over some sentence-combining strategies and most major conventions of standard English grammar.

**Request details:** We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students’ digital literacy.

We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors’ and mentors’ critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

ENGL 95 - Academic Reading and Writing Intensive

**Assessment Type:** CRN-level SLO Assessment
**Submitted:** 2016-Jun-05
**CRN:** 37341

**Outcome:** Demonstrate control over some sentence-combining strategies and most major conventions of standard English grammar.

**Request details:** We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students,
appealing to a wider range of learning styles and helping to build our students’ digital literacy.

We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors' and mentors' critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

- **ENGL 96 - Academic Writing and Reading**
  - **Assessment Type:** CRN-level SLO Assessment
  - **Submitted:** 2016-Jun-03
  - **CRN:** 30752
  - **Outcome:** Demonstrate control over a variety of sentence-combining strategies and major conventions of standard English grammar.
  - **Request details:** We will require more budget for the hiring and training of these tutors.

- **ENGL 96 - Academic Writing and Reading**
  - **Assessment Type:** CRN-level SLO Assessment
  - **Submitted:** 2015-Dec-11
  - **CRN:** 70912
  - **Outcome:** Identify and integrate reliable and relevant sources to support essays, using MLA format.
  - **Request details:** I would like tutors trained to help with research methodology as well as formatting.

- **ENGL 96 - Academic Writing and Reading**
  - **Assessment Type:** CRN-level SLO Assessment
  - **Submitted:** 2015-Dec-14
  - **CRN:** 74124
  - **Outcome:** Identify and integrate reliable and relevant sources to support essays, using MLA format.
  - **Request details:** We would like to request funds to host professional development session on campus about best ways to teach research essays. We also think dedicated 96 tutors specializing in research essays would be helpful for students. Funding for peer tutors and for speakers to help students learn about reading/writing process.

- **ENGL 96 - Academic Writing and Reading**
  - **Assessment Type:** CRN-level SLO Assessment
  - **Submitted:** 2015-Dec-17
  - **CRN:** 70915
  - **Outcome:** Identify and integrate reliable and relevant sources to support essays, using MLA format.
  - **Request details:** We would like to request funds to host professional development session on campus about best ways to teach research essays. We also think dedicated 96 tutors specializing in research essays would be helpful for students.

  honorariums for Humanities classes and the Creative Writing Reading Series--events open to the entire college 3598 tutors (like the Basic Skills ENGL 91 tutors and ALP tutors)
  peer tutors
  peer mentors
  and add why you think these things would be useful to your students to achieve their SLO(s).

- **ENGL 96 - Academic Writing and Reading**
  - **Assessment Type:** CRN-level SLO Assessment
  - **Submitted:** 2015-Dec-18
  - **CRN:** 70919
  - **Outcome:** Identify and integrate reliable and relevant sources to support essays, using MLA format.
  - **Request details:** • honorariums for Humanities classes and the Creative Writing Reading Series--events open to the entire college
    • 3598 tutors (like the Basic Skills ENGL 91 tutors and ALP tutors)
    • peer tutors
    • peer mentors

Possible reasons
• tutors / mentors help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies
• speakers help students learn about the reading / writing process--strategies to help them achieve their SLOs
• speakers address important issues that students read / write about--helping them understand the topics better, which helps them achieve their SLOs
• speakers initiate student dialogue about important issues--an important part of the student writing/research process, which helps them achieve their SLOs

• ENGL 96 - Academic Writing and Reading Identify and integrate reliably
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2015-Dec-18
  CRN: 76822
  Outcome: Identify and integrate reliable and relevant sources to support essays, using MLA format.
  Request details: We would like to request funds to host professional development session on campus about best ways to teach research essays. We also think dedicated 96 tutors specializing in research essays would be helpful for students.

• ENGL 96 - Academic Writing and Reading Identify and integrate reliably
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2015-Dec-19
  CRN: 70901
  Outcome: Identify and integrate reliable and relevant sources to support essays, using MLA format.
  Request details: Research-trained tutors could be offered to these students to help them focus.

• ENGL 96 - Academic Writing and Reading Identify and integrate reliably
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2015-Dec-19
  CRN: 71492
  Outcome: Identify and integrate reliable and relevant sources to support essays, using MLA format.
  Request details: We seriously need tutors with special training in research and formatting.

• ENGL 96 - Academic Writing and Reading Identify and integrate reliably
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2015-Dec-20
  CRN: 73608
  Outcome: Identify and integrate reliable and relevant sources to support essays, using MLA format.
  Request details: We would like to request funds to host professional development session on campus about best ways to teach research essays. We also think dedicated 96 tutors specializing in research essays would be helpful for students.

• ENGL 96 - Academic Writing and Reading Identify and integrate reliably
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2015-Dec-21
  CRN: 70920
  Outcome: Identify and integrate reliable and relevant sources to support essays, using MLA format.
  Request details: We would like to request funds to host professional development session on campus about best ways to teach research essays. We also think dedicated 96 tutors specializing in research essays would be helpful for students.

• ENGL 96 - Academic Writing and Reading Identify and integrate reliably
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2015-Dec-22
  CRN: 73589
  Outcome: Identify and integrate reliable and relevant sources to support essays, using MLA format.
  Request details: We would like to request funds to host professional development session on campus about best ways to teach research essays. We also think dedicated 96 tutors specializing in research essays would be helpful for students.
Outcome: Identify and integrate reliable and relevant sources to support essays, using MLA format.

Request details: We would like to request funds to host professional development sessions on campus about best ways to teach research essays. We also think dedicated 96 tutors specializing in research essays would be helpful for students.

• Tutors/mentors help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies

• Speakers help students learn about the reading/writing process--strategies to help them achieve their SLOs

• Speakers address important issues that students read/write about--helping them understand the topics better, which helps them achieve their SLOs

• Speakers initiate student dialogue about important issues--an important part of the student writing/research process, which helps them achieve their SLOs

ENGL 96 - Academic Writing and Reading Identify and integrate reliably:

Assessment Type: CRN-level SLO Assessment
Submitted: 2015-Dec-22
CRN: 70903

Outcome: Identify and integrate reliable and relevant sources to support essays, using MLA format.
Request details: We would like to request funds to host professional development sessions on campus about best ways to teach research essays. We also think dedicated 96 tutors specializing in research essays would be helpful for students.

-- ALSO, honorariums for Humanities classes and the Creative Writing Reading Series--events open to the entire college
-- 3598 tutors (like the Basic Skills ENGL 91 tutors and ALP tutors)
-- Peer tutors/mentors (would help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies)
• Speakers help students learn about the reading/writing process--strategies to help them achieve their SLOs
• Speakers address important issues that students read/write about--helping them understand the topics better, which helps them achieve their SLOs

ENGL 96 - Academic Writing and Reading Identify and integrate reliably:

Assessment Type: CRN-level SLO Assessment
Submitted: 2015-Dec-28
CRN: 70918

Outcome: Identify and integrate reliable and relevant sources to support essays, using MLA format.
Request details: We would like to request funds to host professional development sessions on campus about the best ways to teach research essays. We also think dedicated 96 tutors specializing in research essays would be helpful for students.

-- ALSO, honorariums for Humanities classes and the Creative Writing Reading Series--events open to the entire college
-- 3598 tutors (like the Basic Skills ENGL 91 tutors and ALP tutors)
-- Peer tutors/mentors (would help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies)
• Speakers help students learn about the reading/writing process--strategies to help them achieve their SLOs
• Speakers address important issues that students read/write about--helping them understand the topics better, which helps them achieve their SLOs

ENGL 96 - Academic Writing and Reading Identify and integrate reliably:

Assessment Type: CRN-level SLO Assessment
Submitted: 2015-Dec-30
CRN: 70906

Outcome: Identify and integrate reliable and relevant sources to support essays, using MLA format.
Request details: We would like to request funds to host professional development session on campus about best ways to teach research essays. We also think dedicated 96 tutors specializing in research essays would be helpful for students. In addition, we would like to include:
* Honorariums for Humanities classes and the Creative Writing Reading Series--events open to the entire college
* 3598 tutors (like the Basic Skills ENGL 91 tutors and ALP tutors)
* Peer tutors
* Peer mentors

ENGL 96 - Academic Writing and Reading Identify and integrate reliably:

Assessment Type: CRN-level SLO Assessment
Outcome: Identify and integrate reliable and relevant sources to support essays, using MLA format.

Request details: We would like to request funds to host professional development session on campus about best ways to teach research essays. We also think dedicated 96 tutors specializing in research essays would be helpful for students. In addition, we would like to request:

* honorariums for Humanities classes and the Creative Writing Reading Series--events open to the entire college
* 3598 tutors (like the Basic Skills ENGL 91 tutors and ALP tutors)
* peer tutors
* peer mentors

ENGL 96 - Academic Writing and Reading Identify and integrate reliabl...
Assessment Type: CRN-level SLO Assessment
Submitted: 2015-Dec-30
CRN: 71665
Outcome: Identify and integrate reliable and relevant sources to support essays, using MLA format.
Request details: We would like to request funds to host professional development session on campus about best ways to teach research essays. We also think dedicated 96 tutors specializing in research essays would be helpful for students. In addition, we would like to include the following:

* honorariums for Humanities classes and the Creative Writing Reading Series--events open to the entire college
* 3598 tutors (like the Basic Skills ENGL 91 tutors and ALP tutors)
* peer tutors
* peer mentors

ENGL 96 - Academic Writing and Reading Identify and integrate reliabl...
Assessment Type: CRN-level SLO Assessment
Submitted: 2015-Dec-31
CRN: 71665
Outcome: Identify and integrate reliable and relevant sources to support essays, using MLA format.
Request details: We would like to request funds to host professional development session on campus about best ways to teach research essays. We also think dedicated 96 tutors specializing in research essays would be helpful for students.

We also need better audio visual materials and internet connection in classrooms. Smart classrooms are needed. The bungalows have no internet connection which is a severe problem.

ENGL 96 - Academic Writing and Reading Identify and integrate reliabl...
Assessment Type: CRN-level SLO Assessment
Submitted: 2015-Dec-31
CRN: 71665
Outcome: Identify and integrate reliable and relevant sources to support essays, using MLA format.
Request details: We would like to request funds to host professional development session on campus about best ways to teach research essays. We also think dedicated 96 tutors specializing in research essays would be helpful for students.

ENGL 96 - Academic Writing and Reading Identify and integrate reliabl...
Assessment Type: CRN-level SLO Assessment
Submitted: 2016-Jan-01
CRN: 71264
Outcome: Identify and integrate reliable and relevant sources to support essays, using MLA format.
Request details: We would like to request funds to host professional development session on campus about best ways to teach research essays. We also think dedicated 96 tutors specializing in research essays would be helpful for students.

ENGL 96 - Academic Writing and Reading Identify and integrate reliabl...
Assessment Type: CRN-level SLO Assessment
Submitted: 2016-Jan-03
CRN: 73600
Outcome: Identify and integrate reliable and relevant sources to support essays, using MLA format.
Request details: We would like to request funds to host professional development sessions on campus about best ways to teach research essays. We also think dedicated 96 tutors specializing in research essays would be helpful for students.

- ENGL 96 - Academic Writing and Reading Identify and integrate reliable and relevant sources to support essays, using MLA format.
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-Jan-03
  CRN: 70908
  Outcome: Identify and integrate reliable and relevant sources to support essays, using MLA format.
  Request details: We would like to request funds to host professional development sessions on campus about best ways to teach research essays. We also think dedicated 96 tutors specializing in research essays would be helpful for students.

- ENGL 96 - Academic Writing and Reading Identify and integrate reliable and relevant sources to support essays, using MLA format.
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-Jan-03
  CRN: 73593
  Outcome: Identify and integrate reliable and relevant sources to support essays, using MLA format.
  Request details: We would like to request funds to host professional development sessions on campus about best ways to teach research essays. We also think dedicated 96 tutors specializing in research essays would be helpful for students.

- ENGL 96 - Academic Writing and Reading Identify and integrate reliable and relevant sources to support essays, using MLA format.
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-Jan-03
  CRN: 73606
  Outcome: Identify and integrate reliable and relevant sources to support essays, using MLA format.
  Request details: We would like to request funds to host professional development sessions on campus about best ways to teach research essays. We also think dedicated 96 tutors specializing in research essays would be helpful for students.

Peer tutors and mentors would likely help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies.

Relevant speakers could initiate student dialogue about important issues—an important part of the student writing/research process, which helps them achieve their SLOs.

- ENGL 96 - Academic Writing and Reading Identify and integrate reliable and relevant sources to support essays, using MLA format.
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-Jan-03
  CRN: 75587
  Outcome: Identify and integrate reliable and relevant sources to support essays, using MLA format.
  Request details: 3598 tutors, peer tutors, and peer mentors would all be very helpful in 96/1A, for the support the students need for this accelerated class.

- ENGL 96 - Academic Writing and Reading Identify and integrate reliable and relevant sources to support essays, using MLA format.
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-Jan-04
  CRN: 73604
  Outcome: Identify and integrate reliable and relevant sources to support essays, using MLA format.
  Request details: • honorariums for Humanities classes and the Creative Writing Reading Series—events open to the entire college
  • 3598 tutors (like the Basic Skills ENGL 91 tutors and ALP tutors)
  • peer tutors
  • peer mentors

  Tutors / mentors help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies
  • speakers help students learn about the reading / writing process—strategies to help them achieve their SLOs
  • speakers address important issues that students read / write about—helping them understand the topics better, which helps them achieve their SLOs
• speakers initiate student dialogue about important issues--an important part of the student writing/research process, which helps them achieve their SLOs

• ENGL 96 - Academic Writing and Reading Identify and integrate reliable and relevant sources to support essays, using MLA format.
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-Jan-04
  CRN: 73598
  Outcome: Identify and integrate reliable and relevant sources to support essays, using MLA format.
  Request details: • honorariums for Humanities classes and the Creative Writing Reading Series--events open to the entire college
  • 3598 tutors (like the Basic Skills ENGL 91 tutors and ALP tutors)
  • peer tutors
  • peer mentors
  and add why you think these things would be useful to your students to achieve their SLO(s).

How these resources benefit students:
• tutors / mentors help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies
• speakers help students learn about the reading / writing process--strategies to help them achieve their SLOs
• speakers address important issues that students read / write about--helping them understand the topics better, which helps them achieve their SLOs
• speakers initiate student dialogue about important issues--an important part of the student writing/research process, which helps them achieve their SLOs

• ENGL 96 - Academic Writing and Reading Identify and integrate reliable and relevant sources to support essays, using MLA format.
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-Jan-04
  CRN: 72055
  Outcome: Identify and integrate reliable and relevant sources to support essays, using MLA format.
  Request details: • honorariums for Humanities classes and the Creative Writing Reading Series--events open to the entire college
  • 3598 tutors (like the Basic Skills ENGL 91 tutors and ALP tutors)
  • peer tutors
  • peer mentors

How these resources will help students:
• tutors / mentors help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies
• speakers help students learn about the reading / writing process--strategies to help them achieve their SLOs
• speakers address important issues that students read / write about--helping them understand the topics better, which helps them achieve their SLOs
• speakers initiate student dialogue about important issues--an important part of the student writing/research process, which helps them achieve their SLOs

• ENGL 96 - Academic Writing and Reading Identify and integrate reliable and relevant sources to support essays, using MLA format.
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-Jan-04
  CRN: 73595
  Outcome: Identify and integrate reliable and relevant sources to support essays, using MLA format.
  Request details: • honorariums for Humanities classes and the Creative Writing Reading Series--events open to the entire college
  • 3598 tutors (like the Basic Skills ENGL 91 tutors and ALP tutors)
  • peer tutors
  • peer mentors
  and add why you think these things would be useful to your students to achieve their SLO(s).

• ENGL 96 - Academic Writing and Reading Identify and integrate reliable and relevant sources to support essays, using MLA format.
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-Jan-04
  CRN: 74304
  Outcome: Identify and integrate reliable and relevant sources to support essays, using MLA format.
Request details: 3598 tutors (like the Basic Skills ENGL 91 tutors and ALP tutors), peer tutors, and mentors to help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies.

- **ENGL 96 - Academic Writing and Reading Identify and integrate reliabl...**
  - **Assessment Type:** CRN-level SLO Assessment
  - **Submitted:** 2016-Jan-04
  - **CRN:** 70904
  - **Outcome:** Identify and integrate reliable and relevant sources to support essays, using MLA format.
  - **Request details:** We would like to request funds to host professional development session on campus about best ways to teach research essays. We also think dedicated 96 tutors specializing in research essays would be helpful for students.

- **ENGL 96 - Academic Writing and Reading Identify and integrate reliabl...**
  - **Assessment Type:** CRN-level SLO Assessment
  - **Submitted:** 2016-Jan-04
  - **CRN:** 71410
  - **Outcome:** Identify and integrate reliable and relevant sources to support essays, using MLA format.
  - **Request details:** hire 3598 tutors and peer tutors

- **ENGL 96 - Academic Writing and Reading Identify and integrate reliabl...**
  - **Assessment Type:** CRN-level SLO Assessment
  - **Submitted:** 2016-Jan-04
  - **CRN:** 71453
  - **Outcome:** Identify and integrate reliable and relevant sources to support essays, using MLA format.
  - **Request details:** We would like to request funds to host professional development session on campus about best ways to teach research essays. We also think dedicated 96 tutors specializing in research essays would be helpful for students.

- **ENGL 96 - Academic Writing and Reading Identify and integrate reliabl...**
  - **Assessment Type:** CRN-level SLO Assessment
  - **Submitted:** 2016-Jan-04
  - **CRN:** 73061
  - **Outcome:** Identify and integrate reliable and relevant sources to support essays, using MLA format.
  - **Request details:** We would like to request funds to host professional development session on campus about best ways to teach research essays. We also think dedicated 96 tutors specializing in research essays would be helpful for students.

- **ENGL 96 - Academic Writing and Reading Identify and integrate reliabl...**
  - **Assessment Type:** CRN-level SLO Assessment
  - **Submitted:** 2016-Jan-04
  - **CRN:** 70905
  - **Outcome:** Identify and integrate reliable and relevant sources to support essays, using MLA format.
  - **Request details:** -honorariums for Humanities classes and the Creative Writing Reading Series--events open to the entire college
  - -3598 tutors (like the Basic Skills ENGL 91 tutors and ALP tutors)
  - -peer tutors
  - -peer mentors
  - Resources such as those above will help us support the students more in their learning needs.

- **ENGL 96 - Academic Writing and Reading Identify and integrate reliabl...**
  - **Assessment Type:** CRN-level SLO Assessment
  - **Submitted:** 2016-Jan-06
  - **CRN:** 74143
  - **Outcome:** Identify and integrate reliable and relevant sources to support essays, using MLA format.
  - **Request details:** We would like to request funds to host professional development session on campus about best ways to teach research essays. We also think dedicated 96 tutors specializing in research essays would be helpful for students.

- **ENGL 96 - Academic Writing and Reading Identify and integrate reliabl...**
  - **Assessment Type:** CRN-level SLO Assessment
  - **Submitted:** 2016-Jan-06
CRN: 71263  
**Outcome:** Identify and integrate reliable and relevant sources to support essays, using MLA format.  
**Request details:** We would like to request funds to host professional development session on campus about best ways to teach research essays. We also think dedicated 96 tutors specializing in research essays would be helpful for students.

- **ENGL 96 - Academic Writing and Reading**  
  **Identify and integrate reliable...**  
  **Assessment Type:** CRN-level SLO Assessment  
  **Submitted:** 2016-Jan-06  
  **CRN:** 70917  
  **Outcome:** Identify and integrate reliable and relevant sources to support essays, using MLA format.  
  **Request details:** Honorariums for Humanities classes and the Creative Writing Reading Series--events open to the entire college.

**Clear Plan for Evaluation after Implementation**

The English Department is currently gathering data on the success of the tutors in the accelerated courses. We are examining the following factors for our target groups (students identifying as Pacific Islanders, African Americans, Native American/Alaskan Natives, Latinos, and two or more races):

* Course retention (percentage of students who drop or withdraw)  
* Course success (passing vs. non passing grades)  
* Persistence (enrollment in the next course)

In addition, we will assess tutor usage statistics and gather qualitative data through surveys of students, faculty, and tutors. These assessments will continue on a regular basis to see how much the tutoring component is moving the needle with regards to the target groups success.

We have gathered some preliminary data from the Research Office already, which shows that tutors may be increasing success and retention; however, the data needs to be refined and broken down by the target groups.

**Extent of Benefit**

This tutoring program is currently reaching nearly 1000 students per year as it is currently designed - if we can add additional tutors, we can reach 1500 students per year. If it proves effective in moving the needle on student success, especially in closing the achievement gap, we would seek to scale it.

Nearly every student who enrolls at City College must complete the English sequence; therefore, scaling the tutoring could have major impact. Approximately 13,000 students annually take courses in the English sequence, including all ethnic groups: in 2014-2015, English sequence courses included students who identified as Pacific Islander (approximately 120 students), African Americans (approximately 11,000 students), American Indians/Alaskan Natives (approximately 20 students), Latinos (approximately 3,700 students), Pacific Islanders (approximately 120 students), and two or more races (approximately 710 students).

Currently, we have nowhere near enough tutors for all students moving through our sequence. Besides the tutor funded through Equity, we also currently have five tutors for English 91 funded through Basic Skills, but even these are not enough. We are currently making significant changes, shortening and accelerating our entire sequence, and piloting a number of measures to place students higher in the sequence to begin with. If tutoring proves effective at moving the needle on student success, the school should consider scaling the practice for core subjects like English.

Once our newly redesigned sequence is in place (Fall 2015), we will be able to assess exactly how many tutors might be needed in total to support students moving through the sequence.

Ultimately, more successful completion of the English sequence will have an impact across all disciplines throughout the college, as the reading, writing, and critical thinking skills gained by sequence completion will impact student success in other areas. Finally, since English 1A is the A.A. graduation requirement and a transfer requirement for all students, more successful sequence completion will increase the numbers of students who complete their A.A. degrees and/or transfer to four-year institutions. Therefore, scaling the tutors might prove to be such a benefit for the entire school that it would be worthwhile.

**Operational Necessity**
All of these factors lead to the conclusion that CCSF needs an accelerated tutoring program to make the transition from remedial to college-level education more functional for the students, so that we can decrease attrition, close the achievement gap, and examine the impact of tutors to determine if they should be brought to scale.

This resource request depends on the following other requests

None selected

### Basic Skills Tutors

<table>
<thead>
<tr>
<th>Item Description</th>
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<tbody>
<tr>
<td>Continue the positions of the five 3598 School Aide IIIs (220 day/30 hours a week) who serve as English 91 tutors. These tutors were funded in Fall 2015 through Basic Skills funds and are already in place, working now, and tutoring our students. They work with the most at-risk students in English 91, the course in our sequence that has historically had the lowest success rate of all of our composition courses (51% success), and which has a population over half of which is from underrepresented minority groups. Groups suffering particularly disproportionate impact (in 2011-2016 data) are African Americans (at 38% success), Pacific Islanders (at 39% success), Latinos (at 47% success), two or more races (at 41% success) and foster youth (at 31% success) (see Table 1). The tutors work with the students both in the classroom, where the students can get to know and become comfortable with them, and in individual drop-in sessions throughout the semester. For program continuity we need to receive these funds as we are currently in the process of proving efficacy. Preliminary research conducted after the Fall 2015 semester shows that since Fall 2013 (when there was no 91 tutoring program) the course success of students enrolled in English 91 increased from 51.61% to 57.49%. We are also requesting that these tutors be moved from Basic Skills funds to the U fund and that as many of them as possible be made permanent positions, but if that is not possible, we would like them to continue to be Basic Skills or Student Equity funded.</td>
</tr>
</tbody>
</table>
| Cost of tutors: $165,000.00  
Cost of Tutor Training and Class Books for Tutors: $2180.00 |
| Type of request | Classified staff |
| Approximate Costs | $167180.00 |
| Type(s) of Funding |  
- District (U)  
- Basic Skills, Student Equity, SSSP |

This request is a high priority to ensure/meet Health and Safety requirements: No

This request is necessary to meet local, state, federal mandates, or to meet requirements for program-specific accreditation: No

Primary Board Priority

Fall 2016: [Student Success]
Basic Skills Goal 1: Increase the success, retention and/or persistence of students enrolled in basic skills courses and programs in Mathematics, English, ESL and/or Transitional Studies, both credit and noncredit.

Basic Skills Goal 4: Establish effective practices in basic skills Mathematics, English, ESL and/or Transitional Studies courses and programs by providing professional development of faculty/staff serving students with basic skills needs.

II.A.4. If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.

II.A.7. The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

II.B.1. The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services.

OBJECTIVE 2: INCREASE STUDENT SUCCESS IN BASIC SKILLS COURSES AND THROUGHPUT IN THE SEQUENCE

The English Department is committed to increasing student success in Basic Skills courses in the English Department sequence, of which English 91 is one of the most critical because of its low success rates (historically 50% success). These tutors work with our students both in and out of class and help them achieve the learning outcomes of the course.

Helping English 91 students complete this course more successfully will also increase throughput in our English Department Sequence. Historical data shows that students who place in English 91 have only an 18% chance of completing the sequence within eight years. (see CCSF’s College Performance Indicators 2008-2009). If we can increase the success at the English 91 level, the throughput percentage should also increase, which will mean more students getting through 1A, completing their transfer, degree, or certificate goals, and being more successful in college in general.

OBJECTIVE 3: INCREASE THE INTEGRATION OF INSTRUCTION AND STUDENT SERVICES FOR STUDENTS WITH BASIC SKILLS NEEDS

By embedding tutors in the 91 classrooms and making the service an integral “non-optional” aspect of the course, we ensure that students are more likely to make use of the resource and better address their academic challenges. Tutors are also trained to recognize when a referral to a different campus resource is appropriate. Thus, the affective bond that often results between students and tutors they see on a regular basis in and out of class, creates yet another connection between the students and the network of campus resources at their disposal. Indeed, student surveys in Spring of 2016 showed that 19.4% of students who saw 91 tutors received referrals to other campus resources.

OBJECTIVE 4: INCREASE EFFICIENCY AND FUNCTIONALITY OF THE ENGLISH LAB

The tutors are an integral part of the work that is done by students in the English Lab.
The supplemental instructors help students in English 91 achieve all the Student Learning Outcomes of the course, whether they be reading, writing, grammar, or incorporation of evidence. As such, they are essential to the success of students in this course.

Upon completion of this course, a student will be able to:
A. Comprehend and synthesize short, primarily non-fiction, pre-college-level texts
B. Compose organized and coherent essays that demonstrate basic proficiency in critical thinking
C. Apply basic sentence-combining strategies and major conventions of standard written English effectively
D. Incorporate textual information using MLA format at a basic proficiency level

Community colleges have a state mandate to provide remedial education to students as a service to the college as a whole. The English Department’s primary purpose, in fact, is to provide a sequence of reading, writing, and critical thinking courses that prepare students to successfully complete college level coursework necessary for all degrees, certificates, and for transfer. These tutors will work with students in English 91 to help them achieve the learning outcomes for the course and thereby more successfully complete the course. This should lead to more successful throughput in our entire sequence, which, ultimately, will help the English Department to better provide remedial education for the entire institution.

Supplementary links to Outcome Assessments

• **ENGL 91 - Introduction to Basic Reading and Writing** Demonstrate basic proficiency ...
  **Assessment Type:** CRN-level SLO Assessment  
  **Submitted:** 2015-Dec-15  
  **CRN:** 75969  
  **Outcome:** Demonstrate basic proficiency with incorporating textual information using MLA format  
  **Request details:** We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods our students, appealing to a wider range of learning styles, and helping to build our students’ digital literacy.

In addition, we would like:

1. Honorariums for Humanities classes and the Creative Writing/ Reading Series--events open to the entire college to help students learn about the reading / writing process to help them achieve their SLOs. Speakers also initiate student dialogue about important issues--an important part of the student writing/research process, which helps them achieve their SLOs.
2. 3598 tutors, peer tutors, and peer mentors to help students understand and demonstrate the SLOs more effectively by helping them learn college success strategies.

• **ENGL 91 - Introduction to Basic Reading and Writing** Demonstrate basic proficiency ...
  **Assessment Type:** CRN-level SLO Assessment  
  **Submitted:** 2015-Dec-18  
  **CRN:** 72485  
  **Outcome:** Demonstrate basic proficiency with incorporating textual information using MLA format  
  **Request details:** We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods our students, appealing to a wider range of learning styles, and helping to build our students’ digital literacy.

We also would like to continue with tutoring resources devoted to English 91, and continue to ramp up other support services to help students who are just starting in college and need extra support with the curriculum and academic life:
* 3598 tutors
* peer tutors
* peer mentors

• **ENGL 91 - Introduction to Basic Reading and Writing** Demonstrate basic proficiency ...
  **Assessment Type:** CRN-level SLO Assessment  
  **Submitted:** 2015-Dec-23  
  **CRN:** 75599  
  **Outcome:** Demonstrate basic proficiency with incorporating textual information using MLA format  
  **Request details:** We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods our students, appealing to a wider range of learning styles, and helping to build our students’ digital literacy.
- **ENGL 91 - Introduction to Basic Reading and Writing**
  - **Demonstrate basic proficiency**
  - **Assessment Type:** CRN-level SLO Assessment
  - **Submitted:** 2015-Dec-24
  - **CRN:** 76938
  - **Outcome:** Demonstrate basic proficiency with incorporating textual information using MLA format
  - **Request details:** We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods our students, appealing to a wider range of learning styles, and helping to build our students’ digital literacy.

- **ENGL 91 - Introduction to Basic Reading and Writing**
  - **Demonstrate basic proficiency**
  - **Assessment Type:** CRN-level SLO Assessment
  - **Submitted:** 2015-Dec-27
  - **CRN:** 72486
  - **Outcome:** Demonstrate basic proficiency with incorporating textual information using MLA format
  - **Request details:** * honorariums for Humanities classes and the Creative Writing Reading Series--events open to the entire college and funds for workshops in the English Lab
  - • 3598 tutors (like the Basic Skills ENGL 91 tutors and ALP tutors)
    - • peer tutors
    - • peer mentors

- **ENGL 91 - Introduction to Basic Reading and Writing**
  - **Demonstrate basic proficiency**
  - **Assessment Type:** CRN-level SLO Assessment
  - **Submitted:** 2016-Jan-02
  - **CRN:** 76445
  - **Outcome:** Demonstrate basic proficiency with incorporating textual information using MLA format
  - **Request details:** * Computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods our students, appealing to a wider range of learning styles, and helping to build our students’ digital literacy.

- **ENGL 91 - Introduction to Basic Reading and Writing**
  - **Demonstrate basic proficiency**
  - **Assessment Type:** CRN-level SLO Assessment
  - **Submitted:** 2016-Jan-04
  - **CRN:** 72482
  - **Outcome:** Demonstrate basic proficiency with incorporating textual information using MLA format
  - **Request details:** We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods our students, appealing to a wider range of learning styles, and helping to build our students’ general and digital literacy.

- **ENGL 91 - Introduction to Basic Reading and Writing**
  - **Demonstrate basic proficiency**
  - **Assessment Type:** CRN-level SLO Assessment
  - **Submitted:** 2016-Jan-04
  - **CRN:** 72520
  - **Outcome:** Demonstrate basic proficiency with incorporating textual information using MLA format
  - **Request details:** 3598 tutors who can help students understand and demonstrate the SLOs of the class more effectively.

- **ENGL 91 - Introduction to Basic Reading and Writing**
  - **Demonstrate basic proficiency**
  - **Assessment Type:** CRN-level SLO Assessment
  - **Submitted:** 2016-Jan-05
  - **CRN:** 72489
  - **Outcome:** Demonstrate basic proficiency with incorporating textual information using MLA format
  - **Request details:** We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods our students, appealing to a wider range of learning styles and helping to build our students’ digital literacy.
to a wider range of learning styles, and helping to build our students’ digital literacy.

We would also like to continue our 3598 tutors as they provide crucial support in reading, writing and study skills to our students, which will help them meet the SLOs for the class.

- **ENGL 91 - Introduction to Basic Reading and Writing**
  - **Demonstrate basic proficiency**
  - **Assessment Type:** CRN-level SLO Assessment
  - **Submitted:** 2016-Jan-05
  - **CRN:** 72481
  - **Outcome:** Demonstrate basic proficiency with incorporating textual information using MLA format
  - **Request details:** We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles, and helping to build our students’ digital literacy.

We would also like to continue our 3598 tutors as they provide crucial support in reading, writing and study skills to our students, which will help them meet the SLOs for the class.

- **ENGL 91 - Introduction to Basic Reading and Writing**
  - **Demonstrate basic proficiency**
  - **Assessment Type:** CRN-level SLO Assessment
  - **Submitted:** 2016-Jan-06
  - **CRN:** 72483
  - **Outcome:** Demonstrate basic proficiency with incorporating textual information using MLA format
  - **Request details:** We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles, and helping to build our students’ digital literacy.

We request more funds for 3598 tutors and peer mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies.

- **ENGL 91 - Introduction to Basic Reading and Writing**
  - **Demonstrate control over some**
  - **Assessment Type:** CRN-level SLO Assessment
  - **Submitted:** 2016-May-20
  - **CRN:** 32762
  - **Outcome:** Demonstrate control over some basic sentence combining strategies and some major conventions of standard written English
  - **Request details:** We would like computer plug-ins, projectors and document writers for classrooms the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students’ digital literacy.

We request more funds for 3598 tutors because the tutors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies as well as reading, grammar and writing concepts.

- **ENGL 91 - Introduction to Basic Reading and Writing**
  - **Demonstrate control over some**
  - **Assessment Type:** CRN-level SLO Assessment
  - **Submitted:** 2016-May-25
  - **CRN:** 32755
  - **Outcome:** Demonstrate control over some basic sentence combining strategies and some major conventions of standard written English
  - **Request details:** We would like computer plug-ins, projectors and document writers for classrooms the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students’ digital literacy.

We request more funds for 3598 tutors because the tutors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies as well as reading, grammar and writing concepts.
our students, appealing to a wider range of learning styles and helping to build our students’ digital literacy.

We request more funds for 3598 tutors to help students understand and demonstrate the SLO’s of their classes.

- ENGL 91 - Introduction to Basic Reading and Writing Demonstrate control over some ...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-May-29
  CRN: 33153
  Outcome: Demonstrate control over some basic sentence combining strategies and some major conventions of standard written English
  Request details: We would like computer plug-ins, projectors and document writers for classrooms the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students’ digital literacy.

We request more funds for 3598 tutors and peer mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies.

- ENGL 91 - Introduction to Basic Reading and Writing Demonstrate control over some ...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-Jun-01
  CRN: 32765
  Outcome: Demonstrate control over some basic sentence combining strategies and some major conventions of standard written English
  Request details: We would like computer plug-ins, projectors and document writers for classrooms the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students’ digital literacy.

We request more funds for 3598 tutors and peer mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies.

- ENGL 91 - Introduction to Basic Reading and Writing Demonstrate control over some ...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-Jun-01
  CRN: 35664
  Outcome: Demonstrate control over some basic sentence combining strategies and some major conventions of standard written English
  Request details: We would like computer plug-ins, projectors and document writers for classrooms the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students’ digital literacy.

We request more funds for 3598 tutors and peer mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies.

- ENGL 91 - Introduction to Basic Reading and Writing Demonstrate control over some ...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-Jun-03
  CRN: 35001
  Outcome: Demonstrate control over some basic sentence combining strategies and some major conventions of standard written English
  Request details: We would like computer plug-ins, projectors and document writers in the classrooms regularly used by the English department as well as more media carts for the department so we may vary our teaching methods for our students, appealing to a wider range of learning styles and to build our students' digital literacy.

We are requesting more funds for 3598 tutors and peer mentors to help students understand and demonstrate SLOs, and help students learn college success strategies.

- ENGL 91 - Introduction to Basic Reading and Writing Demonstrate control over some ...
Assessment Type: CRN-level SLO Assessment  
Submitted: 2016-Jun-03  
CRN: 36307  
Outcome: Demonstrate control over some basic sentence combining strategies and some major conventions of standard written English  
Request details: We would like computer plug-ins, projectors and document writers for classrooms the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students' digital literacy.  

We request more funds for 3598 tutors and peer mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies.

• ENGL 91 - Introduction to Basic Reading and Writing Demonstrate control over some ...  
Assessment Type: CRN-level SLO Assessment  
Submitted: 2016-Jun-04  
CRN: 37129  
Outcome: Demonstrate control over some basic sentence combining strategies and some major conventions of standard written English  
Request details: We would like computer plug-ins, projectors and document writers for classrooms the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students' digital literacy.  

We request more funds for 3598 tutors and peer mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies.

• ENGL 91 - Introduction to Basic Reading and Writing Demonstrate control over some ...  
Assessment Type: CRN-level SLO Assessment  
Submitted: 2016-Jun-04  
CRN: 36160  
Outcome: Demonstrate control over some basic sentence combining strategies and some major conventions of standard written English  
Request details: We would like computer plug-ins, projectors and document writers for classrooms the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students' digital literacy.  

We request more funds for 3598 tutors and peer mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies.

• ENGL 91 - Introduction to Basic Reading and Writing Demonstrate control over some ...  
Assessment Type: CRN-level SLO Assessment  
Submitted: 2016-Jun-05  
CRN: 32763  
Outcome: Demonstrate control over some basic sentence combining strategies and some major conventions of standard written English  
Request details: We would like computer plug-ins, projectors and document writers for classrooms the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students' digital literacy.  

We request more funds for 3598 tutors and peer mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies.

Clear Plan for Evaluation after Implementation

The department has a well-developed assessment plan in place, is currently gathering data, and will continue to gather data every semester, in order to assess the effectiveness of the tutors on increasing student retention in the course, success in the course, and persistence through the sequence. The data we are gathering will answer the following...
questions:

1) Are the 91 tutors helping students improve their grades and pass the class?
   a) Within a given class, how does the number of tutor visits affect (correlate with) improved grades/passing? (students who visit tutors, and # of times, vs those who don’t)
   b) Among 91 students overall, how does the number of tutor visits affect (correlate with) passing? (students who visit tutors, and # of times, vs those who don’t)

2) Are the 91 tutors helping struggling students pass the class?
   a) Within a given class, how does the number of tutor visits affect (correlate with) improved grades/passing?
   b) Among 91 students overall, does the number of tutor visits after a failing midterm grade affect (correlate with) passing the class?

3) Are the 91 tutors helping retain students?
   Within a given class and among 91 students overall, do early visits with tutors keep students from dropping out of class?

4) Are the 91 tutors helping students persist through the sequence?
   Within a given class and among 91 students overall, does visiting a tutor correlate with increased likeliness of students enrolling in the subsequent courses?

5) How satisfied are the students with the service?
   Do students report that the tutors are a benefit to their learning and success?

At the end of the Spring 2016 Semester, 92% of reporting 91 students said they visited their assigned tutor. 81% reported the tutors helped them “a lot” or “somewhat”, 77% reported that sessions with tutors improved their essay writing, and 51% reported that tutors helped their reading comprehension.

In addition, preliminary data from the Research Office suggests that the English 91 tutors are helping significantly increase the success rates of students who use tutoring, especially if they visit the tutors 10 or more times over the course of the semester.

Extent of Benefit

English 91 serves approximately 900 high-risk students per year and has historically had a 51% pass rate overall (though preliminary research indicates that this has increased to 57% after the first semester of a fully operational tutoring program). Groups suffering particularly disproportionate impact (in 2011-2016 data) are African Americans (at 38% success), Pacific Islanders (at 39% success), Latinos (at 47% success), two or more races (at 41% success) and foster youth (at 31% success) (see Table 1) In addition, historical data from the Research Office shows that students who place in English 91 have only an 18% chance of completing the sequence within eight years, which likely impacts students affected by the achievement gap more than others. The use of tutors to increase success rates in English 91 impacts a large number of our highest risk students (in Fall of 2015, 31% were Latino, 30% were Asian, and 20% were African American) and should help close the achievement gap not only in this one course, but also in the English sequence in general. Increased success within the English sequence should also have a wider ranging impact on success in college in general.

Our English 91 tutors are currently at scale for the English 91 level, so no more funding is needed to assist students at this level. Ultimately, if tutoring proves effective at moving the needle on student success, the school should consider scaling the practice for core subjects like English.

Ultimately, if tutors prove effective, funding tutors for core skills courses like English (and Math and ESL) would benefit the whole college as students would be more likely to succeed in all of their courses and persist in college in general. Success in required skills courses equates to fewer students dropping out and will lead to more robust college enrollment in all programs and areas.

The English Department has just finished redesigning our sequence, making it shorter, so fewer tutors would be needed to scale tutoring to all levels since students will be taking fewer courses before they are finished. Once the new courses and new cut scores are in place, we can effectively assess how many more tutors would be needed to scale the practice of tutoring in all remedial sequence courses.

Initial research indicates that Basic Skills tutoring is effective in increasing student success. These tutors have begun their third semester, and while data on individual students has been gathered since then, our research office has not yet been able to make use of it in order to make a determination about results. As the department hopes to extend
embedded tutoring to more of our sequence, it is vital that the program has a chance to prove itself useful, and the department is able to revise it as necessary for greater effectiveness.

**Operational Necessity**

The English Department can offer classes without tutoring; however, early research indicates that tutoring increases student success. Since English 91's success rates without tutoring are dramatically low, the use of tutors is essential in ensuring that students can make the transition from remedial to college-level education more functional for the students, so that we can decrease attrition, increase success, and close the achievement gap.

This resource request depends on the following other requests

*None selected*

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**Full-Time English Faculty Hiring**

**Item Description**

Hire five full-time faculty members in English. Our current ratio of full-time to part-time faculty is 46 FT to 39 PT. However, many of our FT faculty are not actually working FT in the department:

- Two FT faculty are on pre-retirement workdowns. One works 50% and the other 75%.
- One FT faculty member is the College's Student Conduct Coordinator and only works 20% in the English Department.
- One FT faculty member works in Matriculation and only works 20-40% for the English Department.
- One FT faculty member works as SLO Coordinator and only works 20% in the English Department.
- One FT faculty member works as District Basic Skills Coordinator and only works 50% in the English Department.
- Two FT faculty work with AFT 2121. One has 80% release and the other 50% release.

Thus, the actual count of FT to PT faculty is misleading.

At the beginning of Spring 2017, we will lose one FT faculty member, and another may be retiring as well. At the end of Spring 2017, we will definitely lose one FT faculty member to retirement, and we are expecting two to three more FT faculty to retire as well.

In general, the English Department has been been losing an unprecedented number of full and part time faculty due to retirements and other departures. Because of all of this, we have been requesting FT faculty to take overload, upgrading several PT faculty, and emergency hiring more faculty every semester since Fall 2015 in order to staff classes even though we have been hiring full and part-time faculty in the mean time. Two new full-time faculty and eight new part-time faculty were brought on board in Fall 16, and yet it still was not enough, so again we were forced to upgrade and emergency hire.

In both Summer 2015 and Fall 2016 we had student demand for more sections of English classes, but we simply ran out of available staff and ran out of time to try to find and bring on board even more emergency hires.

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This request is a high priority to ensure/meet Health and Safety requirements: No
This request is necessary to meet local, state, federal mandates, or to meet requirements for program-specific accreditation: No

Primary Board Priority

Fall 2016: [Enrollment]

Secondary Board Priority

Fall 2016: [Student Success]

Primary link to Approved college plan

Educational Master Plan Goal 1: Advance student achievement in meeting educational goals.

Secondary link to Approved college plan

Educational Master Plan Goal 3: Provide new and expanded opportunities for organizational development and effective innovation.

Link to Institutional accreditation requirements

III.A.7. The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes.

II.A.6. The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education.

Link to Your Unit Planning Objectives

OBJECTIVE 2: INCREASE STUDENT SUCCESS IN BASIC SKILLS COURSES AND THROUGHPUT IN THE SEQUENCE

Without adequate staffing, the English department may be forced to not offer enough sections to meet student demand, which would delay students' path through the sequence and their attainment of their educational goals.

In addition, students are more successful when taught by FT instructors because these instructors have the time and are required to engage fully in the work of the department and college and. They are, therefore, more knowledgeable about the programs and services offered at the college, and are more knowledgeable about and engaged in SLO assessment and committee work that leads to better teaching and student success.

Link to Learning, Service, and/or Program Outcomes (i.e. Outcome Statements)

The English Department's primary mission is to serve the college by training students to achieve GE Area B: Written Composition. We are the only department in which students can fulfill this essential GELO. The Learning outcomes for Area B are as follows:

Upon completion of this coursework, a student will be able to:
1. read critically to annotate, analyze, synthesize, and evaluate primarily non-fiction, college-level texts.
2. compose organized and coherent source-based essays that demonstrate critical thinking and rhetorical strategies.
3. demonstrate control over all major conventions of standard English grammar and punctuation.
4. select and integrate reliable, credible, and scholarly sources to support essays, using a standardized citation format.

Supplementary links to Outcome Assessments
Clear Plan for Evaluation after Implementation

The English Department will monitor FTES and course demand and will compare the proportion of full-time to part-time instructors in subsequent semesters. We will also examine how frequently we needed to resort to emergency hires to staff our classes and the extent to which we were forced by staffing shortages to not offer enough courses to meet student demand.

Extent of Benefit

Because nearly all students must take English classes in order to meet their educational goals, adequate staffing in the English Department is necessary for the entire college.

In addition, research shows that higher levels of English achievement, in particular, leads to greater success in most other college courses because English improves students’ ability to read, write, and think more critically. Since English provides such a benefit to student success district-wide, and since all students are required to take English courses, the quality and quantity of these courses is essential for student success throughout the entire district.

Operational Necessity

When the English Department cannot offer enough classes to meet student demand, we become a choke point through which students are unable to progress smoothly to graduation.

Also, when our percentage of full-time faculty is low, this strains our ability to effectively accomplish committee work and other responsibilities, such as revising course outlines, evaluating faculty, and conducting assessments.

This resource request depends on the following other requests

None selected

Tutoring for CCSF Centers

Item Description

Hire three 3598 School Aid III tutors (220 day, 30 hours a week) to work primarily at the various CCSF Centers at which the English Department offers classes. This will help serve the needs of students around the City of San Francisco, including historically underrepresented groups negatively affected by the achievement gap, in particular African American and Latino students.

These tutors will not only provide tutoring services at the centers, but also perform community outreach to the communities in which these Centers are located, such as Bayview/Hunters Point and the Mission. The tutors can also provide English Placement Test prep workshops so students in these communities can brush up on their skills before taking (or retaking) the English Placement Test.

The tutors would also provide a small amount of tutoring on Ocean Campus, to remain connected with the English department, other tutors, and tutoring and departmental methodology.

In addition, this will help us meet our accreditation need to offer a full range of services, in particular tutoring services, at the centers.

Tutors: $99,000.00
Tutor training, books, and supplies: $2,000.00

This is one of four new requests we are making from Student Equity funds. They are:

1. Tutoring for the CCSF Centers
2. Recruiting English Instructors for Race-Neutral Diversity
3. English L Tutoring
4. Tutor Coordinator

In addition, we are requesting Student Equity funds be continued in three areas where we are already receiving Equity funds:

1. Equity Acceleration & Redesign Tutoring
2. Equity English Lab Redesign FIG
3. Equity Sequence Redesign Faculty Training in Acceleration

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This request is a high priority to ensure/meet Health and Safety requirements: No

This request is necessary to meet local, state, federal mandates, or to meet requirements for program-specific accreditation: Yes

II. B. 1. The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include but are not limited to library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services.

Primary Board Priority

Fall 2016: [Student Success]

Secondary Board Priority

Fall 2016: [Enrollment]

Primary link to Approved college plan

Student Equity Plan Goal C: ESL and Basic Skills Completion

Secondary link to Approved college plan

Student Equity Plan Goal A: Access

Link to Institutional accreditation requirements

II.B.1. The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in
quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include but are not limited to library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services.

II.A.4. If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.

II.A.7. The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

OBJECTIVE 1: RE-ENVISIONING THE SEQUENCE

Historical data from the Research Office shows that students' placement level has a strong impact on whether or not they complete the English sequence, with the percentage of students having a chance of completing the sequence within 8 years falling as follows: L 7% chance, 91 18% chance, 92 27% chance, 93 37% chance, 96 51% chance (from the College Performance Indicators 2008-2009 http://www.ccsf.edu/Offices/Research_Planning/pdf/ccpi2009.pdf). Although this data was not disaggregated, these rates no doubt are worse for groups negatively impacted by the achievement gap, and current data shows that students identifying as Pacific Islander (48% success), African American (50% success), American Indian/Alaskan Native (52% success), Latino (56% success), and two or more races (58% success) are significantly impacted by the achievement gap in the English sequence.

The English Department has revised our core sequence of courses in order to enhance student success for students from underrepresented minority groups and help close the achievement gap. In addition, we are revising our placement test and procedures. Having tutors at the Centers to help do outreach in the communities, to help prepare students for taking the placement test, as well as to help these students succeed once they take an English course, will help reduce the achievement gap.

OBJECTIVE 2: INCREASE STUDENT SUCCESS IN BASIC SKILLS COURSES AND THROUGHPUT IN THE SEQUENCE

The English Department is committed to increasing student success in through the English department sequence and leading to transfer - this includes students taking courses at our Centers, as the Centers often draw particular students neighborhoods primarily made up of underrepresented students and students negatively affected by the achievement gap.

The English Department's primary mission is to serve the college by training students to achieve GE Area B: Written Composition. We are the only department in which students can fulfill this essential GELO. The Learning outcomes for Area B are as follows:

Upon completion of this coursework, a student will be able to:
1. read critically to annotate, analyze, synthesize, and evaluate primarily non-fiction, college-level texts.
2. compose organized and coherent source-based essays that demonstrate critical thinking and rhetorical strategies.
3. demonstrate control over all major conventions of standard English grammar and punctuation.
4. select and integrate reliable, credible, and scholarly sources to support essays, using a standardized citation format.

Although the English Department does not have a specific "Program" with defined outcomes for remedial education, as a major or certificate would have, community colleges have a state mandate to provide remedial education to students. The English Department's primary purpose, in fact, is as service department to the larger institution, providing a sequence of reading, writing, and critical thinking courses that prepare students to successfully complete college level coursework necessary for all degrees, certificates, and for transfer. These tutors will work with students in sequence classes to help them achieve the learning outcomes for the courses and, thereby, more successfully complete the courses. This should lead to more successful throughput in our entire sequence, which, ultimately, will help the English Department to better provide remedial education for the entire institution.

None selected
Clear Plan for Evaluation after Implementation

The department has a well-developed assessment plan in place, is currently gathering data, and will continue to gather data every semester, in order to assess the effectiveness of the tutors on increasing student retention in the course, success in the course, and persistence through the sequence. The data we are gathering will answer the following questions:

1) Are the tutors helping students improve their grades and pass the class?
   a) Within a given class, how does the number of tutor visits affect (correlate with) improved grades/passing? (students who visit tutors, and # of times, vs those who don’t)
   b) Among students overall, how does the number of tutor visits affect (correlate with) passing? (students who visit tutors, and # of times, vs those who don’t)

2) Are the tutors helping struggling students pass the class?
   a) Within a given class, how does the number of tutor visits affect (correlate with) improved grades/passing?
   b) Among students overall, does the number of tutor visits after a failing midterm grade affect (correlate with) passing the class?

3) Are the tutors helping retain students?
   Within a given class and among students overall, do early visits with tutors keep students from dropping out of class?

4) Are the tutors helping students persist through the sequence?
   Within a given class and among students overall, does visiting a tutor correlate with increased likeliness of students enrolling in the subsequent courses?

5) How satisfied are the students with the service?
   Do students report that the tutors are a benefit to their learning and success?

In addition, data on outreach and test prep sessions will be tracked.

Extent of Benefit

Offering Center-specific tutoring, outreach, and placement test preparation at the Centers will reach two groups. First, the tutoring will greatly benefit the nearly 600 students per year who take English courses at the Centers. In addition, however, the outreach and test preparation components could help increase enrollment at City College in general and in English classes at the Centers specifically, which could allow us to offer more robust numbers of courses at the Centers for the specific populations they serve.

Operational Necessity

CCSF was flagged for inadequate services at the centers, and the most recent Visiting Team asked numerous questions specifically about tutoring support at the centers. This request addresses this area.

This resource request depends on the following other requests

None selected

**FT, Yr Round status of 3598 Instructional Aide vital to the English Lab’s ability to stay open (190 days to 234 days)**

Item Description

The English Lab requires a 3598 Instructional Aide to work year round to manage the lab for student success, student retention, and student access to support services and to ensure the consistency of these services. Because this role is vital to the ability of the English Lab to stay open and for the success of CCSF English students, our Instructional Aide is needed spring, fall, and summer sessions.
The English Lab cannot operate without an Instructional Aide managing it during fall, spring, and summer sessions. Without the English Lab, CCSF students will lose access to vital support for their success in their English courses; we also know that many students only complete their English courses at CCSF because they receive this support, increasing the likelihood that they will persist in taking other classes at CCSF. Because our current Instructional Aide, Zoya Zeylikovich, is only allowed to work 190 days in spring and fall, the department must apply for her to work every summer. Because the Lab cannot function without an Instructional Aide’s role, the English Lab needs to make her appointment year round--234 days for spring, fall, and summer.

The Instructional Aides duties include opening and closing for faculty and students during hours when faculty monitors are not scheduled to work; hiring, scheduling (and updating the schedule), training (these training needs will increase with the upcoming changes in the English Lab to accommodate the course sequence redesign happening in the English Dept), completing payroll, and supervising student lab monitors (this includes communication with FWS and CalWorks, which requires additional evaluations and paperwork than the employment of regular lab aides); providing software support to students; answering student questions that relate to improving their English skills; testing all changes to software, hardware, desktop layout for computers; populating the Reading Plus database; monitoring the Accutrack system needed for state required usage reporting; collecting and reporting assessment data, including weekly Accutrack reports for faculty and end-of-the-semester reports; communicating with Pinnacle printing regarding malfunctioning equipment; posting important communications for students and staff; monitoring the upkeep and checking out of reading materials; maintaining the calendars for the Cyberia and R205e computer labs, including scheduling class orientations; and maintaining the general appearance of the Lab, including the computer stations and seat/row numbering.

In addition to these duties, work days in the summer will enable Zoya to take over the scheduling of faculty tutors/faculty lab monitors, including the hourly paid work assignments, and she can update the reading materials, including the digitizing of materials, the creation of the new English Lab library with books donated by a CCSF librarian, and improving how students are made aware of these materials. Currently most of this work is being done by more highly paid instructional faculty.

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Type(s) of Funding

- District (U)

This request is a high priority to ensure/meet Health and Safety requirements: No

This request is necessary to meet local, state, federal mandates, or to meet requirements for program-specific accreditation: No

Primary Board Priority

Fall 2016: [Student Success]

Secondary Board Priority

Fall 2016: [Enrollment]

Primary link to Approved college plan

Educational Master Plan Goal 1: Advance student achievement in meeting educational goals.

Secondary link to Approved college plan
Basic Skills Goal 1: Increase the success, retention and/or persistence of students enrolled in basic skills courses and programs in Mathematics, English, ESL and/or Transitional Studies, both credit and noncredit.

Link to Institutional accreditation requirements

II.A.7. The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

II.B.1. The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)

II.C.1. The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)

Link to Your Unit Planning Objectives

OBJECTIVE 4: INCREASE EFFICIENCY AND FUNCTIONALITY OF THE ENGLISH LAB
Increasing the hours of our primary 3598 Classified staff member is an essential part of our objective to increase the efficiency and effectiveness of our English Lab. She will be able to take over administrative duties that are currently done by more highly paid faculty and will be able to use her experience and expertise to collaborate in an effort to review student materials and learning software and implement changes to support an increase in student success and improving Accutrack, integrating it more effectively with other reporting mechanisms and student success indicators.

OBJECTIVE 2: INCREASE STUDENT SUCCESS IN BASIC SKILLS COURSES AND THROUGHPUT IN THE SEQUENCE
By increasing the effectiveness of the English Lab, we will provide more essential support for students moving through the sequence, which should also help increase student success and throughput to English 1A.

Link to Learning, Service, and/or Program Outcomes (i.e. Outcome Statements)

An English Lab that is well run provides students with the opportunity to improve their ability to (ILO I.1, I.2, II.1, III.4, IV.1, IV.2, IV.4):

* Apply critical and creative reasoning, including diverse perspectives, to address complex problems.
* Locate, evaluate, synthesize, and appropriately use multiple forms of information.
* Communicate effectively
* Collaborate effectively in diverse social, cultural, and global settings
* Identify and develop helpful resources and opportunities
* Demonstrate self-reflection and confidence
* Value lifelong learning

The more we are able to improve our services, the better students will succeed.

Supplementary links to Outcome Assessments

None selected

Clear Plan for Evaluation after Implementation

We will conduct surveys to see whether students understand what reading materials are available and whether they have helped to improve their skills. We will compare Lab usage and grades (with the help of the Office of Research and Planning).

Extent of Benefit
When support services run smoothly and provide vital access to students, students are more likely to succeed in their classes, and college retention rates are more likely to increase. When programs are communicated clearly and when they are up to date for student needs, students learn more effectively.

In the summer of 2016, CCSF students visited the English Lab 3,000 times for a total of 4,014 hours of support, which is up by over 600 visits from the previous summer and reflects an increase of over 1,000 hours of support. During the regular 2015-16 school year, students visited the English Lab approximately 35,000 times for a total of over 40,000 hours of support. Approximately 4,000 individual students make their home in the English Lab every semester because this support is so vital to them.

We’re going through a department re-envisioning, so there’s a need for stronger targeting of materials, a clearer consideration of the learning support materials to enhance student success. The Instructional Aide is vital to this process, and summer is a useful time, especially when classes are not in session, to do this kind of assessment work.

Operational Necessity

It is necessary to have a 3598 staff member maintaining the Lab during the summer session in addition to spring and fall; the Lab cannot be open without Zoya working in the summer; therefore, we need to increase the number of days she is scheduled to work so that she can work in the summer.

This resource request depends on the following other requests

None selected

Recruiting English Instructors for Race-Neutral Diversity

In the past five years, our English Department has been adversely affected by an unprecedented, extreme decline in applicants for both full and part-time English Instructor positions (from approximately 200 to 40 applications in the latest hiring cycle). In addition, the English Department’s faculty demographics do not reflect the diversity of its students. Being that the San Francisco Bay Area is internationally renowned for its intellectual vibrancy and rich diversity, the English department believes it must make a proactive effort here in recruiting and maintaining a competitive and high-quality applicant pool. City College of San Francisco’s English Department requires and needs this exceptional diverse faculty in order to successfully serve its students; therefore, we plan to recruit a high-quality diverse applicant pool from our accredited Bay Area graduate institutions, such as San Francisco State University, U.C. Berkeley, Mills College, Stanford, etc. We plan to dispel any negative inaccuracies about CCSF and to highlight that we are open and ready for their English M.A. and/or Ph.D graduates. We also intend to create marketing materials and to outreach at the numerous job fairs consistently held throughout the Bay Area. In a race-neutral manner, we will emphasize that we are specifically searching for competent and diverse English instructors.

This is one of four new requests we are making from Student Equity funds. They are:

1. Tutoring for the CCSF Centers
2. Recruiting English Instructors for Race-Neutral Diversity
3. English L Tutoring
4. Tutor Coordinator

In addition, we are requesting Student Equity funds be continued in three areas where we are already receiving Equity funds:

1. Equity Acceleration & Redesign Tutoring
2. Equity English Lab Redesign FIG
3. Equity Sequence Redesign Faculty Training in Acceleration

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Type(s) of Funding

- District (U)
- Basic Skills, Student Equity, SSSP

This request is a high priority to ensure/meet Health and Safety requirements: No

This request is necessary to meet local, state, federal mandates, or to meet requirements for program-specific accreditation: No

Primary Board Priority

Fall 2016: [Communication]

Secondary Board Priority

Fall 2016: [Student Success]

Primary link to Approved college plan

Student Equity Plan Goal B: Course Completion

Secondary link to Approved college plan

Basic Skills Goal 1: Increase the success, retention and/or persistence of students enrolled in basic skills courses and programs in Mathematics, English, ESL and/or Transitional Studies, both credit and noncredit.

Link to Institutional accreditation requirements

III.A.12. Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

III.A.7. The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes.

I.C.14. The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

II.A.7. The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

III.A.2. Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning.

Link to Your Unit Planning Objectives
OBJECTIVE 1: RE-ENVISIONING THE SEQUENCE

Historical data from the Research Office shows that students’ placement level has a strong impact on whether or not they complete the English sequence, with the percentage of students having a chance of completing the sequence within 8 years falling as follows: L 7% chance, 91 18% chance, 92 27% chance, 93 37% chance, 96 51% chance (from the College Performance Indicators 2008-2009 http://www.ccsf.edu/Offices/Research_Planning/pdf/ccpi2009.pdf). Although this data was not disaggregated, these rates no doubt are worse for groups negatively impacted by the achievement gap, and current data shows that students identifying as Pacific Islander (48% success), African American (50% success), American Indian/Alaskan Native (52% success), Latino (56% success), and two or more races (58% success) are significantly impacted by the achievement gap in the English sequence.

The English Department is working to help close the achievement gap and increase student success, and a highly qualified and diverse pool of applicants and faculty will help us to do so.

OBJECTIVE 2: INCREASE STUDENT SUCCESS IN BASIC SKILLS COURSES AND THROUGHPUT IN THE SEQUENCE

The English Department is committed to helping students succeed in individual Basic Skills courses and increase throughput in the remedial sequence as a whole since this is a major factor in the achievement gap and in overall college completion and success. In order to do this, we need to provide students with high quality and diverse faculty.

Link to Learning, Service, and/or Program Outcomes (i.e. Outcome Statements)

The English Department's primary mission is to serve the college by training students to achieve GE Area B: Written Composition. We are the only department in which students can fulfill this essential GELO. The Learning outcomes for Area B are as follows:

Upon completion of this coursework, a student will be able to:
1. read critically to annotate, analyze, synthesize, and evaluate primarily non-fiction, college-level texts.
2. compose organized and coherent source-based essays that demonstrate critical thinking and rhetorical strategies.
3. demonstrate control over all major conventions of standard English grammar and punctuation.
4. select and integrate reliable, credible, and scholarly sources to support essays, using a standardized citation format.

Supplementary links to Outcome Assessments

None selected

Clear Plan for Evaluation after Implementation

In order to evaluate our recruitment efforts, we plan to do the following:
* Track colleges/job fairs visited.
* Survey off-site English department associates about usefulness of the outreach.
* Survey potential job applicants about the usefulness of the outreach.
* Track the increase in numbers of full and/or part-time applications.
* Examine increases in diversity in hiring in the longer term.

Extent of Benefit

Increasing the quality and diversity of our department will have long term educational benefits for our students and college, since the majority of students must take English classes in order to achieve their educational goals. Furthermore, we will confirm and broaden our credibility of CCSF as a diverse, high-quality institution.

By recruiting at different campuses’ English departments and at job fairs, we will make CCSF an authentic option and goal for graduate-level English students and qualified personnel. Our students, our English department, and City College of San Francisco will gain great rewards from our recruitment efforts.

Operational Necessity
The dramatic decrease in applicants for both our full and part-time hiring is alarming. Without faculty, the English Department could be forced to reduce our class offerings for our core sequence classes, which always fill and often have wait lists. This could negatively impact students' ability to progress through the sequence and achieve their degrees.

This resource request depends on the following other requests

None selected

## English Early Alert Advisor

**Item Description**

Item Description: An Early Alert advisor (full-time English Department faculty member at 0.25 FTE reassigned time) will provide advising primarily for struggling, or at-risk students enrolled in English sequence courses, in particular in Basic Skills courses.

Students will be referred by instructors to meet initially with the advisor during as early as possible. Students may also self-identify and so sign up for appointments independent of instructor referral.

Faculty will identify at-risk students based on one or more of the following criteria:
- Personal-Social
- Cognitive
- Academic

Advising sessions should be face-to-face when at all possible. Meetings via phone and electronic communication should be a last resort. Conferencing should
  1. help to identify roadblock issues;
  2. include referrals, possibly including walking student to resources
  3. include discussion of the use and application of study skills or other recommendations and referrals.

Feedback to instructors will be provided following advising sessions, and follow-up with the student should be initiated (Students should first be given the opportunity to initiate follow-up within a certain time frame). Attempts to monitor and assess each student’s progress will include retention, success and persistence tracking as well as follow-up conferences and communication with instructors.

**Process**

1. The advisor schedules class visits at the beginning of the semester to introduce him/herself to the students and provide an overview of the Resource/Early Alert advising. This should help the students see the advisor as another layer of support.
2. Early in the semester, the advisor may also want to offer group advising, for example a weekly resource advising session to help students learn about the resources available, like book loan, transportation and meal vouchers—resources that could help students start the semester with their required materials.
3. Faculty members identify students who are at-risk or seriously struggling using an online referral system. (Students may also identify themselves.) Referrals should take place between weeks three and six.
4. Faculty provide student with a letter of referral and encourage the student to arrange an appointment with the advisor. The referral should be delivered face-to-face or over email, with a brief explanation of concern and expressed support. Early Alert is not punitive.
5. A few days after receiving a referral, the advisor contacts and makes an appointment with the student. If the student does not want an appointment, they should be encouraged to visit drop-in hours. The advisor also keeps an advising sign-up sheet outside of his/ her office or advising area (or on an online sign-up program like Signup.com), with advising hours clearly posted.
6. During the appointment session, the advisor identifies the student’s issues and makes referrals to specific intervention programs and activities. Time will be allowed as well for the student to be able to express any presenting anxieties, etc.
7. The advisor does an immediate follow-up with the student via email
8. The advisor fills out a form summarizing the appointment, which is returned to the instructor (or the advisor can send an email to the faculty member)
9. At the end of the semester, the Advisor records success rates for students, and the following semester records persistence, using Google forms
10. If needed, the Advisor meets with the student again for follow-up support
Approximate cost: .25 FTE reassigned time covers advising of 70 students per semester, outreach and weekly advising groups at the beginning and end of the semester.

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**Type(s) of Funding**

- District (U)
- Basic Skills, Student Equity, SSSP

This request is a high priority to ensure/meet Health and Safety requirements: **No**

This request is necessary to meet local, state, federal mandates, or to meet requirements for program-specific accreditation: **No**

**Primary Board Priority**

Fall 2016: [Student Success]

**Secondary Board Priority**

Fall 2016: [Enrollment]

**Primary link to Approved college plan**

SSSP Plan: Increase student access and success by providing students with core services, including orientation, assessment and placement, counseling, advising, and other education planning services.

**Secondary link to Approved college plan**

Basic Skills Goal 1: Increase the success, retention and/or persistence of students enrolled in basic skills courses and programs in Mathematics, English, ESL and/or Transitional Studies, both credit and noncredit.

**Link to Institutional accreditation requirements**

II.B.1. The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support….Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services.

II.C.2. The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.

II.C.5. The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.

**Link to Your Unit Planning Objectives**
OBJECTIVE 2: INCREASE STUDENT SUCCESS IN BASIC SKILLS COURSES AND THROUGHPUT IN THE SEQUENCE
An Early Alert program will help the English Department quickly identify and assist students at risk of dropping out or failing and will allow the Department to provide interventions to help those students succeed.

OBJECTIVE 3: INCREASE INTEGRATION OF INSTRUCTION AND STUDENT SERVICES FOR STUDENTS WITH BASIC SKILLS NEEDS
An Early Alert program will better connect students, identified in the classroom as being particularly at risk, with the student services that they need.

Link to Learning, Service, and/or Program Outcomes (i.e. Outcome Statements)
Consistent with the English Department’s and the College’s mission to improve student persistence, retention and success, the Early Alert System will
* implement “research-based best practices in basic skills courses that prepare students for university level work and university parallel composition courses” and
* provide student support services linked to instruction.

Supplementary links to Outcome Assessments
None selected

Clear Plan for Evaluation after Implementation
The measures for evaluating the success of the system include not are not limited to
* the number of class visits the Early Alert advisor makes to classes at the beginning of the semester;
* the number of referrals each semester made by instructors;
* the number of advising meetings with referred students per semester;
* the number of advising workshop attendees;
* eventual reporting of students’ use of suggested resources (unclear method of reporting as of this time);
* success and persistence statistics (grades posted by the instructors);
* follow-up reports and logs.

Extent of Benefit
An Early Alert advising system within the English Department would improve students’ success and retention rates, for it will emphasize early and proactive identification and intervention of students who may be at risk of failing (success) or withdrawing from the course (retention). Historically, ARGOS data reveals that roughly 50% of students in English 91 do not pass to the next level of the English sequence; in addition, students of color, specifically black and Latino students, fail English 91 at higher rates than members of other ethnic groups of students. If more English 91 students were encouraged to seek Early Alert Advising, their chances of not only being retained but also persisting in school would increase.

In addition, Early Alert would promote the development and application of effective affective skills and study habits. Students with poor coping will learn about resources and strategies that will help them maneuver through the difficulties of adjusting to college life. In addition, according to The Basic Skills as a Foundation for Student Success in California Community College, such a system can provide instructors with further insight about their students’ affective skills and abilities (62). Because a counselor’s case load at CCSF is at about 250 students or more per semester and because many instructors have very heavy course loads, an additional one-on-one opportunity for students to express hopes and uncertainties to an Early Alert advisor and receive encouragement and connection to resources is greatly needed for students with basic skills needs. Because the contact time for many counselors and instructors is limited, the Early Alert advising system can formulate a plan for not only students but also for instructors, a plan that can address students’ affective skills, which some instructors often ignore overlook or fail to consider when teaching their students.

Furthermore, an Early Alert advising system serves as bridge between students and the college’s institutional programs. The Basic Skills as a Foundation for Student Success in California Community College (poppy copy) recommends the use of Early Alert systems, which “make monitoring [a student’s progress] a shared responsibility for faculty and staff,” helping students to build relationships with experienced and knowledgeable advisors who can “understand their goals and promote student engagement with the institution” (62). In short, a knowledgeable Early Alert advisor can strategically assist students with identifying and using resources and services that exist not only
within the English Department but also throughout the college.

Finally, an Early Alert advising system comes highly recommended and is used at community colleges to increase student retention and success. The Basic Skills as a Foundation for Student Success in California Community College regards Early Alert advising systems as use means of counseling and supporting struggling and at-risk students. In addition, many local community colleges, including Skyline Community College, have implemented an Early Alert System in their English departments. Finally, CCSF’s own ESL program was recently allotted Basic Skills funds to start its own Early Alert Program. Given the prevalent trend of such a highly recommended system, it would make sense that CCSF’s English Department have its own system. In doing so, the English Department will be aligning itself with the use of Early programs at other colleges and in other CCSF departments focused on basic skills.

Operational Necessity

Without an Early Alert system, the Department can continue to function; however, it will be functioning with a significant disadvantage for our most at-risk students. With significantly low success rates for basic skills students, an Early Alert program is a necessity.

This resource request depends on the following other requests

None selected

Computers for English Lab/Tutoring Use at Centers

<table>
<thead>
<tr>
<th>Item Description</th>
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<tbody>
<tr>
<td>PC Laptop: Dell Latitude E7470 (standard CCSF laptop computer)</td>
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<tr>
<td>10 laptops for use by English students receiving English lab tutoring and support at the Centers.</td>
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</table>

To ensure equal access to English Lab support services at all centers where English classes are held, the English lab needs to supply computers for student use at those locations. This will allow students at the centers to access English lab software for reading and writing, and also for tutors to facilitate students using those programs (orienting students to those resources, helping with login and use, and troubleshooting as necessary).

* Chinatown/North Beach: 2 laptops for use by English students for support/tutoring
* Downtown: 2 laptops for use by English students for support/tutoring
* Evans: 2 laptops for use by English students for support/tutoring
* Southeast: 2 laptops for use by English students for support/tutoring
* John Adams: 2 laptops for use by English students for support/tutoring

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<th>Type of request</th>
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<td>• Basic Skills, Student Equity, SSSP</td>
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This request is a high priority to ensure/meet Health and Safety requirements: No

This request is necessary to meet local, state, federal mandates, or to meet requirements for program-specific accreditation: Yes

II.B.1. The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in
quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include but are not limited to library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services.

Primary Board Priority

Fall 2016: [Accreditation]

Secondary Board Priority

Fall 2016: [Student Success]

Primary link to Approved college plan

Technology Plan Goal 3: Foster effective and transformative uses of technology.

Secondary link to Approved college plan

Educational Master Plan Goal 2: Transform and sustain College infrastructure.

Link to Institutional accreditation requirements

II.B.1. The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include but are not limited to library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services.

OBJECTIVE 4: INCREASE EFFICIENCY AND FUNCTIONALITY OF THE ENGLISH LAB

We need to offer learning software at all locations where English students take classes, for students to achieve the outcomes for their courses. These outcomes include including communicating effectively, thinking critically, and using multiple strategies to improve reading and writing skills. The English lab needs to offer updated software programs to support our students at all levels and locations. We need to guarantee that students can access these programs on available computers during the English tutoring hours at the centers.

OBJECTIVE 2: INCREASE STUDENT SUCCESS IN BASIC SKILLS COURSES AND THROUGHPUT IN THE SEQUENCE

By offering the same software programs at all centers, we will be able to serve more students effectively in all our English tutoring/support locations, thereby increasing student success and throughput in our sequence courses. In order to ensure that students have access to English lab computer programs, we need to provide computers at which students can use those programs and where students can be helped and introduced to the online programs that also offer English lab activities.

ILO I. Critical Thinking and Information Competency
Locate, evaluate, synthesize, and appropriately use multiple forms of information.
ILO II. Communication
Communicate effectively

Functional learning software is necessary for students to achieve the outcomes for their courses, including
communicating effectively, thinking critically, and using multiple forms of information. For example, the English Lab offers and supports software and sites that help students organize ideas and edit content.

Supplementary links to Outcome Assessments

None selected

Clear Plan for Evaluation after Implementation

Instructors and English Lab staff, including the Faculty Inquiry Group for the lab, will assess student use of these software programs at the centers as part of our overall assessment of English lab offerings. The lab will monitor student usage of different programs and services through student self-reflections.

The Lab FIG will also gather Instructor feedback on the usage of these programs as part of the end-of-semester outcomes assessment for course SLOs in connection with English 1000 SLOs. This will include assessing the use of these programs and this technology at the centers.

Extent of Benefit

The English Lab is working to ensure that the 600 students per year taking English classes at the centers have equal access to the support that students receive at the Ocean center. We have established tutoring services for students at the centers, and we hope to get funding to extend the hours that drop-in tutoring is available at all the centers. Now we must also ensure that students can use the same reading and writing programs and technology that the lab provides for students at the Ocean center English Lab. Because of the spaces where English tutoring will take place at the centers, laptops are better suited than desktops to our needs.

At John Adams, Downtown, Southeast, and Evans centers, English tutoring will take place in a tutoring/study room in the library, where conversation won’t be disruptive to others working/studying. Laptops for English use in this room will be stored with the reserve materials, and the English tutor will “check out” these laptops for use during the period of English drop-in tutoring.

At the Chinatown/North Beach center, English tutoring takes place in the learning support center (room 305), and while desktop computers have been ordered for general support at that space the English department also wants to ensure that computers will be available for English students. In order to allow flexibility for use in the learning support center, we would like two laptops for that space as well.

Below are the parameters for laptop use at the centers:
* Computers will be property of the English Department and maintenance and updates will be handled by the English department
* damaged or missing computer will be reported to the English department
* computers will only be used by the English Department students
* a student may use a computer for two hours in a day; students cannot take the computer home; the English tutor may make the computers available to students during the hours that the tutor is offering drop-in tutoring

Operational Necessity

In addition to tutoring English students at the centers, the lab is responsible for offering the same technology that students have at the Ocean campus English lab for support in their English class work. We must ensure that students can use the reading and writing software that is available on the desktops at the English Lab, and we must also offer training and orientation for students to our technology. English tutors at the centers, along with the lab technology coordinator, will offer students orientations to the software and online programs available to English students, and we will ensure that students can get help with these programs on an ongoing basis during the drop-in tutoring hours.

To do this, we need a minimum number of computers to be available for English students and the English tutor. The best solution for the tutoring space at the centers is to use laptop computers, since tutoring will often take place in study rooms that cannot accommodate permanent desktop computers.

This resource request depends on the following other requests
Equity English Lab Redesign FIG

Item Description

The English Department seeks to continue to receive resources in order to do redesign of our English Lab - this work was funded last year, and still needs to continue in order to align our Lab with the Sequence Redesign that will be moving forward. This work is essential to our larger Re-Envisioning the Sequence Plan.

The English Lab Faculty Inquiry Group (FIG) on Labs has spent two semesters addressing effectiveness, creativity, assessment, and compliance in our lab offerings. A FIG is a form of professional development in which a group of 10-12 teachers identify and investigate questions about the students’ learning, in this case pertaining to lab work, supplemental learning formats, lab design, and their relationship to funding and surrounding curricula. The FIG has gathered English faculty as well as colleagues from English as a Second Language to evaluate lab practices and environment and look at what’s happening at other colleges in the region. The inquiry process is ongoing, informed by evidence of student learning, and undertaken in a collaborative setting, and the work done by English faculty will be shared college-wide to strengthen lab and learning support practices and policies in other departments.

Specific components of the English Lab FIG are as follows:

1. Lab Redesign FIG: Two FIG leaders (the two coordinators of the English Lab) and ten faculty to form a Faculty Inquiry Group to redesign our English Lab offerings in order to find ways to remain in compliance with state laws while better supporting student success, particularly for students disproportionately impacted by the achievement gap and for students at the Centers.

Students at CCSF have a wide range of learning support needs, and too many students do not complete their courses because they need more support and guidance. We need to look more closely at how we’ve operated to address those needs and what in our design should be adjusted to improve student success and maximize our resources (methodological, technological, financial, etc.).

The ultimate goal of this FIG project is to increase student success, especially for students moving from pre-collegiate to collegiate levels, and to create a clearer, smarter, more strategic relationship between lab work and class work. Each faculty member participating fully in the FIG will be paid for 12 hours of meetings at the non-instructional rate per semester and the leaders will be paid 20 hours per semester. Ideally 10-12 members of the English and ESL departments will commit to the semester-long work. Participants will meet a minimum of 2x/month to research lab structures at other colleges, study compliance information, assess and evaluate lab offerings, and explore changes.

The FIG has met for two semesters and has worked on the projects listed above. We will pilot some new lab content and activities in the spring of 2017. As the English sequence redesign is solidified, the FIG for the English Lab must now tailor our new and expanded lab offerings to the new levels of the English sequence. As the new sequence launches in fall 2017, the FIG will need to assess student lab usage, the effectiveness of lab services, and the new/changing needs of students. This project is aimed to increase sequence completion for all students and to help close the achievement gap for target groups by redesigning the English Lab to include more effective student support.

This is one of three previously funded Student Equity English Projects that we would like to continue, they are:

1. Equity Acceleration & Redesign Tutoring
2. Equity English Lab Redesign FIG
3. Equity Sequence Redesign Faculty Training in Acceleration

In addition, we are requesting resources from Student Equity in four new areas:

1. Tutoring for the CCSF Centers
2. Recruiting English Instructors for Race-Neutral Diversity
3. English L Tutoring
4. Tutor Coordinator

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Type(s) of Funding

- District (U)
- Basic Skills, Student Equity, SSSP

This request is a high priority to ensure/meet Health and Safety requirements: No

This request is necessary to meet local, state, federal mandates, or to meet requirements for program-specific accreditation: No

Primary Board Priority

Fall 2016: [Student Success]

Secondary Board Priority

Fall 2016: [Accreditation]

Primary link to Approved college plan

Student Equity Plan Goal C: ESL and Basic Skills Completion

Secondary link to Approved college plan

Student Equity Plan Goal B: Course Completion

Link to Institutional accreditation requirements

II.A.4. If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.

II.A.7 The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

II.B.1. The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)

II.B.3. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Link to Your Unit Planning Objectives

OBJECTIVE 1: RE-ENVISIONING THE SEQUENCE

Redesigning the English Lab is an important component in the sequence re-envisioning process because the lab supports students moving through the sequence. As the English sequence changes, the Lab will have to change with it in order to remain effective.

OBJECTIVE 2: INCREASE STUDENT SUCCESS IN BASIC SKILLS COURSES AND THROUGHPUT IN THE
SEQUENCE

An effective English Lab is essential in helping students be more successful in their individual courses as well as semester after semester. Increasing the effectiveness of English Lab offerings, we can directly impact student success.

OBJECTIVE 3: INCREASE INTEGRATION OF INSTRUCTION AND STUDENT SERVICES FOR STUDENTS WITH BASIC SKILLS NEEDS

Our English Lab is the primary place where student interact with services such as tutors and peer mentors who can help them not only be successful in their classes but also navigate college and negotiate the balance between school and work.

OBJECTIVE 4: INCREASE EFFICIENCY AND FUNCTIONALITY OF THE ENGLISH LAB

This Lab FIG resource request is the key to increasing the efficiency and functionality of the English Lab, which is a necessary support service for our English sequence.

Link to Learning, Service, and/or Program Outcomes (i.e. Outcome Statements)

Although the English Department remedial sequence does not have a specific “program” with defined outcomes as a major or certificate would have, remediating students so that they can pass English 1A, the AA and transfer required course, is our primary mission at CCSF. Community colleges have a state mandate to provide remedial education to students, and our sequence does just that. Furthermore, effective remediation leads to increased student success in all CCSF courses and in increased rates of degree and certificate completion, as well as increased transfer rates.

The English Lab redesign FIG will increase the quality of support we can provide for students moving through our sequence and help increase the number of students who reach and pass English 1A, thereby increasing the attainment of degrees, certificates, and transfers at CCSF as a whole. Therefore, this redesign will assist in helping students to meet not only English course SLOs and PLOs, but also the SLOs and PLOs of other departments as well, as well as CCSF’s ILOs.

Supplementary links to Outcome Assessments

None selected

Clear Plan for Evaluation after Implementation

In the spring of 2017, the FIG will pilot “guided learning activities” (GLAs) for independent, supplemental skill-building lab work. These GLAs will consist of some original content created by instructors participating in the FIG, as well as grammar and reading programs licensed by the lab. Both original content and licensed programs will be integrated through Canvas. The lab will pilot this material in classes in the spring, and will also hold faculty workshops to demonstrate this content for the wider English faculty, and to collect feedback. The FIG will also assess the use of GLAs, as well as our tutoring program, in connection with English 1000 SLOs. As part of the GLA and tutoring process, students will reflect on their lab focus and the skills they learn, so that the lab, students, and instructors will be able to see student development and connection between their lab work and course work and how well their needs are being met, regardless of CCSF location.

Extent of Benefit

Another important area of student success in the English sequence is the English Lab. The English Lab, the primary support for students moving through sequence classes, serves approximately 7,000 students per year. In order to be in compliance regarding the generation of FTES, the English Lab has moved away from previous practices and has been struggling to develop a new and effective way of operating to support student success. The English Department needs to determine the future of English Lab design with the ultimate goal of forging a deeper and more effective connection between lab and course work. In addition, the English Lab needs to explore more effective ways to support students in coursework at CCSF’s centers in order to come more fully into compliance with accreditation standards.

We will target the needs of specific course levels, which will help us more effectively and creatively address and be in synch with the SLOs of those courses as well as assess the currency of our lab resources and strategies. The findings and actions of this FIG group will be shared college-wide to enrich learning support services and help every CCSF lab operate according to state guidelines and plan with SLOs in mind. These studies should also help us address the
learning support needs of the CCSF Centers around the city. The overall goal will be to improve student success and the culture of learning at CCSF with sustainable, accessible, energetic programs.

While the English Lab redesign components have not been specifically identified, increased Lab usage will also require a larger space. In spite of declining enrollments, our English Lab (in Rosenberg 205) is packed at peak times. Even more concerning is the fact that already there is no space within our Lab for our new tutors, so we have had to place all the new 3598 tutors in the Learning Assistance Center, which adds to costs since we also have to have faculty members there to oversee the tutors. If the tutors could be placed in a new, larger English Lab space, this would save costs as we would only need to provide oversight for one location.

Operational Necessity

Too many students enter college not necessarily “college ready,” and too often these vanish from the system when they do not receive meaningful learning support. Thousands of students have relied upon the English Lab for such support, but many, for a variety of reasons, have not, even if they’ve needed such interaction and guidance. That may, in part, be due to the need for a smarter design of lab services in the context of specific curricular, sequential, and logistical needs. There is no college without students, or there is a miserable college when students and faculty are frustrated and confused because they are operating in a poorly designed system. Our proposed FIG is necessary because it should bring a new clarity and logic to academic labs and learning support. The English Lab has been in “reboot” mode for the past two semesters as far as that lab work generating additional FTES. The Department needs to shift out of that mode to determine the future of English lab design, compliance, and state allocation. In addition, some labs at CCSF are not operating according to state guidelines, and given how complicated these guidelines are, a FIG group is needed to make sure CCSF is in compliance and flourishing.

This resource request depends on the following other requests

None selected

Computer Software Upgrade for English Lab – Ocean and Centers

Item Description

The English Lab needs to upgrade some software programs that we license for student use on-site in our Ocean campus lab, and to get additional licenses in order to make these programs available to students coming for tutoring and independent lab work at other centers. The programs needing upgrade and licenses for centers are: WriteOutLoud (for help with proofreading); Inspiration; and Reading Plus.

WRITE OUT LOUD assists students in their writing work by giving them tools to proofread and complete their writing assignments. Listening to an audio version of an essay helps a student catch errors in their own writing, and this software helps students build independence in their own writing process by giving an alternative resource to one-on-one tutor feedback. This program is made available to students working on-site in our English tutoring/lab locations. This program needs to be upgraded at Ocean and made available on English lab computers at centers where English lab/tutoring is offered: Downtown, Chinatown/North Beach, Evans, Southeast, John Adams, Mission.

INSPIRATION is an idea-mapping software that helps students create outlines and idea maps. This program is used by instructors in our basic skills English classes to give students support in planning their essays. This program is made available to students working on-site in our English tutoring/lab locations. This program needs to be upgraded at Ocean and made available on English lab computers at centers where English lab/tutoring is offered: Downtown, Chinatown/North Beach, Evans, Southeast, John Adams, Mission.

READING PLUS is a reading program that increases students’ reading speed by building vocabulary, training eye movement, and increasing students’ post-reading comprehension skills. This program is available to students both on-site at our English lab locations, and off-site, as one of our off-campus lab options. This is currently our most widely used program for students doing English lab work from off campus. It offers an important option for students who are unable because of scheduling constraints to visit the English lab for in-person support. Our 3-year license of this program is up for renewal in the spring of 2017.

Type of request

Information Technology (IT) - Hardware and Software
Approximate Costs $69000.00

Type(s) of Funding

- District (U)
- Basic Skills, Student Equity, SSFP

This request is a high priority to ensure/meet Health and Safety requirements: No

This request is necessary to meet local, state, federal mandates, or to meet requirements for program-specific accreditation: Yes

II.B.1. The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include but are not limited to library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services.

Primary Board Priority

Fall 2016: [Accreditation]

Secondary Board Priority

Fall 2016: [Student Success]

Primary link to Approved college plan

Technology Plan Goal 3: Foster effective and transformative uses of technology.

Secondary link to Approved college plan

Educational Master Plan Goal 2: Transform and sustain College infrastructure.

Link to Institutional accreditation requirements

II.B.1. The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include but are not limited to library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services.

Link to Your Unit Planning Objectives

OBJECTIVE 4: INCREASE EFFICIENCY AND FUNCTIONALITY OF THE ENGLISH LAB

We need to offer learning software at all locations where English students take classes, for students to achieve the outcomes for their courses. These outcomes include including communicating effectively, thinking critically, and using multiple strategies to improve reading and writing skills. The English lab needs to offer updated software programs to support our students at all levels and locations.
OBJECTIVE 2: INCREASE STUDENT SUCCESS IN BASIC SKILLS COURSES AND THROUGHPUT IN THE SEQUENCE

By offering the same software programs at all centers, we will be able to serve more students effectively in all our English tutoring/support locations, thereby increasing student success and throughput in our sequence courses.

Link to Learning, Service, and/or Program Outcomes (i.e. Outcome Statements)

ILO I. Critical Thinking and Information Competency
Locate, evaluate, synthesize, and appropriately use multiple forms of information.

ILO II. Communication
Communicate effectively

Functional learning software is necessary for students to achieve the outcomes for their courses, including communicating effectively, thinking critically, and using multiple forms of information. For example, the English Lab offers and supports software and sites that help students organize ideas and edit content.

Supplementary links to Outcome Assessments

None selected

Clear Plan for Evaluation after Implementation

Instructors and English Lab staff, including the Faculty Inquiry Group for the lab, will assess student use of these software programs as part of our overall assessment of English lab offerings. The lab will monitor student usage of different programs and services through student self-reflections.

The Lab FIG will also gather Instructor feedback on the usage of these programs as part of the end-of-semester outcomes assessment for course SLOs in connection with English 1000 SLOs.

Extent of Benefit

The updating of these existing reading and writing programs, and extending these programs to the centers, is important for student equity, access, and success. Students who use these programs are improving their skills, which means they are more likely to succeed in their English classes. Instruction in English also has a positive effect on student performance in other classes that require reading and writing.

Reading Plus, in particular, is an important reading skill-building program for students at the lowest levels of the English sequence (L, 91, and the new 86). This program targets specific components of reading speed, to build vocabulary, word-acquisition strategies, eye movement across the page, and comprehension skills during and after reading.

The English Lab is a vibrant learning resource center that is available to 6,237 English students. While the college’s enrollment has been in a steady decline, English Lab usage has remained good in comparison. As of October 15, 2016, the English Lab has had 2,635 visitors and 8,087 visits, for a total of 9,218 hours of usage in the fall semester. In addition, we are expanding our tutoring and support at all centers where English classes are offered, to ensure that students in all classes and at all locations have equal access to support for their English classes.

Operational Necessity

When software programs do not work because of compatibility issues or needed updates, students cannot complete the work they are doing in the English Lab, which is particularly frustrating for Basic Skills students. It only takes one unproductive experience at the English Lab for a student to become frustrated enough not to use our services for the rest of the semester, even if the problem is resolved later that same day—CCSF students have busy lives, often working PT or FT, and they do not have time or energy for computers that don’t work properly, especially if they are just learning how to use computers, which is frequently the case with Basic Skills students.

This resource request depends on the following other requests
Funds for Printing Forum Magazine

This funding provides for the printing, promotion, and distribution of Forum Magazine, a polished, well-respected student-produced literary and visual arts magazine (established in 1937) that strengthens the reputation and visibility of CCSF. The literary magazine is published by English 35L/M students and the Visual Media and Design 200A/B students, who collaborate closely for this publication. As a CTE field, VMD students gain the opportunity to produce a quality magazine as part of their career focused degree while students in English 35L/M solicit, select, and edit fiction, nonfiction, poetry, and visual arts submissions, which also are experiences desirable for careers in the creative arts. Additionally, Forum provides a way for students in under-represented populations to engage in their education, and their experiences in the classes have the potential to enhance their success in other English courses. Stable funding of $1000 per semester would assist greatly in growing the influence of this vital publication. Annually, this would total $2000, ongoing.

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Type(s) of Funding

- District (U)
- Other Grant
- ...

This request is a high priority to ensure/meet Health and Safety requirements: No

This request is necessary to meet local, state, federal mandates, or to meet requirements for program-specific accreditation: No

Primary Board Priority

Fall 2016: [Student Success]

Secondary Board Priority

Fall 2016: [Communication]

Primary link to Approved college plan

Educational Master Plan Goal 1: Advance student achievement in meeting educational goals.

Secondary link to Approved college plan

Student Equity Plan Goal B: Course Completion

Link to Institutional accreditation requirements
II.A.7 The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

Link to Your Unit Planning Objectives

OBJECTIVE 5: SUPPORT THE CREATIVE WRITING PROGRAM
As the the main assignment of a class that fulfills a requirement of the Creative Writing Certificate, this project furthers the English Department's objective to develop and promote the Creative Writing Certificate, supports Forum Magazine as a well respected and valued publication that promotes CCSF's reputation, and because Forum students engage in event planning for the Series, it promotes the Creative Writing Reading Series. In particular, this project furthers the English Dept's commitment 1) to offer a culminating achievement and career pathway for English majors and creative writing students, 2) to connect concepts taught in the English sequence and the electives with real world applications to enhance student learning/success and course completion, and 3) to offer opportunities for under-represented student populations to develop their voice, a breadth of writing skills, and an awareness of social, civic, and environmental responsibility.

Link to Learning, Service, and/or Program Outcomes (i.e. Outcome Statements)

This course is essential for the completion of the Creative Writing Certificate for the Creative Writing in Community requirement (3 units required). The outcomes of the Certificate are:

*Identify craft elements of creative writing.
*Analyze and critically discuss published and unpublished literary work for its literary merit.
*Analyze and critically discuss the relationship between culture and literary expression.
*Compose original creative works in different genres.
*Demonstrate skills used in the publication process.
*Design, plan, and present literary expression in the community.

In addition, this class and the Forum project provides an opportunity for students to meet ILO #3:

*Demonstrate an understanding of the history and values of other people and cultures
*Demonstrate an understanding of civic, social, and environmental responsibility
*Demonstrate civic, social, and environmental responsibility
*Collaborate effectively in diverse social, cultural, and global settings

Supplementary links to Outcome Assessments

• ENGL 35L - Introduction to Literary Magazine Demonstrate the skills of a ju...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-May-31
  CRN: 36182
  Outcome: Demonstrate the skills of a junior-level editorial or other staff role in producing a professional quality literary magazine.
  Request details: Forum produces a professional level literary magazine comparable to some of the best colleges in the country. In order to continue this tradition of excellence, we would like to get permanent funding for its publication. We would also like funds for guest readers and lecturers.

• ENGL 35L - Introduction to Literary Magazine Distinguish between the revisi...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-May-31
  CRN: 36182
  Outcome: Distinguish between the revision, editing, and proofreading stages of the writing process and demonstrate basic knowledge of editorial stylistics for consistency in punctuation, grammar, and usage.
  Request details: Forum produces a professional level literary magazine comparable to some of the best colleges in the country. In order to continue this tradition of excellence, we would like to get permanent funding for its publication. We would also like funds for guest readers and lecturers.

• ENGL 35M - Intermediate Literary Magazine Demonstrate senior editor skil...
  Assessment Type: CRN-level SLO Assessment
Submitted: 2016-May-31  
CRN: 36183  
Outcome: Demonstrate senior editor skills in managing submissions and coordinating reading groups in order to produce a professional quality literary magazine.  
Request details: Forum produces a professional level literary magazine comparable to some of the best colleges in the country. In order to continue this tradition of excellence, we would like to get permanent funding for its publication. We would also like funds for guest readers and lecturers.

- ENGL 35M - Intermediate Literary Magazine  
  Integrate advanced rules of editorial stylistics for consistency in punctuation, grammar, and usage as well as for substantive writing issues.  
  Request details: Forum produces a professional level literary magazine comparable to some of the best colleges in the country. In order to continue this tradition of excellence, we would like to get permanent funding for its publication. We would also like funds for guest readers and lecturers.

Clear Plan for Evaluation after Implementation

Because Forum Magazine is the culminating project of ENGL 35L/M and is part of VMD 200A/B, student learning outcomes are assessed every time the courses are offered, and needed changes based on those assessments to curriculum are made. Data on student success in other courses will be correlated, and surveys at Forum readings will be conducted.

Extent of Benefit

Forum Magazine is important for building the creative writing program and the creative writing certificate, expected to be approved in Fall 2015, because it promotes the program and increases City College’s reputation and presence in the Bay Area. It is impressive that CCSF has hosted this long-running literary magazine, and because of its caliber, in line with university presses, it demonstrates the quality work that CCSF students are capable of producing—something CCSF should be publicizing and investing in. The ENGL 35 LM class sells approximately 150 copies of the magazine per semester, a healthy distribution for a small press, which means that 150 members in the community read and value the magazine on a regular basis. Offering ENGL 35 LM contributes to the diversification of elective offerings by the English Department—an impact on 6,000+ English students. The culminating project for ENGL 35 LM engages students (maximum of 31 students) + approximately 50 author/artist contributors (most are CCSF students) in under-represented populations and gives them a voice in the community, an opportunity to experience an exchange of ideas in dialogue, and the venue for putting their ideas into public action.

Forum also hosts readings, which impact the CCSF student population as well as the community. In Oct 2014, approximately 200 students, faculty, and staff attended a public reading of Alejandro Murguía, the SF Poet Laureate and a former community college student, who was published in Forum that fall—students had to be turned away because the room, MUB 140, was not big enough to accommodate the number of students who wanted to attend. The reading is an extension of the dialogue that the publication creates. This event like the Magazine, which fostered a dialogue about immigration rights and the role of writing in obtaining a college education, is a great example of the impact Forum has on the community—it initiated a conversation that allowed students to connect what they are learning in various classes regarding important societal issues to the importance of writing skills, and civic, social, and environmental responsibility. The production of Forum magazine requires collaboration among ENGL 35 LM and VMD 200AB students, and it promotes students to value diverse voices and participate in global conversation. All of these benefits contribute to CCSF’s exposure and influence in the Bay Area, and because it engages under-represented populations and helps students connect what they learn in English classes to real world applications, their success in English courses in the sequence may increase.

Operational Necessity

Forum Magazine cannot be produced without a budget for printing, promotion, and distribution, and therefore, ENGL 35L/M cannot be offered; this course is needed for students to complete the Creative Writing Certificate. The cost of producing Forum Magazine is approximately $1,000.00 per semester, of which approximately $750.00 is directed to the VMD department for printing at cost and an additional $250.00 to Prepress, a local bindery owned by a former CCSF student who has provided invaluable support to the magazine by offering a below-market rate. Funds for this
depend on the sale of the magazine, currently offered at $10.00 an issue (though 50+ contributors receive a free copy); students in ENGL 35L/M currently sell approximately 150 copies per semester.

This resource request depends on the following other requests

None selected

Forum Literary Magazine WordPress blog/domain name

Item Description

Funding for providing a domain name for the Forum WordPress blog.

This funding provides for the domain name of the Forum Magazine blog. Forum is a polished, well-respected, student-produced literary and visual arts magazine (established in 1937) that strengthens the reputation and visibility of CCSF. The lit mag is published by English 35 LM students and the Visual Media and Design 200AB students, who collaborate closely for this publication. As a CTE field, VMD students gain the opportunity to produce a quality magazine as part of their career focused degree while students in English 35LM solicit, select, and edit fiction, nonfiction, poetry, and visual arts submissions, which also are experiences desirable for careers in the creative arts. Additionally, Forum provides a way for students in under-represented populations to engage in their education, and their experiences in the classes have the potential to enhance their success in other English courses. The blog website is a vital promotion tool for Forum Magazine as well as City College-sponsored and community based literary event and City College programs and classes.

The Forum Wordpress blog does not provide an email host, so it has been linked to an additional domain name (forumccsf.org) so that Forum staff emails can be directly associated with the blog and receive electronic submissions, the main method contributors use to submit their work for consideration. With our own domain name, we have set up a very functional constellation of Gmail accounts and folders so that submissions are directly funneled to the proper destination; e.g. fiction submissions go directly to the fiction editor, poetry to the poetry editor, and so on. Through Gmail we also have access to Google drive and can easily share and store files, which is crucial to meet deadlines for submitting our selections to the VMD department, a process that goes through three rounds and inevitable additional corrections when files are improperly formatted. Stable funding of $50 per year would assist greatly in growing the influence of this vital publication.

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This request is a high priority to ensure/meet Health and Safety requirements: No

This request is necessary to meet local, state, federal mandates, or to meet requirements for program-specific accreditation: No

Primary Board Priority

Fall 2016: [Student Success]

Secondary Board Priority
Primary link to Approved college plan

Educational Master Plan Goal 1: Advance student achievement in meeting educational goals.

Secondary link to Approved college plan

Student Equity Plan Goal D: Degree and Certificate Completion

Link to Institutional accreditation requirements

II.A.7 The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

Link to Your Unit Planning Objectives

OBJECTIVE 5: SUPPORT THE CREATIVE WRITING PROGRAM
As a needed component of the main assignment of a class that fulfills a requirement of the Creative Writing Certificate, this project furthers the English Department's objective to develop and promote the Creative Writing Certificate and supports Forum Magazine by enabling the submission and review process required for publication. In particular, this project furthers the English Dept's commitment 1) to offer a culminating achievement and career pathway for English majors and creative writing students, 2) to connect concepts taught in the English sequence and the electives with real world applications to enhance student learning/success and course completion, and 3) to offer opportunities for under-represented student populations to develop their voice, a breadth of writing skills, and an awareness of social, civic, and environmental responsibility.

Link to Learning, Service, and/or Program Outcomes (i.e. Outcome Statements)

Promoting Forum Magazine online via the WordPress blog website provides an opportunity for students to meet ILO #3:

* Demonstrate an understanding of the history and values of other people and cultures
* Demonstrate an understanding of civic, social, and environmental responsibility
* Demonstrate civic, social, and environmental responsibility
* Collaborate effectively in diverse social, cultural, and global setting.

Supplementary links to Outcome Assessments

- **ENGL 35L - Introduction to Literary Magazine Demonstrate the skills of a junior-level editorial or other staff role in producing a professional quality literary magazine.**
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-May-31
  CRN: 36182
  Outcome: Demonstrate the skills of a junior-level editorial or other staff role in producing a professional quality literary magazine.
  Request details: Forum produces a professional level literary magazine comparable to some of the best colleges in the country. In order to continue this tradition of excellence, we would like to get permanent funding for its publication. We would also like funds for guest readers and lecturers.

- **ENGL 35L - Introduction to Literary Magazine Distinguish between the revision, editing, and proofreading stages of the writing process and demonstrate basic knowledge of editorial stylistics for consistency in punctuation, grammar, and usage.**
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-May-31
  CRN: 36182
  Outcome: Distinguish between the revision, editing, and proofreading stages of the writing process and demonstrate basic knowledge of editorial stylistics for consistency in punctuation, grammar, and usage.
Request details: Forum produces a professional level literary magazine comparable to some of the best colleges in the country. In order to continue this tradition of excellence, we would like to get permanent funding for its publication. We would also like funds for guest readers and lecturers.

- ENGL 35M - Intermediate Literary Magazine Demonstrate senior editor skills...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-May-31
  CRN: 36183
  Outcome: Demonstrate senior editor skills in managing submissions and coordinating reading groups in order to produce a professional quality literary magazine.
  Request details: Forum produces a professional level literary magazine comparable to some of the best colleges in the country. In order to continue this tradition of excellence, we would like to get permanent funding for its publication. We would also like funds for guest readers and lecturers.

- ENGL 35M - Intermediate Literary Magazine Integrate advanced rules of ed...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-May-31
  CRN: 36183
  Outcome: Integrate advanced rules of editorial stylistics for consistency in punctuation, grammar, and usage as well as for substantive writing issues.
  Request details: Forum produces a professional level literary magazine comparable to some of the best colleges in the country. In order to continue this tradition of excellence, we would like to get permanent funding for its publication. We would also like funds for guest readers and lecturers.

Clear Plan for Evaluation after Implementation

Because Forum Magazine is the culminating project of ENGL 35 LM and is part of VMD 200 AB, student learning outcomes are assessed every time the courses are offered, and needed changes to curriculum are made. Data on student success in other courses will be correlated, and surveys at Forum readings will be conducted, including, “How did you hear about this event?”

Extent of Benefit

Promotion of Forum Magazine and the readings in the Creative Writing Reading Series is vital for enhancing the role of Forum Magazine in the community and for ensuring that the public knows about its events. Investing in the domain name affects publicity for CCSF in the community, the ability of ENGL 35 LM students to complete their course and learn up-to-date methods of working in the publishing industry, and the ability for the VMD Department and English Department to work together effectively.

Participation in the promoting of the magazine is a professional role that students take as part of the ENGL 35 LM course. Forum Magazine is important for building the creative writing program and the creative writing certificate, expected to be approved in Fall 2015, because it promotes the program and increases City College's presence in the Bay Area, which has an impact on enrollment and public support of CCSF. Offering ENGL 35 LM contributes to the diversification of elective offerings by the English Department—an impact on 6,000+ English students. The culminating project for ENGL 35 LM engages students (maximum of 31 students) and approximately 50 contributors (mostly CCSF students) in under-represented populations and gives them a voice in the community, an opportunity to experience an exchange of ideas in dialogue, and the venue for putting their ideas into public action. Forum also hosts readings, which impact the CCSF student population as well as the community. In Oct 2014, approximately 200 students, faculty, and staff attended a public reading of Alejandro Murguía, the SF Poet Laureate and former community college student, who was published in Forum that fall—students had to be turned away because the room, MUB 140, was not big enough to accommodate the number of students who wanted to attend. The reading is an extension of the dialogue that the publication creates. This event, which fostered a dialogue about immigration rights and the role of writing in attaining a college education, is a great example of the impact Forum has on the community—it initiated a conversation that allowed students to connect what they are learning in different classes regarding important societal issues, writing skills, and civic, social, and environmental responsibility.

The Forum WordPress blog website is vital for the promotion of such events and is important for building the attendance of all Creative Writing and English Department events. Forum Magazine, including the maintaining of the WordPress blog website, requires student and faculty collaboration, and it promotes students to value diverse voices and participate in global conversation. All of these benefits contribute to CCSF’s exposure and influence in the Bay Area.
Area, and because it engages under-represented populations and helps students connect what they learn in English class to real world applications, their success in English courses in the sequence may increase.

### Operational Necessity

If Forum loses its email host, which is a recognized email address for submissions, people will not be able to submit to Forum, and the magazine cannot be published. The cost of the domain name is $13.00 per year through GoDaddy.com, and Wordpress charges an additional $28.00 per year. Because Forum is run like any professional literary magazine, the way the WordPress blog website has set up the funneling of submissions (see above in description), it is vital to stabilize these production costs to maintain production of the magazine.

This resource request depends on the following other requests

*None selected*

### English L Tutor

#### Item Description

Hire one 3598 School Aide III (220 day, 30 hour/week) tutor to support students in English L. English L is the lowest level of our English sequence leading to 1A, and it contains the most at risk students, students who struggle with basic literacy and reading.

Pass rates in English L historically are around 46%, with African American students pass rate at 32%, two or more races at 35%, and Latino students at 39% (see Table 2).

This is one of four new requests we are making from Student Equity funds. They are:

1. Tutoring for the CCSF Centers
2. Recruiting English Instructors for Race-Neutral Diversity
3. English L Tutoring
4. Tutor Coordinator

In addition, we are requesting Student Equity funds be continued in three areas where we are already receiving Equity funds:

1. Equity Acceleration & Redesign Tutoring
2. Equity English Lab Redesign FIG
3. Equity Sequence Redesign Faculty Training in Acceleration

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**Type(s) of Funding**

- District (U)
- Basic Skills, Student Equity, SSSP

This request is a high priority to ensure/meet Health and Safety requirements: **No**

This request is necessary to meet local, state, federal mandates, or to meet requirements for program-specific accreditation: **No**
Primary Board Priority

Fall 2016: [Student Success]

Secondary Board Priority

Fall 2016: [Enrollment]

Primary link to Approved college plan

Student Equity Plan Goal C: ESL and Basic Skills Completion

Secondary link to Approved college plan

Basic Skills Goal 1: Increase the success, retention and/or persistence of students enrolled in basic skills courses and programs in Mathematics, English, ESL and/or Transitional Studies, both credit and noncredit.

Link to Institutional accreditation requirements

II.A.4. If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.

II.A.7. The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

II.B.1. The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services.

Link to Your Unit Planning Objectives

OBJECTIVE 2: INCREASE STUDENT SUCCESS IN BASIC SKILLS COURSES AND THROUGHPUT IN THE SEQUENCE

The English Department is committed to increasing student success in Basic Skills courses in the English Department sequence, of which English L is one of the most critical because of its low success rates (48% success). This tutor will work with our students both in and out of class and help them achieve the learning outcomes of the course. The department conducted in house student surveys which reflected that when we had 3598s working with English 91, the next level up, in the past, 86% of students made use of this service, and an overwhelming 99% of students indicated that this contributed to their success in the course (see Table X – already included with 91 tutors request).

Helping English L students complete this course more successfully will also increase throughput in our English Department Sequence. Historical data shows that students who place in English L have only a 7% chance of completing the sequence within eight years. (see CCSF’s College Performance Indicators 2008-2009). If we can increase the success at the English L level, the throughput percentage should also increase, which will mean more students getting through 1A, completing their transfer, degree, or certificate goals, and being more successful in college in general.

OBJECTIVE 3: INCREASE INTEGRATION OF INSTRUCTION AND STUDENT SERVICES FOR STUDENTS WITH BASIC SKILLS NEEDS

By connecting tutoring to the English L classrooms and making the service an integral “non-optional” aspect of the course, best practices show that students will be more likely to make use of the resource and better address their academic challenges. The tutor will also be trained to recognize when a referral to a different campus resource is appropriate. Thus, the affective bond that often results between students and the tutor they see on a regular basis in
and out of class, will create yet another connection between the students and the network of campus resources at their disposal.

**Link to Learning, Service, and/or Program Outcomes (i.e. Outcome Statements)**

The tutor will students in English L achieve all the Student Learning Outcomes of the course. As such, they are essential to the success of students in this course.

Although the English Department does not have a specific “Program” with defined outcomes for remedial education, as a major or certificate would have, community colleges have a state mandate to provide remedial education to students. The English Department’s primary purpose, in fact, is as service department to the larger institution, providing a sequence of reading, writing, and critical thinking courses that prepare students to successfully complete college level coursework necessary for all degrees, certificates, and for transfer. These tutors/specialists will work with students in English L to help them achieve the learning outcomes for the course and thereby more successfully complete the course. This should lead to more successful throughput in our entire sequence, which, ultimately, will help the English Department to better provide remedial education for the entire institution.

**Supplementary links to Outcome Assessments**

- **ENGL L - Foundation for College Reading and Studying Apply active strategies prior ...**
  - **Assessment Type:** CRN-level SLO Assessment
  - **Submitted:** 2015-Dec-21
  - **CRN:** 70851
  - **Outcome:** Apply active strategies prior to, during, and after reading in order to help improve engagement and comprehension.
  - **Request details:** We are requesting funds to hire a literacy specialist to work with students 1-on-1 to complete assignments and tests with greater success.

- **ENGL L - Foundation for College Reading and Studying Apply active strategies prior ...**
  - **Assessment Type:** CRN-level SLO Assessment
  - **Submitted:** 2015-Dec-21
  - **CRN:** 75965
  - **Outcome:** Apply active strategies prior to, during, and after reading in order to help improve engagement and comprehension.
  - **Request details:** We are requesting funds to hire a literacy specialist to work with students 1-on-1 to complete assignments and tests with greater success.

- **ENGL L - Foundation for College Reading and Studying Apply active strategies prior ...**
  - **Assessment Type:** CRN-level SLO Assessment
  - **Submitted:** 2015-Dec-22
  - **CRN:** 70854
  - **Outcome:** Apply active strategies prior to, during, and after reading in order to help improve engagement and comprehension.
  - **Request details:** We are requesting funds to hire a literacy specialist to work with students 1-on-1 to complete assignments and tests with greater success.

- **ENGL L - Foundation for College Reading and Studying Recognize the structural eleme...**
  - **Assessment Type:** CRN-level SLO Assessment
  - **Submitted:** 2016-May-31
  - **CRN:** 30529
  - **Outcome:** Recognize the structural elements of expository paragraphs, including main ideas and supporting details.
  - **Request details:** We are investigating various formats for serving students placed into English L as we plan the English Course Sequence Re-design. We need funds for faculty advising at the point of placement as well as for evaluating various alternate assessments, such as a writing sample.

- **ENGL L - Foundation for College Reading and Studying Recognize the structural eleme...**
  - **Assessment Type:** CRN-level SLO Assessment
  - **Submitted:** 2016-May-31
  - **CRN:** 30536
**Outcome:** Recognize the structural elements of expository paragraphs, including main ideas and supporting details.

**Request details:** We are investigating various formats for serving students placed into English L as we plan the English Course Sequence Re-design. We need funds for faculty advising at the point of placement as well as for evaluating various alternate assessments, such as a writing sample.

- **ENGL L - Foundation for College Reading and Studying Recognize the structural element...**
  - **Assessment Type:** CRN-level SLO Assessment
  - **Submitted:** 2016-Jun-02
  - **CRN:** 30542
  - **Outcome:** Recognize the structural elements of expository paragraphs, including main ideas and supporting details.
  - **Request details:** We are investigating various formats for serving students placed into English L as we plan the English course sequence redesign. Funds will be requested for English faculty providing placement advising for students and for faculty giving evaluations of writing samples used as part of multiple measures for placement.

- **ENGL L - Foundation for College Reading and Studying Recognize the structural element...**
  - **Assessment Type:** CRN-level SLO Assessment
  - **Submitted:** 2016-Jun-02
  - **CRN:** 37127
  - **Outcome:** Recognize the structural elements of expository paragraphs, including main ideas and supporting details.
  - **Request details:** We are investigating various formats for serving students placed into English L as we plan the English course sequence redesign. Funding is needed for faculty advisors for students after placement testing and for faculty evaluating writing samples used as a multiple measure for placement.

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Clear Plan for Evaluation after Implementation

The department will gather data in order to assess the effectiveness of the tutor on increasing student retention in the course, success in the course, and persistence through the sequence. The data we are gathering will answer the following questions:

1) Is English L tutoring helping students improve their grades and pass the class?
   a) Within a given class, how does the number of tutor visits affect (correlate with) improved grades/passing? (students who visit tutors, and # of times, vs those who don’t)
   b) Among L students overall, how does the number of tutor visits affect (correlate with) passing? (students who visit tutors, and # of times, vs those who don’t)

2) Is English L tutoring helping struggling students pass the class?
   a) Within a given class, how does the number of tutor visits affect (correlate with) improved grades/passing?
   b) Among L students overall, does the number of tutor visits after a failing midterm grade affect (correlate with) passing the class?

3) Is English L tutoring helping retain students?
   Within a given class and among L students overall, do early visits with tutors keep students from dropping out of class?

4) Is English L tutoring helping students persist through the sequence?
   Within a given class and among L students overall, does visiting a tutor correlate with increased likeliness of students enrolling in the subsequent courses?

5) How satisfied are the students with the service?
   Do students report that the tutors are a benefit to their learning and success?

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Extent of Benefit

English L serves approximately 300 high-risk students per year and has a 48% pass rate overall. Most of the L students struggle with literacy levels far below college level. They need extensive work in reading comprehension which at this level typically requires individualized attention. In addition, historical data from the Research Office shows that students who place in English L have only an 7% chance of completing the sequence within eight years, which likely impacts students affected by the achievement gap more than others. The use of tutoring to increase success
rates in English L will impact some of our highest risk students, and should help close the achievement gap not only in this one course, but also in the English sequence in general. Increased success within the English sequence should also have an impact on success in college in general.

Our Basic Skills tutors are currently at scale for the level above L, English 91. However, we have nowhere near enough tutors for all students moving through other levels of our sequence. If tutoring proves effective at moving the needle on student success, the school should consider scaling the practice for core subjects like English.

Ultimately, if tutors prove effective, funding tutors for core skills courses like English (and Math and ESL) would benefit the whole college as students would be more likely to succeed in all of their courses and persist in college in general. Success in required skills courses equates to fewer students dropping out and will lead to more robust college enrollment in all programs and areas.

**Operational Necessity**

Funding English L tutoring is necessary to give the students at the very lowest end of the sequence a greater chance of passing and moving forward with college. While English L students have access to tutors in the English Lab, most of our faculty and advanced student tutors do not have training in working with students with basic literacy needs. English L students may struggle with cognitive and/or reading disabilities that make it harder for them to succeed in a classroom, but would greatly benefit from one-on-one support. A tutor who has training or who can be trained in literacy could be a huge asset in helping English L students realize their academic goals. With the right supplemental instruction, it is very possible that we could see the success rate of English L students increase considerably.

This resource request depends on the following other requests

*None selected*

**Tutor Coordinator**

**Item Description**

The English Department has 14-21 classified staff tutors (3598s) assisting students, most of whom are currently hired through Student Equity funds, but a few of whom are Basic Skills funded. The Department needs a faculty coordinator at 0.50 reassigned time to oversee these tutors. This Coordinator's duties would include, but not necessarily be limited, to the following:

1. Manage hiring and replacement of tutors, including creating Forms 3, putting out job announcements, and running hiring committees.
2. Providing orientation and training for new and continuing tutors.
3. Arranging tutor schedules and managing which sections of classes get tutors when resources are not enough to cover all classes of a certain level.
4. Providing line of sight for tutors when they are working with students.
5. Formally observing and evaluating tutors.
6. Providing guidance to teachers in how to most effectively use tutors to support student success.
7. Assisting with assessment of tutors to prove efficacy.

This is one of four new requests we are making from Student Equity funds. They are:

1. Tutoring for the CCSF Centers
2. Recruiting English Instructors for Race-Neutral Diversity
3. English L Tutoring
4. Tutor Coordinator

In addition, we are requesting Student Equity funds be continued in three areas where we are already receiving Equity funds:

1. Equity Acceleration & Redesign Tutoring
2. Equity English Lab Redesign FIG
3. Equity Sequence Redesign Faculty Training in Acceleration
Type of request | Other
---|---
Approximate Costs | $50000.00
Type(s) of Funding
- District (U)
- Basic Skills, Student Equity, SSSP

This request is a high priority to ensure/meet Health and Safety requirements: **No**

This request is necessary to meet local, state, federal mandates, or to meet requirements for program-specific accreditation: **No**

Primary Board Priority

Fall 2016: [Student Success]

Secondary Board Priority

Fall 2016: [Enrollment]

Primary link to Approved college plan

Student Equity Plan Goal C: ESL and Basic Skills Completion

Secondary link to Approved college plan

Basic Skills Goal 1: Increase the success, retention and/or persistence of students enrolled in basic skills courses and programs in Mathematics, English, ESL and/or Transitional Studies, both credit and noncredit.

Link to Institutional accreditation requirements

II.A.4. If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.

II.A.7 The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

II.B.1. The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services.

II.B.3. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Link to Your Unit Planning Objectives

http://www.curricunet.com/ccsf/reports/review_report.cfm?program_reviews_id=260
OBJECTIVE 1: RE-ENVISIONING THE SEQUENCE
Tutors are an essential part of our new sequence as they will provide valuable support for students to succeed in the accelerated courses and move more quickly through our sequence. However, we need to make sure that they are properly and efficiently hired, trained, assigned, supported, evaluated, and assessed.

OBJECTIVE 2: INCREASE STUDENT SUCCESS IN BASIC SKILLS COURSES AND THROUGHPUT IN THE SEQUENCE
Tutoring will help students achieve the outcomes of our accelerated courses and sequence and pass at a higher rate.

OBJECTIVE 3: INCREASE INTEGRATION OF INSTRUCTION AND STUDENT SERVICES FOR STUDENTS WITH BASIC SKILLS NEEDS
Tutoring is a valuable student support service and the one most easily integrated with instruction.

OBJECTIVE 4: INCREASE EFFICIENCY AND FUNCTIONALITY OF THE ENGLISH LAB
The tutors are an integral part of the work that is done by students in the English Lab.

Link to Learning, Service, and/or Program Outcomes (i.e. Outcome Statements)

Although the English Department remedial sequence does not have a specific “program” with defined outcomes as a major or certificate would have, remediating students so that they can pass English 1A, the AA and transfer required course, is our primary mission at CCSF. Community colleges have a state mandate to provide remedial education to students, and our sequence does just that. Furthermore, effective remediation leads to increased student success in all CCSF courses and in increased rates of degree and certificate completion, as well as increased transfer rates.

Ultimately, the English Department’s primary mission is to serve the college by training students to achieve GE Area B: Written Composition. We are the only department in which students can fulfill this essential GELO. The Learning outcomes for Area B are as follows:

Upon completion of this coursework, a student will be able to:
1. read critically to annotate, analyze, synthesize, and evaluate primarily non-fiction, college-level texts.
2. compose organized and coherent source-based essays that demonstrate critical thinking and rhetorical strategies.
3. demonstrate control over all major conventions of standard English grammar and punctuation.
4. select and integrate reliable, credible, and scholarly sources to support essays, using a standardized citation format.

By training the students to fulfill GE AREA B, the accelerated tutors will thereby increasing the attainment of degrees, certificates, and transfers at CCSF as a whole. Therefore, this request will ultimately assist in helping students to meet not only English course SLOs and PLOs, but also the SLOs and PLOs of other departments as well, as well as CCSF’s ILOs.

Supplementary links to Outcome Assessments

None selected

Clear Plan for Evaluation after Implementation

The evaluation of our tutor coordinator will rest primarily on the effectiveness of our tutoring programs. Currently, we are struggling to keep our tutors hired, trained, assigned, supported, and evaluated. These struggles also will impact the assessment of our tutors, as short-staffed and under trained and supported tutoring services are not going to be as effective as tutoring services that are stable and robust.

The English Department is currently gathering data on the success of the tutors in the accelerated courses. We are examining the following factors for our target groups (students identifying as Pacific Islanders African Americans, Native American/Alaskan Natives, Latinos, and two or more races):

* Course retention (percentage of students who drop or withdraw
* Course success (passing vs. non passing grades)
* Persistence (enrollment in the next course)

In addition, we will assess tutor usage statistics and gather qualitative data through surveys of students, faculty, and tutors. These assessments will continue on a regular basis to see how much the tutoring component is moving the needle with regards to the target groups success.
We have gathered some preliminary data from the Research Office already, which shows that tutors may be increasing success and retention; however, the data needs to be refined and broken down by the target groups, and the tutoring services and management of those services needs to be stabilized.

**Extent of Benefit**

Our tutoring programs are currently reaching approximately 2000 students per year and we are asking for expanded tutoring in this year's Program Review so that we can reach many more, hopefully 3000 per year or more. We need an effective way of managing these tutors.

**Operational Necessity**

An effective way of managing the tutors currently in place as well as the additional tutors we are requesting is necessary to effectively utilize these resources. Without support, we are struggling to hire, train, assign, support, evaluate, and assess the tutoring services.

This resource request depends on the following other requests

*None selected*

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### Equity Sequence Redesign Faculty Training in Acceleration

**Item Description**

The English Department seeks resources in order to train more faculty in accelerated teaching. This is one of the Equity requests that link together to form our larger Sequence Redesign Plan.

In order to address the challenges throughout our sequence and in recognition of the successes we have had with our accelerated program, the English Department proposes to institutionalize the accelerated model by training more faculty to teach this highly effective pedagogy. This will increase success rates of students who identify as Pacific Islander, African American, American Indian/Alaskan Native, Latino, and two or more races, who disproportionately test into the lower levels of our sequence and have lower success rates throughout.

Specific components of the acceleration training are:

1. Faculty Professional Development: California Acceleration Project training (4 attendees)
2. Faculty Training Program: Training and support for new faculty in the form of mentors, curriculum development and classroom application of Accelerated pedagogy. This program will also connect faculty with student support resources so that individual instructors can more actively help students succeed both inside and outside their English classrooms.
3. Guest Presenter: One presenter to speak on issues of effective pedagogy and teaching strategies for accelerated programs to close the achievement gap
4. Stipends, Lunch, and Videotaping of Day-long Training: Incentives for faculty attendance, and a videotape for faculty who can not attend and future faculty.

This project is aimed to increase sequence completion for all students and to help close the achievement gap for target groups by offering more acceleration. In order to do this, we need to increase the number of faculty who are trained to teach curriculum informed by accelerated pedagogy. We also need to increase faculty awareness of all campus student resources.

This is one of three previously funded Student Equity English Projects that we would like to continue, they are:

1. Equity Acceleration & Redesign Tutoring
2. Equity English Lab Redesign FIG
3. Equity Sequence Redesign Faculty Training in Acceleration

In addition, we are requesting resources from Student Equity in four new areas:

1. Tutoring for the CCSF Centers
2. Recruiting English Instructors for Race-Neutral Diversity
3. English L Tutoring  
4. Tutor Coordinator

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<td>Basic Skills, Student Equity, SSSP</td>
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This request is a high priority to ensure/meet Health and Safety requirements: **No**

This request is necessary to meet local, state, federal mandates, or to meet requirements for program-specific accreditation: **No**

**Primary Board Priority**

**Fall 2016: [Student Success]**

**Secondary Board Priority**

**Fall 2016: [Enrollment]**

**Primary link to Approved college plan**

**Student Equity Plan Goal C: ESL and Basic Skills Completion**

**Secondary link to Approved college plan**

**Student Equity Plan Goal D: Degree and Certificate Completion**

**Link to Institutional accreditation requirements**

II.A.4. If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.

II.A.5. The institution’s degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)

II.A.7. The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

III.A.2. Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning.

III.A.8. Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of
assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job
descriptions include development and review of curriculum as well as assessment of learning.

III.A.14. III. A. 14. The institution plans for and provides all personnel with appropriate opportunities for continued
professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and
learning needs. The institution systematically evaluates professional development programs and uses the results of
these evaluations as the basis for improvement.

Link to Your Unit Planning Objectives

OBJECTIVE 1: RE-ENVISIONING THE SEQUENCE

Historical data from the Research Office shows that students’ placement level has a strong impact on whether or not
they complete the English sequence, with the percentage of students having a chance of completing the sequence
within 8 years falling as follows: L 7% chance, 91 18% chance, 92 27% chance, 93 37% chance, 96 51% chance (from
Although this data was not disaggregated, these rates no doubt are worse for groups negatively impacted by the
achievement gap, and current data shows that students identifying as Pacific Islander (48% success), American Indian/Alaskan Native (52% success), Latino (56% success), and two or more races (58% success) are significantly impacted by the achievement gap in the English sequence.

The English Department will work to re-envision our core sequence of courses in order to enhance student success for
students from underrepresented minority groups and help close the achievement gap for Pacific Islanders (49% success), African Americans (50% success), American Indians/Alaskan Natives (52% success), and Latinos (57% success) (see Table 8, Sheet 10).

The accelerated faculty training is an integral part of re-envisioning our sequence of classes since we will be
institutionalizing acceleration in order to help students reach 1A faster and close the achievement gap. We need more
faculty who are trained to teach the new accelerated sequence and more faculty who can support students beyond
their classrooms.

OBJECTIVE 2: INCREASE STUDENT SUCCESS IN BASIC SKILLS COURSES AND THROUGHPUT IN THE
SEQUENCE

Our research shows that accelerated classes increase students’ success in moving through the English Department
sequence, so this training will help us reach most students with this effective pedagogy.

Link to Learning, Service, and/or Program Outcomes (i.e. Outcome Statements)

Although the English Department sequence does not have a specific “program” with defined outcomes as a major or
certificate would have, remediating students so that they can pass English 1A, the AA and transfer required course, is
our primary mission at CCSF. Community colleges have a state mandate to provide remedial education to students,
and our sequence does just that. Furthermore, effective remediation leads to increased student success in all CCSF
courses and in increased rates of degree and certificate completion, as well as increased transfer rates.

The English Department’s accelerated faculty will dramatically increase the number of students who will reach and
pass English 1A, thereby dramatically increasing the attainment of degrees, certificates, and transfers at CCSF as a
whole. Therefore, this request will ultimately assist in helping students to meet not only English course SLOs and
PLOs, but also the SLOs and PLOs of other departments as well, as well as CCSF’s ILOs.

Supplementary links to Outcome Assessments

None selected

Clear Plan for Evaluation after Implementation

The English Department is currently assessing the effectiveness of acceleration and has already found significant
evidence of its efficacy.

Historical data from the Research Office shows that students’ placement level has a strong impact on whether or not
they complete the English sequence. The historical data shows the percentage of students having a chance of
completing the sequence within 8 years falling as follows: L 7% chance, 91 18% chance, 92 27% chance, 93 37% chance, 96 51% chance (from the College Performance Indicators 2008-2009 http://www.ccsf.edu/Offices/Research_Planning/pdf/ccpi2009.pdf). Although this data was not disaggregated, these rates no doubt are worse for groups negatively impacted by the achievement gap, and current data shows that students identifying as Pacific Islander (48% success) African American (50% success), American Indian/Alaskan Native (52% success), Latino (56% success), and two or more races (58% success) are significantly impacted by the achievement gap in the English sequence.

In order to increase student success and reduce the achievement gap, the English Department instituted an Accelerated Learning Program (ALP) sequence (first offered in Spring, 2011). The ALP courses have met the needs of students taking accelerated classes by offering courses that allow students to complete their English requirements in a shorter amount of time through intensive course-work—a current trend through developmental English education in California. CCSF’s ALP courses combine two regular sequence levels into one semester (English 92 and English 93 offered in one semester as English 95 and English 96 and English 1A offered in one semester as English 96/1A).

Students who started in English 95 were 2.94 times more likely to complete their English 1B or 1C requirement than students who started in the traditional English 92. (This data was confirmed by Steve Spurling, CCSF’s Director of Research). Furthermore, during Fall 2011 and Spring 2012 when ALP courses were offered, student success for at-risk student groups increased: African-American students succeeded 3.8 times greater in English 95; Hispanic/Latino students succeeded 1.5 times greater; and students receiving BOG waivers succeeded 2.9 time greater than those in the traditional sequence. This backs up statewide data that suggests that redesigning the sequence to create a shorter one should significantly impact all students’ success and should also be instrumental in helping to close the achievement gap.

Because of the success we've had with our accelerated courses, our department would like to continue training faculty in this highly effective pedagogical approach. As our faculty continue to participate in California Acceleration Project trainings and to attend National Acceleration conferences, we can continue to build on the progress we’ve made and ideally, see even more students succeed through their English coursework. Consequently, we need to train more faculty in accelerated pedagogy and continue to improve our curriculum design and work with tutors to maintain and increase the success of the program, which in turn, improves student persistence and completion in English courses.

The Department will continue to look at student success through data collection as we continue to implement accelerated pedagogy.

### Extent of Benefit

Nearly every student who enrolls at City College must complete the English sequence; therefore, this proposal will have major impact. Approximately 13,000 students annually take courses in the English sequence, including all ethnic groups: in 2014-2015, English sequence courses included students who identified as Pacific Islander (approximately 120 students), African Americans (approximately 11,000 students), American Indians/Alaskan Natives (approximately 20 students), Latinos (approximately 3,700 students), Pacific Islanders (approximately 120 students), and two or more races (approximately 710 students).

For individual course completion, this plan aims to improve by 3% the success rates of students disproportionately affected by the achievement gap. Since 2011, as we implemented and scaled our accelerated courses, we increased the success rates of underrepresented minorities by 2%, and we hope to build on that by investing in additional acceleration. Since we do not have a disaggregated data on sequence completion at this time, we are unable to predict a percentage increase in sequence completion for the target groups; however, the English Department believes the redesign will improve overall sequence completion for all groups by 10%. This number is rough, however, as the exact nature of the redesign has not yet been determined by the department.

Ultimately, more successful completion of the English sequence will have an impact across all disciplines throughout the college, as the reading, writing, and critical thinking skills gained by sequence completion will impact student success in other areas. Finally, since English 1A is the A.A. graduation requirement and a transfer requirement for all students, more successful sequence completion will increase the numbers of students who complete their A.A. degrees and/or transfer to four-year institutions.

Further training of faculty to successfully teach the new sequence courses is necessary going forward. However, acceleration should not require additional costs to scale once we have trained all of our faculty. Assuming that the redesign process proves successful at helping students proceed through the English Department sequence more successfully, we anticipate that our the sequence will help boost enrollments throughout the college as students continue at CCSF.

All of these factors lead to the conclusion that CCSF needs English acceleration to make the transition from remedial...
to college-level education more efficient for the students, so that we can decrease attrition, close the achievement gap, and help students achieve all of their academic goals more successfully.

Operational Necessity

All of these factors lead to the conclusion that CCSF needs English acceleration to make the transition from remedial to college-level education more efficient for the students, so that we can decrease attrition, close the achievement gap, and help students achieve all of their academic goals more successfully.

This resource request depends on the following other requests

None selected

Peer Tutor Budget for English Lab

Item Description

In order to serve all students needing support in English classes and to increase student success and retention, the English Lab Peer Tutor budget needs to be increased. The English Lab also secures vital apportionment for CCSF that will only increase with a proper budget.

As 60% of the work force in the English Lab, Peer Tutors play a vital role in promoting student success and retention in CCSF English classes; however, our current staff levels are unable to support the current student need.

In Spring 2016, students visited the English Lab for tutoring 5,000 times. When we were understaffed, as is typical in previous semesters, we turned away approximately 10 students every hour, and students who did get to see a tutor had to wait 1-2 hours for their turn. Overall every semester, we turn away 10-15% of students who sign up for tutoring, which is approximately 500 students every regular term semester. Despite being open M-Th 9-6, Fri 9-2 pm, and Sat 10:30-1:30 pm, we see a consistent pattern of being unable to serve CCSF students adequately due to our budget.

Without a proper English Lab Peer Tutor budget, CCSF students will lose access to vital support for their success in their English courses; we also know that many students only complete their English courses at CCSF because they receive this support, resulting in better CCSF retention rates and increasing the likelihood that students will persist in taking other classes at CCSF.

Please also note the college eliminated our summer budget, which forced us to reduce our spring and fall offerings to include summer support. In addition, our spring/fall budget was decreased by 10% (from $30,000 to $27,000), and the minimum wage increased from $9 to $10.74. With these reductions, not including the minimum wage increase, we have lost the opportunity to offer 550 tutoring sessions to students every year.

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This request is a high priority to ensure/meet Health and Safety requirements: No

This request is necessary to meet local, state, federal mandates, or to meet requirements for program-specific accreditation: No
Primary Board Priority

Fall 2016: [Student Success]

Secondary Board Priority

Fall 2016: [Enrollment]

Primary link to Approved college plan

Educational Master Plan Goal 1: Advance student achievement in meeting educational goals.

Secondary link to Approved college plan

Student Equity Plan Goal A: Access

Link to Institutional accreditation requirements

II.B.1. The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services.

Link to Your Unit Planning Objectives

OBJECTIVE 2: INCREASE STUDENT SUCCESS IN BASIC SKILLS COURSES AND THROUGHPUT IN THE SEQUENCE
An larger peer tutor budget will help the English Department assist more students to achieve success in their classes.

Link to Learning, Service, and/or Program Outcomes (i.e. Outcome Statements)

The English Department's primary mission is to serve the college by training students to achieve GE Area B: Written Composition. We are the only department in which students can fulfill this essential GELO. The Learning outcomes for Area B are as follows:

Upon completion of this coursework, a student will be able to:
1. read critically to annotate, analyze, synthesize, and evaluate primarily non-fiction, college-level texts.
2. compose organized and coherent source-based essays that demonstrate critical thinking and rhetorical strategies.
3. demonstrate control over all major conventions of standard English grammar and punctuation.
4. select and integrate reliable, credible, and scholarly sources to support essays, using a standardized citation format.

Supplementary links to Outcome Assessments

- ENGL 16 - Academic Writing Workshop Evaluate assignments and design...  
  Assessment Type: CRN-level SLO Assessment  
  Submitted: 2016-Jan-03  
  CRN: 70856  
  Outcome: Evaluate assignments and design a writing plan that incorporates relevant time-management and study strategies.  
  Request details: 3598 tutors ,peer tutors, and peer mentors could all be helpful for English 16.

- ENGL 16 - Academic Writing Workshop Revise essays using feedback f...
Assessment Type: CRN-level SLO Assessment
Submitted: 2016-Jan-03
CRN: 70856
Outcome: Revise essays using feedback from multiple sources.
Request details: 3598 tutors, peer tutors, and peer mentors could all be helpful in English 16.

- ENGL 1A - University-Parallel Reading and Composition Identify and integrate reliable sources to support essays, using MLA format.
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-Jan-04
  CRN: 73599
  Outcome: Identify and integrate reliable, credible, and scholarly sources to support essays, using MLA format.
  Request details: 3598 tutors (ALP tutors)
  • peer tutors
  • peer mentors
  and add why you think these things would be useful to your students to achieve their SLO(s).

  How these resources help students:
  • tutors / mentors help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies

- ENGL 1A - University-Parallel Reading and Composition Identify and integrate reliable sources to support essays, using MLA format.
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-Jan-04
  CRN: 73597
  Outcome: Identify and integrate reliable, credible, and scholarly sources to support essays, using MLA format.
  Request details: 3598 tutors (ALP tutors)
  • peer tutors
  • peer mentors
  and add why you think these things would be useful to your students to achieve their SLO(s).

- ENGL 1A - University-Parallel Reading and Composition Identify and integrate reliable sources to support essays, using MLA format.
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-Jan-04
  CRN: 70791
  Outcome: Identify and integrate reliable, credible, and scholarly sources to support essays, using MLA format.
  Request details: 3589 tutors and peer tutors would help.

- ENGL 1B - Reading, Writing, and Critical Thinking about Literature Compose coherent expository and argumentative essays about literary texts.
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-May-13
  CRN: 32005
  Outcome: Compose coherent expository and argumentative essays about literary texts.
  Request details: We would like to request funds to host professional development sessions on campus about best ways to teach literary analysis essays. We also think dedicated 1B tutors, perhaps peer mentors and tutors, specializing in teaching interpretation and literature to ESL students and others with little experience interpreting literature in English would be helpful. We would like to help students see literature as a vital, living art by making more honorariums available for readers and lecturers to visit not just the English 1B classes but the humanities and creative writing classes as well. Finally, we would like to encourage teacher exchanges within the English and Humanities Departments and across the college since there is much expertise at CCSF that often goes untapped.

- ENGL 1B - Reading, Writing, and Critical Thinking about Literature Compose coherent expository and argumentative essays about literary texts.
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-May-23
  CRN: 30157
  Outcome: Compose coherent expository and argumentative essays about literary texts.
  Request details: We would like to request funds to host professional development sessions on campus about best ways to teach literary analysis essays. We also think dedicated 1B tutors, perhaps peer mentors and tutors, specializing in teaching interpretation and literature to ESL students and others with little experience interpreting literature in English would be helpful. We would like to help students see literature as a vital, living art by making more honorariums available for readers and lecturers to visit not just the English 1B classes but the humanities and creative writing classes as well. Finally, we would like to encourage teacher exchanges.
within the English and Humanities Departments and across the college since there is great expertise at CCSF that often goes untapped.

• ENGL 1B - Reading, Writing, and Critical Thinking about Literature Compose coherent expository and argumentative essays about literary texts.  
  Assessment Type: CRN-level SLO Assessment  
  Submitted: 2016-May-25  
  CRN: 30161  
  Outcome: Compose coherent expository and argumentative essays about literary texts.  
  Request details: I would like to request funds to host professional development sessions on campus about best ways to teach literary analysis essays. We also think dedicated 1B tutors, perhaps peer mentors and tutors, specializing in teaching interpretation of literature to ESL students and others with little experience interpreting literature in English would be helpful. I would also like more media carts for the English department so that I can do presentations in class of historical and cultural information relevant to texts.

• ENGL 1B - Reading, Writing, and Critical Thinking about Literature Compose coherent expository and argumentative essays about literary texts.  
  Assessment Type: CRN-level SLO Assessment  
  Submitted: 2016-May-25  
  CRN: 34026  
  Outcome: Compose coherent expository and argumentative essays about literary texts.  
  Request details: Tutors specifically for 1B students.

Honorariums for guest readers and lecturers.

• ENGL 1B - Reading, Writing, and Critical Thinking about Literature Compose coherent expository and argumentative essays about literary texts.  
  Assessment Type: CRN-level SLO Assessment  
  Submitted: 2016-May-30  
  CRN: 30170  
  Outcome: Compose coherent expository and argumentative essays about literary texts.  
  Request details: We would like to request funds to host professional development sessions on campus about best ways to teach literary analysis essays. We also think dedicated 1B tutors, perhaps peer mentors and tutors, specializing in teaching interpretation of literature to ESL students and others with little experience interpreting literature in English would be helpful. We would like to help students see literature as a vital, living art by making more honorariums available for readers and lecturers to visit not just the English 1B classes but the humanities and creative writing classes as well. Finally, we would like to encourage teacher exchanges within the English and Humanities Departments and across the college since there is great expertise at CCSF that often goes untapped.

• ENGL 1B - Reading, Writing, and Critical Thinking about Literature Compose coherent expository and argumentative essays about literary texts.  
  Assessment Type: CRN-level SLO Assessment  
  Submitted: 2016-May-31  
  CRN: 35976  
  Outcome: Compose coherent expository and argumentative essays about literary texts.  
  Request details: We would like to request funds to host professional development sessions on campus about best ways to teach literary analysis essays. We also think dedicated 1B tutors, perhaps peer mentors and tutors, specializing in teaching interpretation of literature to ESL students and others with little experience interpreting literature in English would be helpful. We would like to help students see literature as a vital, living art by making more honorariums available for readers and lecturers to visit not just the English 1B classes but the humanities and creative writing classes as well. Finally, we would like to encourage teacher exchanges within the English and Humanities Departments and across the college since there is great expertise at CCSF that often goes untapped.

• ENGL 1B - Reading, Writing, and Critical Thinking about Literature Compose coherent expository and argumentative essays about literary texts.  
  Assessment Type: CRN-level SLO Assessment  
  Submitted: 2016-May-31  
  CRN: 31978  
  Outcome: Compose coherent expository and argumentative essays about literary texts.  
  Request details: We would like to request funds to host professional development sessions on campus about best ways to teach literary analysis essays. We also think dedicated 1B tutors, perhaps peer mentors and tutors, specializing in teaching interpretation of literature to ESL students and others with little experience interpreting literature in English would be helpful. We would like to help students see literature as a vital, living art by making more honorariums available for readers and lecturers to visit not just the English 1B classes but the humanities and creative writing classes as well. Finally, we would like to encourage teacher exchanges
within the English and Humanities Departments and across the college since there is great expertise at CCSF that often goes untapped.

- **ENGL 1B - Reading, Writing, and Critical Thinking about Literature Compose coherent expository an...**
  Assessment Type: CRN-level SLO Assessment  
  Submitted: 2016-May-31  
  CRN: 31979  
  Outcome: Compose coherent expository and argumentative essays about literary texts.  
  Request details: We would like to request funds to host professional development sessions on campus about best ways to teach literary analysis essays. We also think dedicated 1B tutors, perhaps peer mentors and tutors, specializing in teaching interpretation of literature to ESL students and others with little experience interpreting literature in English would be helpful. We would like to help students see literature as a vital, living art by making more honorariums available for readers and lecturers to visit not just the English 1B classes but the humanities and creative writing classes as well. Finally, we would like to encourage teacher exchanges within the English and Humanities Departments and across the college since there is great expertise at CCSF that often goes untapped.

- **ENGL 1B - Reading, Writing, and Critical Thinking about Literature Compose coherent expository an...**
  Assessment Type: CRN-level SLO Assessment  
  Submitted: 2016-Jun-01  
  CRN: 30153  
  Outcome: Compose coherent expository and argumentative essays about literary texts.  
  Request details: We would like to request funds to host professional development sessions on campus about best ways to teach literary analysis essays. We also think dedicated 1B tutors, perhaps peer mentors and tutors, specializing in teaching interpretation of literature to ESL students and others with little experience interpreting literature in English would be helpful. We would like to help students see literature as a vital, living art by making more honorariums available for readers and lecturers to visit not just the English 1B classes but the humanities and creative writing classes as well. Finally, we would like to encourage teacher exchanges within the English and Humanities Departments and across the college since there is great expertise at CCSF that often goes untapped.

- **ENGL 1B - Reading, Writing, and Critical Thinking about Literature Compose coherent expository an...**
  Assessment Type: CRN-level SLO Assessment  
  Submitted: 2016-Jun-02  
  CRN: 30165  
  Outcome: Compose coherent expository and argumentative essays about literary texts.  
  Request details: We would like to request funds to host professional development sessions on campus about best ways to teach literary analysis essays. We also think dedicated 1B tutors, perhaps peer mentors and tutors, specializing in teaching interpretation of literature to ESL students and others with little experience interpreting literature in English will be helpful. We would like to help students see literature as a vital, living art by making more honorariums available for readers and lecturers to visit not just the English 1B classes but also the humanities and creative writing classes as well. Finally, we would like to encourage teacher exchanges within the English and Humanities Departments and across the college since there is great expertise at CCSF that often goes untapped.

- **ENGL 1B - Reading, Writing, and Critical Thinking about Literature Compose coherent expository an...**
  Assessment Type: CRN-level SLO Assessment  
  Submitted: 2016-Jun-02  
  CRN: 32641  
  Outcome: Compose coherent expository and argumentative essays about literary texts.  
  Request details: We would like to request funds to host professional development sessions on campus about best ways to teach literary analysis essays. We also think dedicated 1B tutors, perhaps peer mentors and tutors, specializing in teaching interpretation of literature to ESL students and others with little experience interpreting literature in English would be helpful. We would like to help students see literature as a vital, living art by making more honorariums available for readers and lecturers to visit not just the English 1B classes but the humanities and creative writing classes as well. Finally, we would like to encourage teacher exchanges within the English and Humanities Departments and across the college since there is great expertise at CCSF that often goes untapped.

- **ENGL 1B - Reading, Writing, and Critical Thinking about Literature Compose coherent expository an...**
  Assessment Type: CRN-level SLO Assessment  
  Submitted: 2016-Jun-03  
  CRN: 30164
Outcome: Compose coherent expository and argumentative essays about literary texts.

Request details: We would like to request funds to host professional development sessions on campus about best ways to teach literary analysis essays. We also think dedicated 1B tutors, perhaps peer mentors and tutors, specializing in teaching interpretation of literature to ESL students and others with little experience interpreting literature in English would be helpful. We would like to help students see literature as a vital, living art by making more honorariums available for readers and lecturers to visit not just the English 1B classes but the humanities and creative writing classes as well. Finally, we would like to encourage teacher exchanges within the English and Humanities Departments and across the college since there is great expertise at CCSF that often goes untapped.

- ENGL 1B - Reading, Writing, and Critical Thinking about Literature Compose coherent expository an...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-Jun-03
  CRN: 32141
  Outcome: Compose coherent expository and argumentative essays about literary texts.
  Request details: We would like to request funds to host professional development sessions on campus about best ways to teach literary analysis essays. We also think dedicated 1B tutors, perhaps peer mentors and tutors, specializing in teaching interpretation of literature to ESL students and others with little experience interpreting literature in English would be helpful. We would like to help students see literature as a vital, living art by making more honorariums available for readers and lecturers to visit not just the English 1B classes but the humanities and creative writing classes as well. Finally, we would like to encourage teacher exchanges within the English and Humanities Departments and across the college since there is great expertise at CCSF that often goes untapped.

- ENGL 1B - Reading, Writing, and Critical Thinking about Literature Compose coherent expository an...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-Jun-03
  CRN: 30163
  Outcome: Compose coherent expository and argumentative essays about literary texts.
  Request details: We would like to request funds to host professional development sessions on campus about best ways to teach literary analysis essays. We also think dedicated 1B tutors, perhaps peer mentors and tutors, specializing in teaching interpretation of literature to ESL students and others with little experience interpreting literature in English would be helpful. We would like to help students see literature as a vital, living art by making more honorariums available for readers and lecturers to visit not just the English 1B classes but the humanities and creative writing classes as well. Finally, we would like to encourage teacher exchanges within the English and Humanities Departments and across the college since there is great expertise at CCSF that often goes untapped.

- ENGL 1B - Reading, Writing, and Critical Thinking about Literature Compose coherent expository an...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-Jun-03
  CRN: 36606
  Outcome: Compose coherent expository and argumentative essays about literary texts.
  Request details: We would like to request funds to host professional development sessions on campus about best ways to teach literary analysis essays. We also think dedicated 1B tutors, perhaps peer mentors and tutors, specializing in teaching interpretation of literature to ESL students and others with little experience interpreting literature in English would be helpful. We would like to help students see literature as a vital, living art by making more honorariums available for readers and lecturers to visit not just the English 1B classes but the humanities and creative writing classes as well. Finally, we would like to encourage teacher exchanges within the English and Humanities Departments and across the college since there is great expertise at CCSF that often goes untapped.

- ENGL 1B - Reading, Writing, and Critical Thinking about Literature Compose coherent expository an...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-Jun-03
  CRN: 30159
  Outcome: Compose coherent expository and argumentative essays about literary texts.
  Request details: We would like to request funds to host professional development sessions on campus about best ways to teach literary analysis essays. We also think dedicated 1B tutors, perhaps peer mentors and tutors, specializing in teaching interpretation of literature to ESL students and others with little experience interpreting literature in English would be helpful. We would like to help students see literature as a vital, living art by making more honorariums available for readers and lecturers to visit not just the English 1B classes but the humanities and creative writing classes as well. Finally, we would like to encourage teacher exchanges
within the English and Humanities Departments and across the college since there is great expertise at CCSF that often goes untapped.

- **ENGL 1B - Reading, Writing, and Critical Thinking about Literature Compose coherent expository and argumentative essays about literary texts.**
  - **Assessment Type:** CRN-level SLO Assessment
  - **Submitted:** 2016-Jun-04
  - **CRN:** 30168
  - **Outcome:** Compose coherent expository and argumentative essays about literary texts.
  - **Request details:** We would like to request funds to host professional development sessions on campus about best ways to teach literary analysis essays. We also think dedicated 1B tutors, perhaps peer mentors and tutors, specializing in teaching interpretation of literature to ESL students and others with little experience interpreting literature in English would be helpful. We would like to help students see literature as a vital, living art by making more honorariums available for readers and lecturers to visit not just the English 1B classes but the humanities and creative writing classes as well. Finally, we would like to encourage teacher exchanges within the English and Humanities Departments and across the college since there is great expertise at CCSF that often goes untapped.

- **ENGL 1B - Reading, Writing, and Critical Thinking about Literature Compose coherent expository and argumentative essays about literary texts.**
  - **Assessment Type:** CRN-level SLO Assessment
  - **Submitted:** 2016-Jun-04
  - **CRN:** 34716
  - **Outcome:** Compose coherent expository and argumentative essays about literary texts.
  - **Request details:** We would like to request funds to host professional development sessions on campus about best ways to teach literary analysis essays. We also think dedicated 1B tutors, perhaps peer mentors and tutors, specializing in teaching interpretation of literature to ESL students and others with little experience interpreting literature in English would be helpful. We would like to help students see literature as a vital, living art by making more honorariums available for readers and lecturers to visit not just the English 1B classes but the humanities and creative writing classes as well. Finally, we would like to encourage teacher exchanges within the English and Humanities Departments and across the college since there is great expertise at CCSF that often goes untapped.

- **ENGL 1B - Reading, Writing, and Critical Thinking about Literature Compose coherent expository and argumentative essays about literary texts.**
  - **Assessment Type:** CRN-level SLO Assessment
  - **Submitted:** 2016-Jun-04
  - **CRN:** 34719
  - **Outcome:** Compose coherent expository and argumentative essays about literary texts.
  - **Request details:** We would like to request funds to host professional development sessions on campus about best ways to teach literary analysis essays. We also think dedicated 1B tutors, perhaps peer mentors and tutors, specializing in teaching interpretation of literature to ESL students and others with little experience interpreting literature in English would be helpful. We would like to help students see literature as a vital, living art by making more honorariums available for readers and lecturers to visit not just the English 1B classes but the humanities and creative writing classes as well. Finally, we would like to encourage teacher exchanges within the English and Humanities Departments and across the college since there is great expertise at CCSF that often goes untapped.

- **ENGL 1B - Reading, Writing, and Critical Thinking about Literature Compose coherent expository and argumentative essays about literary texts.**
  - **Assessment Type:** CRN-level SLO Assessment
  - **Submitted:** 2016-Jun-04
  - **CRN:** 30166
  - **Outcome:** Compose coherent expository and argumentative essays about literary texts.
  - **Request details:** We would like to request funds to host professional development sessions on campus about best ways to teach literary analysis essays. We also think dedicated 1B tutors, perhaps peer mentors and tutors, specializing in teaching interpretation of literature to ESL students and others with little experience interpreting literature in English would be helpful. We would like to help students see literature as a vital, living art by making more honorariums available for readers and lecturers to visit not just the English 1B classes but the humanities and creative writing classes as well. Finally, we would like to encourage teacher exchanges within the English and Humanities Departments and across the college since there is great expertise at CCSF that often goes untapped.

- **ENGL 1B - Reading, Writing, and Critical Thinking about Literature Compose coherent expository and argumentative essays about literary texts.**
  - **Assessment Type:** CRN-level SLO Assessment
  - **Submitted:** 2016-Jun-04
  - **CRN:** 30152
Outcome: Compose coherent expository and argumentative essays about literary texts.

Request details: We would like to request funds to host professional development sessions on campus about best ways to teach literary analysis essays. We also think dedicated 1B tutors, perhaps peer mentors and tutors, specializing in teaching interpretation of literature to ESL students and others with little experience interpreting literature in English would be helpful. We would like to help students see literature as a vital, living art by making more honorariums available for readers and lecturers to visit not just the English 1B classes but the humanities and creative writing classes as well. Finally, we would like to encourage teacher exchanges within the English and Humanities Departments and across the college since there is great expertise at CCSF that often goes untapped.

- ENGL 1B - Reading, Writing, and Critical Thinking about Literature Compose coherent expository an... Assessment Type: CRN-level SLO Assessment Submitted: 2016-Jun-04 CRN: 36172
  Outcome: Compose coherent expository and argumentative essays about literary texts.
  Request details: We would like to request funds to host professional development sessions on campus about best ways to teach literary analysis essays. We also think dedicated 1B tutors, perhaps peer mentors and tutors, specializing in teaching interpretation of literature to ESL students and others with little experience interpreting literature in English would be helpful. We would like to help students see literature as a vital, living art by making more honorariums available for readers and lecturers to visit not just the English 1B classes but the humanities and creative writing classes as well. Finally, we would like to encourage teacher exchanges within the English and Humanities Departments and across the college since there is great expertise at CCSF that often goes untapped.

- ENGL 1B - Reading, Writing, and Critical Thinking about Literature Compose coherent expository an... Assessment Type: CRN-level SLO Assessment Submitted: 2016-Jun-04 CRN: 30158
  Outcome: Compose coherent expository and argumentative essays about literary texts.
  Request details: We would like to request funds to host professional development sessions on campus about best ways to teach literary analysis essays. We also think dedicated 1B tutors, perhaps peer mentors and tutors, specializing in teaching interpretation of literature to ESL students and others with little experience interpreting literature in English would be helpful. We would like to help students see literature as a vital, living art by making more honorariums available for readers and lecturers to visit not just the English 1B classes but the humanities and creative writing classes as well. Finally, we would like to encourage teacher exchanges within the English and Humanities Departments and across the college since there is great expertise at CCSF that often goes untapped.

- ENGL 1B - Reading, Writing, and Critical Thinking about Literature Compose coherent expository an... Assessment Type: CRN-level SLO Assessment Submitted: 2016-Jun-05 CRN: 30160
  Outcome: Compose coherent expository and argumentative essays about literary texts.
  Request details: We would like to request funds to host professional development sessions on campus about best ways to teach literary analysis essays. We also think dedicated 1B tutors, perhaps peer mentors and tutors, specializing in teaching interpretation of literature to ESL students and others with little experience interpreting literature in English would be helpful. We would like to help students see literature as a vital, living art by making more honorariums available for readers and lecturers to visit not just the English 1B classes, but the Humanities and Creative Writing classes as well. Finally, we would like to encourage teacher exchanges within the English and Humanities Departments and across the college since there is great expertise at CCSF that often goes untapped.

- ENGL 1B - Reading, Writing, and Critical Thinking about Literature Compose coherent expository an... Assessment Type: CRN-level SLO Assessment Submitted: 2016-Jun-07 CRN: 34487
  Outcome: Compose coherent expository and argumentative essays about literary texts.
  Request details: We would like to request funds to host professional development sessions on campus about best ways to teach literary analysis essays. We also think dedicated 1B tutors, perhaps peer mentors and tutors, specializing in teaching interpretation of literature to ESL students and others with little experience interpreting literature in English would be helpful. We would like to help students see literature as a vital, living art by making more honorariums available for readers and lecturers to visit not just the English 1B classes, the Humanities and Creative Writing classes as well. Finally, we would like to encourage teacher exchanges within the English and Humanities and Theater Departments and across the college since there is great expertise at CCSF that often goes untapped.
little experience interpreting literature in English would be helpful. We would like to help students see literature as a vital, living art by making more honorariums available for readers and lecturers to visit not just the English 1B classes but the humanities and creative writing classes as well. Finally, we would like to encourage teacher exchanges within the English and Humanities Departments and across the college since there is great expertise at CCSF that often goes untapped.

• ENGL 1B - Reading, Writing, and Critical Thinking about Literature Distinguish between literal an...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2015-Dec-11
  CRN: 70845
  Outcome: Distinguish between literal and figurative language in order to make inferences, draw conclusions about literary works, and assess how these figures of speech help generate themes.
  Request details: We would like to request funds to host professional development session on campus about best ways to teach literary analysis essays. We also think dedicated 1B tutors, perhaps peer mentors and tutors, specializing in teaching interpretation of literature to ESL students and others with little experience interpreting literature in English would be helpful. We would like to help students see literature as a vital, living art by making more honorariums available for readers and lecturers to visit the Humanities classes and the Creative Writing Reading Series--events which would be open to the entire college.

• ENGL 1B - Reading, Writing, and Critical Thinking about Literature Distinguish between literal an...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2015-Dec-12
  CRN: 74395
  Outcome: Distinguish between literal and figurative language in order to make inferences, draw conclusions about literary works, and assess how these figures of speech help generate themes.
  Request details: Being able to provide tutors--particularly for ESL students--to work strictly with literature assignments would be helpful.

• ENGL 1B - Reading, Writing, and Critical Thinking about Literature Distinguish between literal an...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2015-Dec-14
  CRN: 74393
  Outcome: Distinguish between literal and figurative language in order to make inferences, draw conclusions about literary works, and assess how these figures of speech help generate themes.
  Request details: We would like to request funds to host professional development sessions on campus about best ways to teach literary analysis essays. We also think dedicated 1B tutors, perhaps peer mentors and tutors, specializing in teaching interpretation of literature to ESL students and others with little experience interpreting literature in English would be helpful. We would like to help students see literature as a vital, living art by making more honorariums available for readers and lecturers to visit the Humanities classes and the Creative Writing Reading Series--events which would be open to the entire college.

• ENGL 1B - Reading, Writing, and Critical Thinking about Literature Distinguish between literal an...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2015-Dec-16
  CRN: 70836
  Outcome: Distinguish between literal and figurative language in order to make inferences, draw conclusions about literary works, and assess how these figures of speech help generate themes.
  Request details: We would like to request funds to host professional development session on campus about best ways to teach literary analysis essays. We also think dedicated 1B tutors, perhaps peer mentors and tutors, specializing in teaching interpretation of literature to ESL students and others with little experience interpreting literature in English would be helpful. We would like to help students see literature as a vital, living art by making more honorariums available for readers and lecturers to visit the Humanities classes and the Creative Writing Reading Series--events which would be open to the entire college.

• ENGL 1B - Reading, Writing, and Critical Thinking about Literature Distinguish between literal an...
Submitted: 2015-Dec-16
CRN: 73055
Outcome: Distinguish between literal and figurative language in order to make inferences, draw conclusions about literary works, and assess how these figures of speech help generate themes.
Request details: Request funds to host professional development session on campus about best ways to teach literary essays. We need dedicated 1B tutors, peer mentors and tutors, specializing in teaching interpretation of literature to ESL students. We'd like lecturers and readers to visit the Humanities classes and the Creative Writing Reading Series.

- ENGL 1B - Reading, Writing, and Critical Thinking about Literature Distinguish between literal an...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2015-Dec-16
  CRN: 75306
  Outcome: Distinguish between literal and figurative language in order to make inferences, draw conclusions about literary works, and assess how these figures of speech help generate themes.
  Request details: We would like to request funds to host professional development session on campus about best ways to teach literary analysis essays. We also think dedicated 1B tutors, perhaps peer mentors and tutors, specializing in teaching interpretation of literature to ESL students and others with little experience interpreting literature in English would be helpful. We would like to help students see literature as a vital, living art by making more honorariums available for readers and lecturers to visit the Humanities classes and the Creative Writing Reading Series--events which would be open to the entire college.

- ENGL 1B - Reading, Writing, and Critical Thinking about Literature Distinguish between literal an...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2015-Dec-18
  CRN: 74633
  Outcome: Distinguish between literal and figurative language in order to make inferences, draw conclusions about literary works, and assess how these figures of speech help generate themes.
  Request details: We would like to request funds to host professional development session on campus about best ways to teach literary analysis essays. We also think dedicated 1B tutors, perhaps peer mentors and tutors, specializing in teaching interpretation of literature to ESL students and others with little experience interpreting literature in English would be helpful. We would like to help students see literature as a vital, living art by making more honorariums available for readers and lecturers to visit the Humanities classes and the Creative Writing Reading Series--events which would be open to the entire college.

- ENGL 1B - Reading, Writing, and Critical Thinking about Literature Distinguish between literal an...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2015-Dec-18
  CRN: 70839
  Outcome: Distinguish between literal and figurative language in order to make inferences, draw conclusions about literary works, and assess how these figures of speech help generate themes.
  Request details: We would like to request funds to host professional development session on campus about best ways to teach literary analysis essays. We also think dedicated 1B tutors, perhaps peer mentors and tutors, specializing in teaching interpretation of literature to ESL students and others with little experience interpreting literature in English would be helpful. We would like to help students see literature as a vital, living art by making more honorariums available for readers and lecturers to visit the Humanities classes and the Creative Writing Reading Series--events which would be open to the entire college.

- ENGL 1B - Reading, Writing, and Critical Thinking about Literature Distinguish between literal an...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2015-Dec-22
  CRN: 74636
  Outcome: Distinguish between literal and figurative language in order to make inferences, draw conclusions about literary works, and assess how these figures of speech help generate themes.
  Request details: We would like to request funds to host a professional development session on campus about best ways to teach literary analysis essays. We also think dedicated 1B tutors, perhaps peer mentors and tutors, specializing in teaching interpretation of literature to ESL students and others with little experience interpreting literature in English would be helpful. Workshops in the lab could help, too. We would like to help students see literature as a vital, living art by making more honorariums available for readers and lecturers to visit the Humanities classes and the Creative Writing Reading Series--events which would be open to the entire college.

- ENGL 1B - Reading, Writing, and Critical Thinking about Literature Distinguish between literal an...
• ENGL 1B - Reading, Writing, and Critical Thinking about Literature Distinguish between literal an...

Assessment Type: CRN-level SLO Assessment
Submitted: 2015-Dec-26
CRN: 73138
Outcome: Distinguish between literal and figurative language in order to make inferences, draw conclusions about literary works, and assess how these figures of speech help generate themes.
Request details: We would like to request funds to host professional development session on campus about best ways to teach literary analysis essays. We also think dedicated 1B tutors, perhaps peer mentors and tutors, specializing in teaching interpretation of literature to ESL students and others with little experience interpreting literature in English would be helpful. We would like to help students see literature as a vital, living art by making more honorariums available for readers and lecturers to visit the Humanities classes and the Creative Writing Reading Series—events which would be open to the entire college.

• ENGL 1B - Reading, Writing, and Critical Thinking about Literature Distinguish between literal an...

Assessment Type: CRN-level SLO Assessment
Submitted: 2015-Dec-30
CRN: 70830
Outcome: Distinguish between literal and figurative language in order to make inferences, draw conclusions about literary works, and assess how these figures of speech help generate themes.
Request details: We would like to request funds to host professional development session on campus about best ways to teach literary analysis essays. We also think dedicated 1B tutors, perhaps peer mentors and tutors, specializing in teaching interpretation of literature to ESL students and others with little experience interpreting literature in English would be helpful. We would like to help students see literature as a vital, living art by making more honorariums available for readers and lecturers to visit the Humanities classes and the Creative Writing Reading Series—events which would be open to the entire college.
Outcome: Distinguish between literal and figurative language in order to make inferences, draw conclusions about literary works, and assess how these figures of speech help generate themes.

Request details: We would like to request funds to host professional development session on campus about best ways to teach literary analysis essays. We also think dedicated 1B tutors, perhaps peer mentors and tutors, specializing in teaching interpretation of literature to ESL students and others with little experience interpreting literature in English would be helpful. We would like to help students see literature as a vital, living art by making more honorariums available for readers and lecturers to visit the Humanities classes and the Creative Writing Reading Series—events which would be open to the entire college.

**ENGL 1B - Reading, Writing, and Critical Thinking about Literature Distinguish between literal an...**
*Assessment Type:* CRN-level SLO Assessment
*Submitted:* 2015-Dec-31
*CRN:* 71957

Outcome: Distinguish between literal and figurative language in order to make inferences, draw conclusions about literary works, and assess how these figures of speech help generate themes.

Request details: We would like to request funds to host professional development session on campus about best ways to teach literary analysis essays. We also think dedicated 1B tutors, perhaps peer mentors and tutors, specializing in teaching interpretation of literature to ESL students and others with little experience interpreting literature in English would be helpful. We would like to help students see literature as a vital, living art by making more honorariums available for readers and lecturers to visit the Humanities classes and the Creative Writing Reading Series—events which would be open to the entire college.

**ENGL 1B - Reading, Writing, and Critical Thinking about Literature Distinguish between literal an...**
*Assessment Type:* CRN-level SLO Assessment
*Submitted:* 2016-Jan-04
*CRN:* 76272

Outcome: Distinguish between literal and figurative language in order to make inferences, draw conclusions about literary works, and assess how these figures of speech help generate themes.

Request details: We would like to request funds to host professional development session on campus about best ways to teach literary analysis essays. We also think dedicated 1B tutors, perhaps peer mentors and tutors, specializing in teaching interpretation of literature to ESL students and others with little experience interpreting literature in English would be helpful. We would like to help students see literature as a vital, living art by making more honorariums available for readers and lecturers to visit the Humanities classes and the Creative Writing Reading Series—events which would be open to the entire college.

**ENGL 1B - Reading, Writing, and Critical Thinking about Literature Distinguish between literal an...**
*Assessment Type:* CRN-level SLO Assessment
*Submitted:* 2016-Jan-04
*CRN:* 74637

Outcome: Distinguish between literal and figurative language in order to make inferences, draw conclusions about literary works, and assess how these figures of speech help generate themes.

Request details: We would like to request funds to host professional development session on campus about best ways to teach literary analysis essays. We also think dedicated 1B tutors, perhaps peer mentors and tutors, specializing in teaching interpretation of literature to ESL students and others with little experience interpreting literature in English would be helpful. We would like to help students see literature as a vital, living art by making more honorariums available for readers and lecturers to visit the Humanities classes and the Creative Writing Reading Series—events which would be open to the entire college.
• ENGL 1B - Reading, Writing, and Critical Thinking about Literature Distinguish between literal an...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-Jan-04
  CRN: 75277
  Outcome: Distinguish between literal and figurative language in order to make inferences, draw conclusions about literary works, and assess how these figures of speech help generate themes.
  Request details: We would like funds to host professional development sessions on campus about best ways to teach literary analysis essays. We would like to help students see literature as a vital, living art by making more honorariums available for readers and lecturers to visit the Humanities classes and the Creative Writing Reading Series—events which would be open to the entire college.
  Despite promises to the contrary, this is a time-consuming process. Faculty should be fairly compensated, which includes being paid for this increasingly time-consuming work on SLO reporting. Fair and appropriate faculty pay should be part of the resources requested, in program review and elsewhere.

• ENGL 1B - Reading, Writing, and Critical Thinking about Literature Distinguish between literal an...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-Jan-04
  CRN: 70840
  Outcome: Distinguish between literal and figurative language in order to make inferences, draw conclusions about literary works, and assess how these figures of speech help generate themes.
  Request details: We would like to request funds to host professional development session on campus about best ways to teach literary analysis essays. We also think dedicated 1B tutors, perhaps peer mentors and tutors, specializing in teaching interpretation of literature to ESL students and others with little experience interpreting literature in English would be helpful. We would like to help students see literature as a vital, living art by making more honorariums available for readers and lecturers to visit the Humanities classes and the Creative Writing Reading Series—events which would be open to the entire college.

• ENGL 1B - Reading, Writing, and Critical Thinking about Literature Distinguish between literal an...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-Jan-04
  CRN: 75602
  Outcome: Distinguish between literal and figurative language in order to make inferences, draw conclusions about literary works, and assess how these figures of speech help generate themes.
  Request details: We would like to request funds to host professional development session on campus about best ways to teach literary analysis essays. We also think dedicated 1B tutors, perhaps peer mentors and tutors, specializing in teaching interpretation of literature to ESL students and others with little experience interpreting literature in English would be helpful. We would like to help students see literature as a vital, living art by making more honorariums available for readers and lecturers to visit the Humanities classes and the Creative Writing Reading Series—events which would be open to the entire college.

• ENGL 1C - Advanced Composition Analyze arguments for logic, r...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-May-20
  CRN: 32422
  Outcome: Analyze arguments for logic, rhetorical force, and style through close textual reading
  Request details: We need funding for tutors, lab aides, faculty-led workshops, Reading Apprenticeship training, and visiting scholars.

• ENGL 1C - Advanced Composition Analyze arguments for logic, r...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-May-31
  CRN: 32426
  Outcome: Analyze arguments for logic, rhetorical force, and style through close textual reading
  Request details: We need funding for tutors, lab aides, faculty-led workshops, Reading Apprenticeship training, and visiting scholars.

• ENGL 1C - Advanced Composition Analyze arguments for logic, r...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-May-31
  CRN: 32425
  Outcome: Analyze arguments for logic, rhetorical force, and style through close textual reading
Request details: We need funding for tutors, lab aides, faculty-led workshops, Reading Apprenticeship training, and visiting scholars.

- **ENGL 1C - Advanced Composition Analyze arguments for logic, rhetoric...**
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-Jun-01
  CRN: 32423
  Outcome: Analyze arguments for logic, rhetorical force, and style through close textual reading
  Request details: We need funding for tutors, lab aides, faculty-led workshops, Reading Apprenticeship training, and visiting scholars.

- **ENGL 1C - Advanced Composition Analyze arguments for logic, rhetoric...**
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-Jun-03
  CRN: 34717
  Outcome: Analyze arguments for logic, rhetorical force, and style through close textual reading
  Request details: We need funding for tutors, lab aides, faculty-led workshops, Reading Apprenticeship training, and visiting scholars.

- **ENGL 1C - Advanced Composition Analyze arguments for logic, rhetoric...**
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-Jun-04
  CRN: 34492
  Outcome: Analyze arguments for logic, rhetorical force, and style through close textual reading
  Request details: We need funding for tutors, lab aides, faculty-led workshops, Reading Apprenticeship training, and visiting scholars.

- **ENGL 1C - Advanced Composition Compose sentences employing a variety of patterns, as well as precise diction, for rhetorical effectiveness**
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2015-Dec-24
  CRN: 72223
  Outcome: Compose sentences employing a variety of patterns, as well as precise diction, for rhetorical effectiveness
  Request details: We need more tutors. English 1C students visit the English Lab and get valuable guidance there.

- **ENGL 1C - Advanced Composition Compose sentences employing a variety of patterns, as well as precise diction, for rhetorical effectiveness**
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-Jan-04
  CRN: 74488
  Outcome: Compose sentences employing a variety of patterns, as well as precise diction, for rhetorical effectiveness
  Request details: 3598 tutors & peer tutors

- **ENGL 1C - Advanced Composition Compose sentences employing a variety of patterns, as well as precise diction, for rhetorical effectiveness**
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-Jan-04
  CRN: 72860
  Outcome: Compose sentences employing a variety of patterns, as well as precise diction, for rhetorical effectiveness
  Request details: We need more tutors. English 1C students visit the English Lab and get valuable guidance there.

- **ENGL 1C - Advanced Composition Construct argumentative essays with attention to audience, exigency, and constraint, synthesizing from multiple sources.**
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2015-Dec-24
  CRN: 72223
  Outcome: Construct argumentative essays with attention to audience, exigency, and constraint, synthesizing from multiple sources.
  Request details: We need more tutors. English 1C students visit the English Lab and get valuable guidance there.
• ENGL 1C - Advanced Composition Construct argumentative essays...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-Jan-04
  CRN: 74488
  Outcome: Construct argumentative essays with attention to audience, exigency, and constraint, synthesizing from multiple sources.
  Request details: Hiring or 3598 tutors and use of peer tutors.

• ENGL 1C - Advanced Composition Summarize complex texts accurately...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-May-20
  CRN: 32422
  Outcome: Summarize complex texts accurately and succinctly.
  Request details: Funding for tutors, lab aides, faculty-led workshops, Reading Apprenticeship training, and visiting scholar.

• ENGL 1C - Advanced Composition Summarize complex texts accurately...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-May-31
  CRN: 32425
  Outcome: Summarize complex texts accurately and succinctly.
  Request details: We need funding for tutors, lab aides, faculty-led workshops, Reading Apprenticeship training, and visiting scholars.

• ENGL 1C - Advanced Composition Summarize complex texts accurately...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-Jun-01
  CRN: 32423
  Outcome: Summarize complex texts accurately and succinctly.
  Request details: We need funding for tutors, lab aides, faculty-led workshops, Reading Apprenticeship training, and visiting scholars.

• ENGL 1C - Advanced Composition Summarize complex texts accurately...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-Jun-03
  CRN: 34717
  Outcome: Summarize complex texts accurately and succinctly.
  Request details: We need funding for tutors, lab aides, faculty-led workshops, Reading Apprenticeship training, and visiting scholars.

• ENGL 1C - Advanced Composition Summarize complex texts accurately...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-Jun-04
  CRN: 34492
  Outcome: Summarize complex texts accurately and succinctly.
  Request details: We need funding for tutors, lab aides, faculty-led workshops, Reading Apprenticeship training, and visiting scholars.

• ENGL 92 - Basic Reading and Writing II Quote and paraphrase material...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2015-Dec-18
  CRN: 74058
  Outcome: Quote and paraphrase material appropriately from 2-3 sources on a given subject.
**Request details:** We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods our students, appealing to a wider range of learning styles and helping to build our students' digital literacy.

We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors' and mentors' critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

- **ENGL 92 - Basic Reading and Writing II Quote and paraphrase material ...**
  **Assessment Type:** CRN-level SLO Assessment
  **Submitted:** 2015-Dec-21
  **CRN:** 74061
  **Outcome:** Quote and paraphrase material appropriately from 2-3 sources on a given subject.
  **Request details:** We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods our students, appealing to a wider range of learning styles and helping to build our students' digital literacy.

We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors' and mentors' critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

- **ENGL 92 - Basic Reading and Writing II Quote and paraphrase material ...**
  **Assessment Type:** CRN-level SLO Assessment
  **Submitted:** 2015-Dec-27
  **CRN:** 71906
  **Outcome:** Quote and paraphrase material appropriately from 2-3 sources on a given subject.
  **Request details:** We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods our students, appealing to a wider range of learning styles and helping to build our students' digital literacy.

We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors' and mentors' critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

- **ENGL 92 - Basic Reading and Writing II Quote and paraphrase material ...**
  **Assessment Type:** CRN-level SLO Assessment
  **Submitted:** 2015-Dec-27
  **CRN:** 70875
  **Outcome:** Quote and paraphrase material appropriately from 2-3 sources on a given subject.
  **Request details:** Instructors would like computer plug-ins and projectors for classes the English department generally uses or more media carts for the department, so we may use various methods to teach our students, appealing to a wider range of learning styles, and helping to build our students' digital literacy.

Instructors are requesting the following resources:

? honorariums for Humanities classes and the Creative Writing Reading Series--events open to the entire
college and funds for leading workshops in the English Lab
? 3598 tutors (like the Basic Skills ENGL 91 tutors and ALP tutors)
? peer tutors
? peer mentors

• ENGL 92 - Basic Reading and Writing II Quote and paraphrase material ...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-Jan-04
  CRN: 70878
  Outcome: Quote and paraphrase material appropriately from 2-3 sources on a given subject.
  Request details: We would like computer plug-ins and projectors for classes the English department generally
  uses or more media carts for the department, so we may use various methods to teach our
  students, appealing to a wider range of learning styles, and helping to build our students’ digital literacy. Also
  peer tutors and peer mentors would be extremely helpful.

• ENGL 92 - Basic Reading and Writing II Quote and paraphrase material ...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-Jan-04
  CRN: 74302
  Outcome: Quote and paraphrase material appropriately from 2-3 sources on a given subject.
  Request details: We would like computer plug-ins and projectors for classes the English department generally
  uses and more media carts for the department, so we may vary our teaching methods our students, appealing
to a wider range of learning styles and helping to build our students’ digital literacy.

We request more funds for peer tutors and mentors because these tutors and mentors can help students
understand and demonstrate the SLOs of their classes more effectively by helping them learn college success
strategies. This experience also builds the tutors’ and mentors’ critical evaluation skills, improving their own
scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as
speakers help students learn about the reading and writing process and address important issues that students
read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

• ENGL 92 - Basic Reading and Writing II Quote and paraphrase material ...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-Jan-24
  CRN: 75597
  Outcome: Quote and paraphrase material appropriately from 2-3 sources on a given subject.
  Request details: We would like computer plug-ins and projectors for classes the English department generally
  uses or more media carts for the department, so we may use various methods to teach our
  students, appealing to a wider range of learning styles, and helping to build our students’ digital literacy. Also
  peer tutors and peer mentors would be extremely helpful.

• ENGL 93 - Introduction to Academic Writing and Reading Annotate, summarize, synthesiz...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-Apr-29
  CRN: 36602
  Outcome: Annotate, summarize, synthesize, and analyze primarily pre-collegiate nonfiction texts.
  Request details: We would like computer plug-ins and projectors for classes the English department generally
  uses and more media carts for the department, so we may vary our teaching methods for our students,
appealing to a wider range of learning styles and helping to build our students’ digital literacy.

We request more funds for peer tutors and mentors because these tutors and mentors can help students
understand and demonstrate the SLOs of their classes more effectively by helping them learn college success
strategies. This experience also builds the tutors’ and mentors’ critical evaluation skills, improving their own
scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as
speakers help students learn about the reading and writing process and address important issues that students
read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.
• ENGL 93 - Introduction to Academic Writing and Reading Annotate, summarize, synthesize...
Assessment Type: CRN-level SLO Assessment
Submitted: 2016-May-18
CRN: 32172
Outcome: Annotate, summarize, synthesize, and analyze primarily pre-collegiate nonfiction texts.
Request details: We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students' digital literacy.

We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors’ and mentors’ critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

• ENGL 93 - Introduction to Academic Writing and Reading Annotate, summarize, synthesize...
Assessment Type: CRN-level SLO Assessment
Submitted: 2016-May-20
CRN: 32191
Outcome: Annotate, summarize, synthesize, and analyze primarily pre-collegiate nonfiction texts.
Request details: We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors’ and mentors’ critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

• ENGL 93 - Introduction to Academic Writing and Reading Annotate, summarize, synthesize...
Assessment Type: CRN-level SLO Assessment
Submitted: 2016-May-26
CRN: 32165
Outcome: Annotate, summarize, synthesize, and analyze primarily pre-collegiate nonfiction texts.
Request details: We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students' digital literacy.

We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors’ and mentors’ critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

• ENGL 93 - Introduction to Academic Writing and Reading Annotate, summarize, synthesize...
Assessment Type: CRN-level SLO Assessment
Submitted: 2016-May-27
CRN: 32179
Outcome: Annotate, summarize, synthesize, and analyze primarily pre-collegiate nonfiction texts.
Request details: More Smart Classrooms. I taught in a Smart classroom with computer projector wifi access and document reader-instrumental in engaging Ss and helping them achieve their SLOs. We need more of these! We could look at a text together or related video of authors speaking about the books we read, connecting work in the classroom with the outside world; document reader allowed me to demonstrate annotation. It was amazing! Please make ALL classroom SMART CLASSROOMS!

computer plug-ins and projectors for classes

more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes

more honorariums for Humanities classes and the Creative Writing Visiting Writers Series, as speakers help
students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

• **ENGL 93 - Introduction to Academic Writing and Reading** Annotate, summarize, synthesize...
  
  **Assessment Type:** CRN-level SLO Assessment  
  **Submitted:** 2016-May-31  
  **CRN:** 32175  
  **Outcome:** Annotate, summarize, synthesize, and analyze primarily pre-collegiate nonfiction texts.  
  **Request details:** We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students’ digital literacy.

We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors’ and mentors’ critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

• **ENGL 93 - Introduction to Academic Writing and Reading** Annotate, summarize, synthesize...
  
  **Assessment Type:** CRN-level SLO Assessment  
  **Submitted:** 2016-May-31  
  **CRN:** 32189  
  **Outcome:** Annotate, summarize, synthesize, and analyze primarily pre-collegiate nonfiction texts.  
  **Request details:** We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students’ digital literacy.

We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors’ and mentors’ critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

• **ENGL 93 - Introduction to Academic Writing and Reading** Annotate, summarize, synthesize...
  
  **Assessment Type:** CRN-level SLO Assessment  
  **Submitted:** 2016-Jun-01  
  **CRN:** 32166  
  **Outcome:** Annotate, summarize, synthesize, and analyze primarily pre-collegiate nonfiction texts.  
  **Request details:** We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students’ digital literacy.

We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors’ and mentors’ critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

• **ENGL 93 - Introduction to Academic Writing and Reading** Annotate, summarize, synthesize...
  
  **Assessment Type:** CRN-level SLO Assessment  
  **Submitted:** 2016-Jun-01  
  **CRN:** 32171  
  **Outcome:** Annotate, summarize, synthesize, and analyze primarily pre-collegiate nonfiction texts.  
  **Request details:** We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students,
appealing to a wider range of learning styles and helping to build our students’ digital literacy.

We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors’ and mentors’ critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

**ENGL 93 - Introduction to Academic Writing and Reading**

- **Assessment Type:** CRN-level SLO Assessment
- **Submitted:** 2016-Jun-02
- **CRN:** 36165
- **Outcome:** Annotate, summarize, synthesize, and analyze primarily pre-collegiate nonfiction texts.
- **Request details:** We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students’ digital literacy.

We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors’ and mentors’ critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

**ENGL 93 - Introduction to Academic Writing and Reading**

- **Assessment Type:** CRN-level SLO Assessment
- **Submitted:** 2016-Jun-02
- **CRN:** 32194
- **Outcome:** Annotate, summarize, synthesize, and analyze primarily pre-collegiate nonfiction texts.
- **Request details:** We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students’ digital literacy.

We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors’ and mentors’ critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

**ENGL 93 - Introduction to Academic Writing and Reading**

- **Assessment Type:** CRN-level SLO Assessment
- **Submitted:** 2016-Apr-29
- **CRN:** 36602
- **Outcome:** Demonstrate control over some sentence-combining strategies and most major conventions of standard English grammar.
- **Request details:** We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students’ digital literacy.

We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors’ and mentors’ critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.
speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

• ENGL 93 - Introduction to Academic Writing and Reading Demonstrate control over some ...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-May-18
  CRN: 32172
  Outcome: Demonstrate control over some sentence-combining strategies and most major conventions of standard English grammar.
  Request details: We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students’ digital literacy.

  We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors’ and mentors’ critical evaluation skills, improving their own scholastic performance.

  We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

• ENGL 93 - Introduction to Academic Writing and Reading Demonstrate control over some ...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-May-18
  CRN: 32189
  Outcome: Demonstrate control over some sentence-combining strategies and most major conventions of standard English grammar.
  Request details: We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students’ digital literacy.

  We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors’ and mentors’ critical evaluation skills, improving their own scholastic performance.

  We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

• ENGL 93 - Introduction to Academic Writing and Reading Demonstrate control over some ...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-May-20
  CRN: 32191
  Outcome: Demonstrate control over some sentence-combining strategies and most major conventions of standard English grammar.
  Request details: We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students’ digital literacy.

  We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors’ and mentors’ critical evaluation skills, improving their own scholastic performance.

• ENGL 93 - Introduction to Academic Writing and Reading Demonstrate control over some ...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-May-26
  CRN: 32165
  Outcome: Demonstrate control over some sentence-combining strategies and most major conventions of standard English grammar.
  Request details: We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students’ digital literacy.

  We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors’ and mentors’ critical evaluation skills, improving their own
We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

• ENGL 93 - Introduction to Academic Writing and Reading Demonstrate control over some ...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-May-27
  CRN: 32179
  Outcome: Demonstrate control over some sentence-combining strategies and most major conventions of standard English grammar.
  Request details: More Smart Classrooms. I taught in a Smart classroom with computer projector wifi access and document reader-instrumental in engaging Ss and helping them achieve their SLOs. We need more of these!! modeled how to correct errors (and elicit S feedback), which fostered a sense of community and risk-taking as the modeling was done with volunteer student work--it also gave a chance to praise Ss publicly and show off their work; It was amazing! Please make ALL classroom SMART CLASSROOMS!

computer plug-ins and projectors for classes

more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes

more honorariums for Humanities classes and the Creative Writing Visiting Writers Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

• ENGL 93 - Introduction to Academic Writing and Reading Demonstrate control over some ...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-May-31
  CRN: 32221
  Outcome: Demonstrate control over some sentence-combining strategies and most major conventions of standard English grammar.
  Request details: We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students' digital literacy.

We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors' and mentors' critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

• ENGL 93 - Introduction to Academic Writing and Reading Demonstrate control over some ...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-May-31
  CRN: 32175
  Outcome: Demonstrate control over some sentence-combining strategies and most major conventions of standard English grammar.
  Request details: We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students' digital literacy.

We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors' and mentors' critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.
• ENGL 93 - Introduction to Academic Writing and Reading
  Demonstrate control over some ...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-Jun-01
  CRN: 32166
  Outcome: Demonstrate control over some sentence-combining strategies and most major conventions of standard English grammar.
  Request details: We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students' digital literacy.

  We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors' and mentors' critical evaluation skills, improving their own scholastic performance.

  We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

  More English 26 classes!

• ENGL 93 - Introduction to Academic Writing and Reading
  Demonstrate control over some ...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-Jun-01
  CRN: 32171
  Outcome: Demonstrate control over some sentence-combining strategies and most major conventions of standard English grammar.
  Request details: We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students' digital literacy.

  We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors' and mentors' critical evaluation skills, improving their own scholastic performance.

  We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

  More English 26 classes!

• ENGL 93 - Introduction to Academic Writing and Reading
  Demonstrate control over some ...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-Jun-02
  CRN: 36165
  Outcome: Demonstrate control over some sentence-combining strategies and most major conventions of standard English grammar.
  Request details: We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students' digital literacy.

  We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors’ and mentors’ critical evaluation skills, improving their own scholastic performance.

  We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

• ENGL 93 - Introduction to Academic Writing and Reading
  Demonstrate control over some ...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-Jun-02
CRN: 32194
Outcome: Demonstrate control over some sentence-combining strategies and most major conventions of standard English grammar.
Request details: We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students' digital literacy.

We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors' and mentors' critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

• ENGL 93 - Introduction to Academic Writing and Reading
  Demonstrate control over some ...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-Jun-03
  CRN: 34504
  Outcome: Demonstrate control over some sentence-combining strategies and most major conventions of standard English grammar.
  Request details: We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors' and mentors' critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

• ENGL 93 - Introduction to Academic Writing and Reading
  Demonstrate control over some ...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-Jun-07
  CRN: 32162
  Outcome: Demonstrate control over some sentence-combining strategies and most major conventions of standard English grammar.
  Request details: We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students' digital literacy. We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors' and mentors' critical evaluation skills, improving their own scholastic performance. We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

• ENGL 93 - Introduction to Academic Writing and Reading
  Demonstrate control over some ...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-Jun-07
  CRN: 32192
  Outcome: Demonstrate control over some sentence-combining strategies and most major conventions of standard English grammar.
  Request details: We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students' digital literacy. We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors' and mentors' critical evaluation skills, improving their own scholastic performance.
We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as
speakers help students learn about the reading and writing process and address important issues that students
read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

- ENGL 93 - Introduction to Academic Writing and Reading Identify and integrate relevant evidence to support essays, using MLA format.
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2015-Dec-10
  CRN: 72023
  Outcome: Identify and integrate relevant evidence to support essays, using MLA format.
  Request details: We would like computer plug-ins and projectors for classes the English department generally
  uses and more media carts for the department, so we may vary our teaching methods our students, appealing
to a wider range of learning styles, and helping to build our students' digital literacy.

  We would also like continued support--especially ESL-specific tutoring--for students coming over to the regular
  English sequence from the ESL sequence. These added resources help ESL students succeed, especially with
  the number of ESL students in English 93 on the rise (this section was about 90% ESL, many of whom were
  attempting a regular composition sequence course for the first time).

- ENGL 93 - Introduction to Academic Writing and Reading Identify and integrate relevant evidence to support essays, using MLA format.
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2015-Dec-10
  CRN: 72021
  Outcome: Identify and integrate relevant evidence to support essays, using MLA format.
  Request details: We would like computer plug-ins and projectors for classes the English department generally
  uses and more media carts for the department, so we may vary our teaching methods our students, appealing
to a wider range of learning styles, and helping to build our students' digital literacy.

  Continued support--especially ESL-specific tutoring--for students coming over to the regular English sequence
  from the ESL sequence. These added resources help ESL students succeed, especially with the number of
  ESL students in English 93 on the rise (this section was about 90% ESL, many of whom were attempting a
  regular composition sequence course for the first time).

- ENGL 93 - Introduction to Academic Writing and Reading Identify and integrate relevant evidence to support essays, using MLA format.
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2015-Dec-17
  CRN: 74140
  Outcome: Identify and integrate relevant evidence to support essays, using MLA format.
  Request details: We would like computer plug-ins and projectors for classes the English department generally
  uses and more media carts for the department, so we may vary our teaching methods our students, appealing
to a wider range of learning styles and helping to build our students' digital literacy.

  We request more funds for peer tutors and mentors because these tutors and mentors can help students
  understand and demonstrate the SLOs of their classes more effectively by helping them learn college success
  strategies. This experience also builds the tutors' and mentors' critical evaluation skills, improving their own
  scholastic performance.

  We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as
  speakers help students learn about the reading and writing process and address important issues that students
  read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

- ENGL 93 - Introduction to Academic Writing and Reading Identify and integrate relevant evidence to support essays, using MLA format.
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2015-Dec-17
  CRN: 72393
  Outcome: Identify and integrate relevant evidence to support essays, using MLA format.
  Request details: We would like computer plug-ins and projectors for classes the English department generally
  uses and more media carts for the department, so we may vary our teaching methods our students, appealing
to a wider range of learning styles and helping to build our students' digital literacy.

  We request more funds for peer tutors and mentors because these tutors and mentors can help students
understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors’ and mentors’ critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

- ENGL 93 - Introduction to Academic Writing and Reading Identify and integrate relevant evidence to support essays, using MLA format.

Assessment Type: CRN-level SLO Assessment
Submitted: 2015-Dec-18
CRN: 72034
Outcome: Identify and integrate relevant evidence to support essays, using MLA format.
Request details: computer plug-ins and projectors for classes, more media carts appealing to a wider range of learning styles and helping to build our students’ digital literacy. Such tools would help me demonstrate how to use MLA more easily, modeling the skill in real time/

peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors’ and mentors’ critical evaluation skills, improving their own scholastic performance.

honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

- ENGL 93 - Introduction to Academic Writing and Reading Identify and integrate relevant evidence to support essays, using MLA format.

Assessment Type: CRN-level SLO Assessment
Submitted: 2015-Dec-18
CRN: 74066
Outcome: Identify and integrate relevant evidence to support essays, using MLA format.
Request details: We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods our students, appealing to a wider range of learning styles and helping to build our students' digital literacy.

We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors’ and mentors’ critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

- ENGL 93 - Introduction to Academic Writing and Reading Identify and integrate relevant evidence to support essays, using MLA format.

Assessment Type: CRN-level SLO Assessment
Submitted: 2015-Dec-20
CRN: 74136
Outcome: Identify and integrate relevant evidence to support essays, using MLA format.
Request details: We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods our students, appealing to a wider range of learning styles and helping to build our students' digital literacy.

We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors’ and mentors’ critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

- ENGL 93 - Introduction to Academic Writing and Reading Identify and integrate relevant evidence to support essays, using MLA format.
Assessment Type: CRN-level SLO Assessment
Submitted: 2015-Dec-20
CRN: 72019
Outcome: Identify and integrate relevant evidence to support essays, using MLA format.
Request details: We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods our students, appealing to a wider range of learning styles and helping to build our students’ digital literacy.

We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors’ and mentors’ critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

• ENGL 93 - Introduction to Academic Writing and Reading Identify and integrate relevant evidence to support essays, using MLA format.

Assessment Type: CRN-level SLO Assessment
Submitted: 2015-Dec-20
CRN: 72028
Outcome: Identify and integrate relevant evidence to support essays, using MLA format.
Request details: We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods our students, appealing to a wider range of learning styles and helping to build our students’ digital literacy.

We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors’ and mentors’ critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

• ENGL 93 - Introduction to Academic Writing and Reading Identify and integrate relevant evidence to support essays, using MLA format.

Assessment Type: CRN-level SLO Assessment
Submitted: 2015-Dec-21
CRN: 74128
Outcome: Identify and integrate relevant evidence to support essays, using MLA format.
Request details: We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods our students, appealing to a wider range of learning styles and helping to build our students’ digital literacy.

We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors’ and mentors’ critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

• ENGL 93 - Introduction to Academic Writing and Reading Identify and integrate relevant evidence to support essays, using MLA format.

Assessment Type: CRN-level SLO Assessment
Submitted: 2015-Dec-21
CRN: 76448
Outcome: Identify and integrate relevant evidence to support essays, using MLA format.
Request details: We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods our students, appealing to a wider range of learning styles and helping to build our students’ digital literacy.

We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors’ and mentors’ critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.
strategies. This experience also builds the tutors’ and mentors’ critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

**ENGL 93 - Introduction to Academic Writing and Reading**

**Identify and integrate relevant evidence to support essays, using MLA format.**

**Assessment Type:** CRN-level SLO Assessment  
**Submitted:** 2015-Dec-24  
**CRN:** 74069  
**Outcome:** Identify and integrate relevant evidence to support essays, using MLA format.  
**Request details:** We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods our students, appealing to a wider range of learning styles and helping to build our students’ digital literacy.

We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors’ and mentors’ critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

**ENGL 93 - Introduction to Academic Writing and Reading**

**Identify and integrate relevant evidence to support essays, using MLA format.**

**Assessment Type:** CRN-level SLO Assessment  
**Submitted:** 2015-Dec-24  
**CRN:** 72036  
**Outcome:** Identify and integrate relevant evidence to support essays, using MLA format.  
**Request details:** We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods our students, appealing to a wider range of learning styles and helping to build our students’ digital literacy.

We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors’ and mentors’ critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

**ENGL 93 - Introduction to Academic Writing and Reading**

**Identify and integrate relevant evidence to support essays, using MLA format.**

**Assessment Type:** CRN-level SLO Assessment  
**Submitted:** 2015-Dec-24  
**CRN:** 72056  
**Outcome:** Identify and integrate relevant evidence to support essays, using MLA format.  
**Request details:** We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods our students, appealing to a wider range of learning styles and helping to build our students’ digital literacy.

We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors’ and mentors’ critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.
Assessment Type: CRN-level SLO Assessment
Submitted: 2015-Dec-24
CRN: 74013
Outcome: Identify and integrate relevant evidence to support essays, using MLA format.
Request details: We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods our students, appealing to a wider range of learning styles and helping to build our students’ digital literacy.

We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors’ and mentors’ critical evaluation skills, improving their own scholastic performance.

- ENGL 93 - Introduction to Academic Writing and Reading Identify and integrate relevant evidence to support essays, using MLA format.
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2015-Dec-27
  CRN: 74070
  Outcome: Identify and integrate relevant evidence to support essays, using MLA format.
  Request details: We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods our students, appealing to a wider range of learning styles and helping to build our students’ digital literacy.

We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors’ and mentors’ critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

- ENGL 93 - Introduction to Academic Writing and Reading Identify and integrate relevant evidence to support essays, using MLA format.
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2015-Dec-27
  CRN: 75595
  Outcome: Identify and integrate relevant evidence to support essays, using MLA format.
  Request details: We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods our students, appealing to a wider range of learning styles, and helping to build our students’ digital literacy.

We are requesting:
- honorariums for Humanities classes and the Creative Writing Reading Series--events open to the entire college
- funds for faculty to lead workshops in the English Lab
- 3598 tutors (like the Basic Skills ENGL 91 tutors and ALP tutors)
- peer tutors
- peer mentors

- ENGL 93 - Introduction to Academic Writing and Reading Identify and integrate relevant evidence to support essays, using MLA format.
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2015-Dec-27
  CRN: 74131
  Outcome: Identify and integrate relevant evidence to support essays, using MLA format.
  Request details: We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods our students, appealing to a wider range of learning styles, and helping to build our students’ digital literacy.

Cynthia Slates makes these suggestions: Ask for
- honorariums for Humanities classes and the Creative Writing Reading Series, events open to the entire college,
- funds for faculty to teach workshops in the English Lab
- 3598 tutors (like the Basic Skills ENGL 91 tutors and ALP tutors)
- peer tutors
- peer mentors

- ENGL 93 - Introduction to Academic Writing and Reading Identify and integrate relevant evidence to support essays, using MLA format.
Assessment Type: CRN-level SLO Assessment
Submitted: 2015-Dec-30
CRN: 76937
Outcome: Identify and integrate relevant evidence to support essays, using MLA format.
Request details: We would like computer plug-ins (especially in the bungalows which have no internet access) and projectors for classes the English department appealing to a wider range of learning styles and helping to build our students’ digital literacy.
We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors’ and mentors’ critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

ENGL 93 - Introduction to Academic Writing and Reading
Identify and integrate relevant evidence to support essays, using MLA format.

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Identify and integrate relevant evidence to support essays, using MLA format.

• ENGL 93 - Introduction to Academic Writing and Reading
Identify and integrate relevant evidence to support essays, using MLA format.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series.

Despite promises to the contrary, this is a time-consuming process. Faculty should be fairly compensated, which includes being paid for this increasingly time-consuming work on SLO reporting. Fair and appropriate faculty pay should be part of the resources requested, in program review and elsewhere.

ENGL 93 - Introduction to Academic Writing and Reading
Identify and integrate relevant evidence to support essays, using MLA format.

We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors’ and mentors’ critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series.
We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

- **ENGL 93 - Introduction to Academic Writing and Reading** Identify and integrate relevant evidence to support essays, using MLA format.
  - **Assessment Type:** CRN-level SLO Assessment
  - **Submitted:** 2016-Jan-04
  - **CRN:** 72029
  - **Outcome:** Identify and integrate relevant evidence to support essays, using MLA format.
  - **Request details:** We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods our students, appealing to a wider range of learning styles and helping to build our students' digital literacy.

We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors' and mentors' critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

- **ENGL 93 - Introduction to Academic Writing and Reading** Identify and integrate relevant evidence to support essays, using MLA format.
  - **Assessment Type:** CRN-level SLO Assessment
  - **Submitted:** 2016-Jan-05
  - **CRN:** 74133
  - **Outcome:** Identify and integrate relevant evidence to support essays, using MLA format.
  - **Request details:** We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods our students, appealing to a wider range of learning styles and helping to build our students' digital literacy.

We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors' and mentors' critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

- **ENGL 95 - Academic Reading and Writing Intensive** Annotate, summarize, synthesize, and analyze primarily pre-collegiate nonfiction texts.
  - **Assessment Type:** CRN-level SLO Assessment
  - **Submitted:** 2016-May-25
  - **CRN:** 37326
  - **Outcome:** Annotate, summarize, synthesize, and analyze primarily pre-collegiate nonfiction texts.
  - **Request details:** We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students' digital literacy.

We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors' and mentors' critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

- **ENGL 95 - Academic Reading and Writing Intensive** Annotate, summarize, synthesize, and analyze primarily pre-collegiate nonfiction texts.
  - **Assessment Type:** CRN-level SLO Assessment
  - **Submitted:** 2016-May-25
  - **CRN:** 37334
  - **Outcome:** Annotate, summarize, synthesize, and analyze primarily pre-collegiate nonfiction texts.
Request details: We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students' digital literacy.

We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors' and mentors' critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

- ENGL 95 - Academic Reading and Writing Intensive Annotate, summarize, synthesize...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-May-26
  CRN: 37337
  Outcome: Annotate, summarize, synthesize, and analyze primarily pre-collegiate nonfiction texts.
  Request details: We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students' digital literacy.

  We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors' and mentors' critical evaluation skills, improving their own scholastic performance.

  We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

- ENGL 95 - Academic Reading and Writing Intensive Annotate, summarize, synthesize...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-May-29
  CRN: 37340
  Outcome: Annotate, summarize, synthesize, and analyze primarily pre-collegiate nonfiction texts.
  Request details: We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students' digital literacy.

  We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors' and mentors' critical evaluation skills, improving their own scholastic performance.

  We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

- ENGL 95 - Academic Reading and Writing Intensive Annotate, summarize, synthesize...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-May-31
  CRN: 37328
  Outcome: Annotate, summarize, synthesize, and analyze primarily pre-collegiate nonfiction texts.
  Request details: We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students' digital literacy.

  We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors' and mentors' critical evaluation skills, improving their own scholastic performance.

  We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as
speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

- **ENGL 95 - Academic Reading and Writing Intensive Annotate, summarize, synthesize...**
  
  **Assessment Type:** CRN-level SLO Assessment  
  **Submitted:** 2016-Jun-02  
  **CRN:** 37330  
  **Outcome:** Annotate, summarize, synthesize, and analyze primarily pre-collegiate nonfiction texts.  
  **Request details:** We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students’ digital literacy.

We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors’ and mentors’ critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

- **ENGL 95 - Academic Reading and Writing Intensive Annotate, summarize, synthesize...**
  
  **Assessment Type:** CRN-level SLO Assessment  
  **Submitted:** 2016-Jun-03  
  **CRN:** 37327  
  **Outcome:** Annotate, summarize, synthesize, and analyze primarily pre-collegiate nonfiction texts.  
  **Request details:** We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students’ digital literacy.

We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors’ and mentors’ critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

- **ENGL 95 - Academic Reading and Writing Intensive Annotate, summarize, synthesize...**
  
  **Assessment Type:** CRN-level SLO Assessment  
  **Submitted:** 2016-Jun-04  
  **CRN:** 37332  
  **Outcome:** Annotate, summarize, synthesize, and analyze primarily pre-collegiate nonfiction texts.  
  **Request details:** We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students’ digital literacy.

We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors’ and mentors’ critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

- **ENGL 95 - Academic Reading and Writing Intensive Annotate, summarize, synthesize...**
  
  **Assessment Type:** CRN-level SLO Assessment  
  **Submitted:** 2016-Jun-04  
  **CRN:** 37335  
  **Outcome:** Annotate, summarize, synthesize, and analyze primarily pre-collegiate nonfiction texts.  
  **Request details:** We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students,
appealing to a wider range of learning styles and helping to build our students' digital literacy.

We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors' and mentors' critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

- **ENGL 95 - Academic Reading and Writing Intensive**
  - **Assessment Type:** CRN-level SLO Assessment
  - **Submitted:** 2016-Jun-05
  - **CRN:** 37465
  - **Outcome:** Annotate, summarize, synthesize, and analyze primarily pre-collegiate nonfiction texts.
  - **Request details:** We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students' digital literacy.

We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors' and mentors' critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

- **ENGL 95 - Academic Reading and Writing Intensive**
  - **Assessment Type:** CRN-level SLO Assessment
  - **Submitted:** 2016-Jun-05
  - **CRN:** 37341
  - **Outcome:** Annotate, summarize, synthesize, and analyze primarily pre-collegiate nonfiction texts.
  - **Request details:** We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students' digital literacy.

We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors' and mentors' critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

- **ENGL 95 - Academic Reading and Writing Intensive**
  - **Assessment Type:** CRN-level SLO Assessment
  - **Submitted:** 2016-May-25
  - **CRN:** 37326
  - **Outcome:** Demonstrate control over some sentence-combining strategies and most major conventions of standard English grammar.
  - **Request details:** We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students' digital literacy.

We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors' and mentors' critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as
speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

**• ENGL 95 - Academic Reading and Writing Intensive Demonstrate control over some ...**  
Assessment Type: CRN-level SLO Assessment  
Submitted: 2016-May-26  
CRN: 37337  
Outcome: Demonstrate control over some sentence-combining strategies and most major conventions of standard English grammar.  
Request details: We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students’ digital literacy.

We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors’ and mentors’ critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

**• ENGL 95 - Academic Reading and Writing Intensive Demonstrate control over some ...**  
Assessment Type: CRN-level SLO Assessment  
Submitted: 2016-May-29  
CRN: 37334  
Outcome: Demonstrate control over some sentence-combining strategies and most major conventions of standard English grammar.  
Request details: We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students’ digital literacy.

We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors’ and mentors’ critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

**• ENGL 95 - Academic Reading and Writing Intensive Demonstrate control over some ...**  
Assessment Type: CRN-level SLO Assessment  
Submitted: 2016-May-31
CRN: 37328  
Outcome: Demonstrate control over some sentence-combining strategies and most major conventions of standard English grammar.  
Request details: We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students' digital literacy.

We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors' and mentors' critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

• ENGL 95 - Academic Reading and Writing Intensive Demonstrate control over some ...  
Assessment Type: CRN-level SLO Assessment  
Submitted: 2016-Jun-01  
CRN: 37333  
Outcome: Demonstrate control over some sentence-combining strategies and most major conventions of standard English grammar.  
Request details: We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students' digital literacy.

We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors' and mentors' critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

• ENGL 95 - Academic Reading and Writing Intensive Demonstrate control over some ...  
Assessment Type: CRN-level SLO Assessment  
Submitted: 2016-Jun-01  
CRN: 37336  
Outcome: Demonstrate control over some sentence-combining strategies and most major conventions of standard English grammar.  
Request details: We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students' digital literacy.

We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors' and mentors' critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

• ENGL 95 - Academic Reading and Writing Intensive Demonstrate control over some ...  
Assessment Type: CRN-level SLO Assessment  
Submitted: 2016-Jun-01  
CRN: 37325  
Outcome: Demonstrate control over some sentence-combining strategies and most major conventions of standard English grammar.  
Request details: We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students' digital literacy.
We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors’ and mentors’ critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

• **ENGL 95 - Academic Reading and Writing Intensive Demonstrate control over some ...**
  
  **Assessment Type:** CRN-level SLO Assessment  
  **Submitted:** 2016-Jun-02  
  **CRN:** 37330  
  **Outcome:** Demonstrate control over some sentence-combining strategies and most major conventions of standard English grammar.  
  **Request details:** We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students’ digital literacy.

We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors’ and mentors’ critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

• **ENGL 95 - Academic Reading and Writing Intensive Demonstrate control over some ...**
  
  **Assessment Type:** CRN-level SLO Assessment  
  **Submitted:** 2016-Jun-03  
  **CRN:** 37327  
  **Outcome:** Demonstrate control over some sentence-combining strategies and most major conventions of standard English grammar.  
  **Request details:** We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students’ digital literacy.

We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors’ and mentors’ critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

• **ENGL 95 - Academic Reading and Writing Intensive Demonstrate control over some ...**
  
  **Assessment Type:** CRN-level SLO Assessment  
  **Submitted:** 2016-Jun-04  
  **CRN:** 37332  
  **Outcome:** Demonstrate control over some sentence-combining strategies and most major conventions of standard English grammar.  
  **Request details:** We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students’ digital literacy.

We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors’ and mentors’ critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as
speakers help students learn about the reading and writing process and address important issues that students
read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

• **ENGL 95 - Academic Reading and Writing Intensive** Demonstrate control over some ...
  
  **Assessment Type:** CRN-level SLO Assessment  
  **Submitted:** 2016-Jun-04  
  **CRN:** 37335  
  **Outcome:** Demonstrate control over some sentence-combining strategies and most major conventions of
  standard English grammar.  
  **Request details:** We would like computer plug-ins and projectors for classes the English department generally
  uses and more media carts for the department, so we may vary our teaching methods for our students,
  appealing to a wider range of learning styles and helping to build our students’ digital literacy.

  We request more funds for peer tutors and mentors because these tutors and mentors can help students
  understand and demonstrate the SLOs of their classes more effectively by helping them learn college success
  strategies. This experience also builds the tutors’ and mentors’ critical evaluation skills, improving their own
  scholastic performance.

  We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as
  speakers help students learn about the reading and writing process and address important issues that students
  read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

• **ENGL 95 - Academic Reading and Writing Intensive** Demonstrate control over some ...
  
  **Assessment Type:** CRN-level SLO Assessment  
  **Submitted:** 2016-Jun-04  
  **CRN:** 37338  
  **Outcome:** Demonstrate control over some sentence-combining strategies and most major conventions of
  standard English grammar.  
  **Request details:** We would like computer plug-ins and projectors for classes the English department generally
  uses and more media carts for the department, so we may vary our teaching methods for our students,
  appealing to a wider range of learning styles and helping to build our students’ digital literacy.

  We request more funds for peer tutors and mentors because these tutors and mentors can help students
  understand and demonstrate the SLOs of their classes more effectively by helping them learn college success
  strategies. This experience also builds the tutors’ and mentors’ critical evaluation skills, improving their own
  scholastic performance.

  We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as
  speakers help students learn about the reading and writing process and address important issues that students
  read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

• **ENGL 95 - Academic Reading and Writing Intensive** Demonstrate control over some ...
  
  **Assessment Type:** CRN-level SLO Assessment  
  **Submitted:** 2016-Jun-05  
  **CRN:** 37465  
  **Outcome:** Demonstrate control over some sentence-combining strategies and most major conventions of
  standard English grammar.  
  **Request details:** We would like computer plug-ins and projectors for classes the English department generally
  uses and more media carts for the department, so we may vary our teaching methods for our students,
  appealing to a wider range of learning styles and helping to build our students’ digital literacy.

  We request more funds for peer tutors and mentors because these tutors and mentors can help students
  understand and demonstrate the SLOs of their classes more effectively by helping them learn college success
  strategies. This experience also builds the tutors’ and mentors’ critical evaluation skills, improving their own
  scholastic performance.

  We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as
  speakers help students learn about the reading and writing process and address important issues that students
  read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

• **ENGL 95 - Academic Reading and Writing Intensive** Demonstrate control over some ...
  
  **Assessment Type:** CRN-level SLO Assessment  
  **Submitted:** 2016-Jun-05  
  **CRN:** 37341

http://www.curricunet.com/ccsf/reports/review_report.cfm?program_reviews_id=260 6/12/2018
Outcome: Demonstrate control over some sentence-combining strategies and most major conventions of standard English grammar.

Request details: We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students' digital literacy.

We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors' and mentors' critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

- ENGL 96 - Academic Writing and Reading Demonstrate control over a variety of sentence-combining strategies and major conventions of standard English grammar.
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-Jun-03
  CRN: 30752
  Outcome: Demonstrate control over a variety of sentence-combining strategies and major conventions of standard English grammar.
  Request details: We will require more budget for the hiring and training of these tutors.

- ENGL 96 - Academic Writing and Reading Identify and integrate reliable... Identify and integrate reliable and relevant sources to support essays, using MLA format.
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2015-Dec-14
  CRN: 74124
  Outcome: Identify and integrate reliable and relevant sources to support essays, using MLA format.
  Request details: We would like to request funds to host professional development session on campus about best ways to teach research essays. We also think dedicated 96 tutors specializing in research essays would be helpful for students. Funding for peer tutors and for speakers to help students learn about reading/writing process.

- ENGL 96 - Academic Writing and Reading Identify and integrate reliable... Identify and integrate reliable and relevant sources to support essays, using MLA format.
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2015-Dec-17
  CRN: 70915
  Outcome: Identify and integrate reliable and relevant sources to support essays, using MLA format.
  Request details: We would like to request funds to host professional development session on campus about best ways to teach research essays. We also think dedicated 96 tutors specializing in research essays would be helpful for students.

honorariums for Humanities classes and the Creative Writing Reading Series—events open to the entire college 3598 tutors (like the Basic Skills ENGL 91 tutors and ALP tutors)
peer tutors
peer mentors
and add why you think these things would be useful to your students to achieve their SLO(s).

- ENGL 96 - Academic Writing and Reading Identify and integrate reliable... Identify and integrate reliable and relevant sources to support essays, using MLA format.
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2015-Dec-18
  CRN: 70919
  Outcome: Identify and integrate reliable and relevant sources to support essays, using MLA format.
  Request details: • honorariums for Humanities classes and the Creative Writing Reading Series—events open to the entire college
  • 3598 tutors (like the Basic Skills ENGL 91 tutors and ALP tutors)
  • peer tutors
  • peer mentors

Possible reasons
• tutors / mentors help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies
• speakers help students learn about the reading / writing process—strategies to help them achieve their SLOs
• speakers address important issues that students read / write about—helping them understand the topics
better, which helps them achieve their SLOs

- speakers initiate student dialogue about important issues—an important part of the student writing/research process, which helps them achieve their SLOs

- **ENGL 96 - Academic Writing and Reading Identify and integrate reliable...**
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2015-Dec-22
  CRN: 70903
  Outcome: Identify and integrate reliable and relevant sources to support essays, using MLA format.
  Request details: We would like to request funds to host professional development sessions on campus about best ways to teach research essays. We also think dedicated 96 tutors specializing in research essays would be helpful for students.

- **ENGL 96 - Academic Writing and Reading Identify and integrate reliable...**
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2015-Dec-28
  CRN: 70918
  Outcome: Identify and integrate reliable and relevant sources to support essays, using MLA format.
  Request details: We would like to request funds to host professional development sessions on campus about best ways to teach research essays. We also think dedicated 96 tutors specializing in research essays would be helpful for students.
  -- ALSO, honorariums for Humanities classes and the Creative Writing Reading Series--events open to the entire college
  -- 3598 tutors (like the Basic Skills ENGL 91 tutors and ALP tutors)
  -- Peer tutors/mentors (would help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies)
  • Speakers help students learn about the reading / writing process—strategies to help them achieve their SLOs
  • Speakers address important issues that students read / write about—helping them understand the topics better, which helps them achieve their SLOs

- **ENGL 96 - Academic Writing and Reading Identify and integrate reliable...**
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2015-Dec-30
  CRN: 70906
  Outcome: Identify and integrate reliable and relevant sources to support essays, using MLA format.
  Request details: We would like to request funds to host professional development session on campus about best ways to teach research essays. We also think dedicated 96 tutors specializing in research essays would be helpful for students. In addition, we would like to include:
  * honorariums for Humanities classes and the Creative Writing Reading Series--events open to the entire college
  * 3598 tutors (like the Basic Skills ENGL 91 tutors and ALP tutors)
  * peer tutors
  * peer mentors

- **ENGL 96 - Academic Writing and Reading Identify and integrate reliable...**
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2015-Dec-30
  CRN: 70914
  Outcome: Identify and integrate reliable and relevant sources to support essays, using MLA format.
  Request details: We would like to request funds to host professional development session on campus about best ways to teach research essays. We also think dedicated 96 tutors specializing in research essays would be helpful for students. In addition, we would like to request:
  * honorariums for Humanities classes and the Creative Writing Reading Series--events open to the entire college
  * 3598 tutors (like the Basic Skills ENGL 91 tutors and ALP tutors)
  * peer tutors
  * peer mentors

- **ENGL 96 - Academic Writing and Reading Identify and integrate reliable...**
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2015-Dec-30
  CRN: 71665
  Outcome: Identify and integrate reliable and relevant sources to support essays, using MLA format.
Request details: We would like to request funds to host professional development session on campus about best ways to teach research essays. We also think dedicated 96 tutors specializing in research essays would be helpful for students. In addition, we would like to include the following:

* honorariums for Humanities classes and the Creative Writing Reading Series--events open to the entire college

* 3598 tutors (like the Basic Skills ENGL 91 tutors and ALP tutors)

* peer tutors

* peer mentors

• ENGL 96 - Academic Writing and Reading Identify and integrate reliable sources

  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-Jan-03
  CRN: 73606
  Outcome: Identify and integrate reliable and relevant sources to support essays, using MLA format.
  Request details: We would like to request funds to host professional development session on campus about best ways to teach research essays. We also think dedicated 96 tutors specializing in research essays would be helpful for students.

Peer tutors and mentors would likely help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies.

Relevant speakers could initiate student dialogue about important issues--an important part of the student writing/research process, which helps them achieve their SLOs.

• ENGL 96 - Academic Writing and Reading Identify and integrate reliable sources

  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-Jan-04
  CRN: 73604
  Outcome: Identify and integrate reliable and relevant sources to support essays, using MLA format.
  Request details: 3598 tutors, peer tutors, and peer mentors would all be very helpful in 96/1A, for the support the students need for this accelerated class.

  tutors / mentors help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies
  speakers help students learn about the reading / writing process--strategies to help them achieve their SLOs
  speakers address important issues that students read / write about--helping them understand the topics better, which helps them achieve their SLOs
  speakers initiate student dialogue about important issues--an important part of the student writing/research process, which helps them achieve their SLOs

• ENGL 96 - Academic Writing and Reading Identify and integrate reliable sources

  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-Jan-04
  CRN: 73598
  Outcome: Identify and integrate reliable and relevant sources to support essays, using MLA format.
  Request details: honorariums for Humanities classes and the Creative Writing Reading Series--events open to the entire college
  • 3598 tutors (like the Basic Skills ENGL 91 tutors and ALP tutors)
  • peer tutors
  • peer mentors
• peer mentors
and add why you think these things would be useful to your students to achieve their SLO(s).

How these resources benefit students:
• tutors / mentors help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies
• speakers help students learn about the reading / writing process--strategies to help them achieve their SLOs
• speakers address important issues that students read / write about--helping them understand the topics better, which helps them achieve their SLOs
• speakers initiate student dialogue about important issues--an important part of the student writing/research process, which helps them achieve their SLOs

• ENGL 96 - Academic Writing and Reading Identify and integrate reliabl...
Assessment Type: CRN-level SLO Assessment
Submitted: 2016-Jan-04
CRN: 72055
Outcome: Identify and integrate reliable and relevant sources to support essays, using MLA format.
Request details: • honorariums for Humanities classes and the Creative Writing Reading Series--events open to the entire college
• 3598 tutors (like the Basic Skills ENGL 91 tutors and ALP tutors)
• peer tutors
• peer mentors

How these resources will help students:
• tutors / mentors help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies
• speakers help students learn about the reading / writing process--strategies to help them achieve their SLOs
• speakers address important issues that students read / write about--helping them understand the topics better, which helps them achieve their SLOs
• speakers initiate student dialogue about important issues--an important part of the student writing/research process, which helps them achieve their SLOs

• ENGL 96 - Academic Writing and Reading Identify and integrate reliabl...
Assessment Type: CRN-level SLO Assessment
Submitted: 2016-Jan-04
CRN: 73595
Outcome: Identify and integrate reliable and relevant sources to support essays, using MLA format.
Request details: • honorariums for Humanities classes and the Creative Writing Reading Series--events open to the entire college
• 3598 tutors (like the Basic Skills ENGL 91 tutors and ALP tutors)
• peer tutors
• peer mentors
and add why you think these things would be useful to your students to achieve their SLO(s).

• ENGL 96 - Academic Writing and Reading Identify and integrate reliabl...
Assessment Type: CRN-level SLO Assessment
Submitted: 2016-Jan-04
CRN: 74304
Outcome: Identify and integrate reliable and relevant sources to support essays, using MLA format.
Request details: 3598 tutors (like the Basic Skills ENGL 91 tutors and ALP tutors), peer tutors, and mentors to help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies

• ENGL 96 - Academic Writing and Reading Identify and integrate reliabl...
Assessment Type: CRN-level SLO Assessment
Submitted: 2016-Jan-04
CRN: 71410
Outcome: Identify and integrate reliable and relevant sources to support essays, using MLA format.
Request details: hire 3598 tutors and peer tutors

• ENGL 96 - Academic Writing and Reading Identify and integrate reliabl...
Assessment Type: CRN-level SLO Assessment
Submitted: 2016-Jan-04
CRN: 70905
Outcome: Identify and integrate reliable and relevant sources to support essays, using MLA format.
Request details: - honorariums for Humanities classes and the Creative Writing Reading Series—events open to the entire college
- 3598 tutors (like the Basic Skills ENGL 91 tutors and ALP tutors)
- peer tutors
- peer mentors
Resources such as those above will help us support the students more in their learning needs.

Clear Plan for Evaluation after Implementation

The number of students served will be tracked and reported on to show increased numbers of students served with the budget augmentation.

Extent of Benefit

In terms of CCSF student success and access, the peer tutors’ role is necessary to provide effective learning support for students, especially those in basic skills classes. When support services run smoothly, student success increases, college retention increases, and generations of college students participate in a culture of passing on their knowledge to each other; some of these students become tutors in the English Lab. Every year we have students who say they would not have passed their classes without our vital support.

In contrast, when the English Lab budget is not adequate enough, students lose out on direct support that leads to actual realized college success, the college retention rate decreases, and students lose patience. When basic skills students take time to visit the Lab, often their first time to seek out CCSF learning support, which can be an intimidating process, only to find they cannot receive the services they came for, they leave so frustrated that it is likely they will never come back. They may assume that other learning services on campus will also not help them. This is one of the greatest tragedies at CCSF. If the English Lab does not have adequate funding to provide our services, we risk losing these students forever.

Operational Necessity

The English Lab cannot serve all the students who seek services with our present budget. This budget augmentation is necessary to provide service to students in need.

This resource request depends on the following other requests

None selected

Brochure/flyer printing for Creative Writing

Item Description

The English Department is requesting a brochure/flyer printing for printing of brochures and flyers for the Creative Writing program and the Creative Writing Reading Series.

This funding provides for the printing of flyers and brochures to publicize the new Certificate, expected to be approved in Fall 2015, as well as course offerings, including ENGL 35 LM Forum Magazine. The Certificate is a great accomplishment of the English Department and provides a new pathway for English majors at CCSF. It is important to advertise this program along with the impactful Creative Writing Reading Series so that students and the public are well aware of our program, course offerings, and events with a quality brochure and flyers for events. The cost would be $400 annually, ongoing.

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<th>Type of request</th>
<th>Other</th>
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Type(s) of Funding

- District (U)

This request is a high priority to ensure/meet Health and Safety requirements: **No**

This request is necessary to meet local, state, federal mandates, or to meet requirements for program-specific accreditation: **No**

Primary Board Priority

Fall 2016: [Enrollment]

Secondary Board Priority

Fall 2016: [Communication]

Primary link to Approved college plan

Educational Master Plan Goal 1: Advance student achievement in meeting educational goals.

Secondary link to Approved college plan

Student Equity Plan Goal B: Course Completion

Link to Institutional accreditation requirements

II.A.7 The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

Link to Your Unit Planning Objectives

**OBJECTIVE 5: SUPPORT THE CREATIVE WRITING PROGRAM**

This project furthers the English Department's objective to promote the Creative Writing Certificate, supports Forum Magazine through promotion, and promotes the Creative Writing Reading Series. In particular, this project furthers the English Dept's commitment (through promotion of its curriculum) 1) to offer a culminating achievement and career pathway for English majors and creative writing students, 2) to connect concepts taught in the English sequence and the electives with real world applications to enhance student learning/success and course completion, and 3) to offer opportunities for under-represented student populations to develop their voice, a breadth of writing skills, and an awareness of social, civic, and environmental responsibility.

Link to Learning, Service, and/or Program Outcomes (i.e. Outcome Statements)

Promoting our creative writing courses is essential for the completion of the Creative Writing Certificate for the Creative Writing in Community requirement (3 units required). In addition, creative writing courses provide an opportunity for students to meet ILO #3:

* Demonstrate an understanding of the history and values of other people and cultures
* Demonstrate an understanding of civic, social, and environmental responsibility
* Demonstrate civic, social, and environmental responsibility
* Collaborate effectively in diverse social, cultural, and global settings
Supplementary links to Outcome Assessments

None selected

Clear Plan for Evaluation after Implementation

Data on student enrollment will be analyzed, and student surveys will be conducted in classes and events, including, "How did you hear about this event/course?"

Extent of Benefit

Promoting the creative writing program is important for building the creative writing program and the creative writing certificate, expected to be approved in Fall 2015, and for increasing City College’s reputation and presence in the Bay Area.

The Creative Writing Reading Series events are open to the general public and the entire CCSF community, and all of the events have been well attended; currently, in the English Department, we have 6,238 students. Many basic skills instructors have worked the readings into their curriculum to help foreground for students that writing and cultural, social and environmental awareness can be experienced firsthand.

For example, In Oct 2014, approximately 200 students, faculty, and staff attended a public reading of Alejandro Murguía, the SF Poet Laureate and a former community college student, who was published in Forum that fall. The Reading Series contributes to CCSF’s exposure and influence in the Bay Area, and because it engages under-represented populations and helps students connect what they learn in English classes to real world applications, their success in English courses in the sequence may increase.

Advertising the Reading Series plays an important role in attracting students and other members of the public to events, demonstrating to the public that CCSF values such events that generate a public dialogue about important societal issues. These flyers will also promote CCSF courses, which will help increase enrollment.

Operational Necessity

Quality flyers are a necessity to publicize the events to ensure the public knows about them, and the Certificate Program needs a glossy brochure to attract students.

This resource request depends on the following other requests

None selected

| Replacement Printer for English Eligibility Office |

Item Description

We need a replacement printer for the English Eligibility Office. The printer there is so old that it only prints about 1 page every minute. This causes significant delays in the processing of eligibility for students, particularly in high volume times, such as the first two weeks of the semester, when there are lines of students waiting to be processed.

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<td>Type(s) of Funding</td>
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• District (U)
This request is a high priority to ensure/meet Health and Safety requirements: No

This request is necessary to meet local, state, federal mandates, or to meet requirements for program-specific accreditation: No

Primary Board Priority

Fall 2016: [Enrollment]

Secondary Board Priority

Fall 2016: [Communication]

Primary link to Approved college plan

Educational Master Plan Goal 2: Transform and sustain College infrastructure.

Secondary link to Approved college plan

Technology Plan Goal 1: Provide appropriate technology support for learning outcomes and assessment, equity, enrollment, collaboration and instructional delivery.

Link to Institutional accreditation requirements

III.C.1. Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution’s management and operational functions, academic programs, teaching and learning, and support services.

III.C.2. The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.

III.C.3. The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.

Link to Your Unit Planning Objectives

OBJECTIVE 1: RE-ENVISIONING THE SEQUENCE

With the significant changes to our sequence, more students will likely need to visit the Eligibility Office to receive services and move into the new sequence. Efficient functioning of the Office will become increasingly important.

OBJECTIVE 3: INCREASE INTEGRATION OF INSTRUCTION AND STUDENT SERVICES FOR STUDENTS WITH BASIC SKILLS NEEDS

The English Eligibility Office is an essential student service provided by the English Department.

Link to Learning, Service, and/or Program Outcomes (i.e. Outcome Statements)

The English Eligibility Office does not have separate outcomes, but it is an essential function of the department to offer services to assess testing and coursework from other colleges and to determine students eligibility for placement in our sequence.

Supplementary links to Outcome Assessments
Clear Plan for Evaluation after Implementation

The numbers of students served will be tracked both before and after implementation.

Extent of Benefit

The English Eligibility Office serves over 400 students per year. During the first two weeks of each semester, the Office is particularly impacted, as students are hurriedly trying to ascertain their correct eligibility level, so that they can get into the correct course.

Operational Necessity

Without a replacement printer, the English Eligibility Office struggles to quickly and efficiently process paperwork to properly place students and to communicate such placements with the Matriculation Office.

This resource request depends on the following other requests

None selected

### Humanities Speaker Series

**Item Description**

Funding for guest speakers for topics in our religion and music, art, and literature classes and the CCSF community. Also, funds to defray costs to our students for field trips to music and theater performances.

Humanities seeks engagement with our community in addition to instructors’ expertise on the arts and religion. Guest speakers like the artists who drive the Bay Area scene and the local representatives of the world’s great religions will bring broadening and intercultural voices to City College. These funds would also enable instructors to make field trips attending musical and theater performances affordable. Speakers and performers would often serve as role models for students of similar ethnic and religious backgrounds in a way instructors can’t always provide. This honorarium budget serves the college’s commitment to equity and ILO III: promoting, social, cultural and environmental awareness. Currently, without a budget for guest speakers, an inordinate amount of faculty time goes into securing funds in a piecemeal fashion to provide very small honorariums to guest speakers who essentially donate their time to support City College. We need a budget to provide regular programming and continue to scale up so as to reach more students at all levels of their academic development. Given funding, we can join the college-wide efforts to develop an inspirational speakers’ series that would connect with CCSF’s overall Master Education Plan.

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<th>Type of request</th>
<th>Other</th>
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**Type(s) of Funding**

- District (U)

This request is a high priority to ensure/meet Health and Safety requirements: **No**

This request is necessary to meet local, state, federal mandates, or to meet requirements for program-specific accreditation: **No**
Primary Board Priority

Fall 2016: [Student Success]

Secondary Board Priority

Fall 2016: [Enrollment]

Primary link to Approved college plan

Educational Master Plan Goal 1: Advance student achievement in meeting educational goals.

Secondary link to Approved college plan

Student Equity Plan Goal A: Access

Link to Institutional accreditation requirements

I.A.7 The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

Link to Your Unit Planning Objectives

OBJECTIVE 6: INSTITUTE HUMANITIES GUEST SPEAKER PROGRAM SERIES

These events would promote enrollment in Humanities class and our plan to develop a Humanities Certificate. In particular, this project furthers the English Department's commitment to connect concepts taught in our courses with real world applications to enhance student learning, success, and course completion. We also seek to offer real-world role models of significant figures in artistic and spiritual endeavors for under-represented student populations.

Link to Learning, Service, and/or Program Outcomes (i.e. Outcome Statements)

ILO #3:

*Demonstrate an understanding of the history and values of other people and cultures
*Demonstrate an understanding of civic, social, and environmental responsibility
*Demonstrate civic, social, and environmental responsibility
*Collaborate effectively in diverse social, cultural, and global settings

Supplementary links to Outcome Assessments

- **ENGL 1B - Reading, Writing, and Critical Thinking about Literature Compose coherent expository an...**
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-May-12
  CRN: 30156
  Outcome: Compose coherent expository and argumentative essays about literary texts.
  Request details: funds to host professional development sessions on campus
dedicated 1B tutors for ESL students
  honorariums for guest speakers

- **ENGL 1B - Reading, Writing, and Critical Thinking about Literature Compose coherent expository an...**
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-May-12
  CRN: 32643
Outcome: Compose coherent expository and argumentative essays about literary texts.

Request details:
- Professional development funds
- 1B tutors specializing in ESL
- Honorariums for guest speakers

- ENGL 1B - Reading, Writing, and Critical Thinking about Literature

  Compose coherent expository and argumentative essays about literary texts.
  
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-May-13
  CRN: 32005

  Outcome: Compose coherent expository and argumentative essays about literary texts.
  Request details: We would like to request funds to host professional development sessions on campus about best ways to teach literary analysis essays. We also think dedicated 1B tutors, perhaps peer mentors and tutors, specializing in teaching interpretation and literature to ESL students and others with little experience interpreting literature in English would be helpful. We would like to help students see literature as a vital, living art by making more honorariums available for readers and lecturers to visit not just the English 1B classes but the humanities and creative writing classes as well. Finally, we would like to encourage teacher exchanges within the English and Humanities Departments and across the college since there is much expertise at CCSF that often goes untapped.

- ENGL 1B - Reading, Writing, and Critical Thinking about Literature

  Compose coherent expository and argumentative essays about literary texts.
  
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-May-23
  CRN: 30157

  Outcome: Compose coherent expository and argumentative essays about literary texts.
  Request details: We would like to request funds to host professional development sessions on campus about best ways to teach literary analysis essays. We also think dedicated 1B tutors, perhaps peer mentors and tutors, specializing in teaching interpretation of literature to ESL students and others with little experience interpreting literature in English would be helpful. We would like to help students see literature as a vital, living art by making more honorariums available for readers and lecturers to visit not just the English 1B classes but the humanities and creative writing classes as well. Finally, we would like to encourage teacher exchanges within the English and Humanities Departments and across the college since there is much expertise at CCSF that often goes untapped.

- ENGL 1B - Reading, Writing, and Critical Thinking about Literature

  Compose coherent expository and argumentative essays about literary texts.
  
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-May-25
  CRN: 30161

  Outcome: Compose coherent expository and argumentative essays about literary texts.
  Request details: I would like to request funds to host professional development sessions on campus about best ways to teach literary analysis essays. We also think dedicated 1B tutors, perhaps peer mentors and tutors, specializing in teaching interpretation of literature to ESL students and others with little experience interpreting literature in English would be helpful. I would also like more media carts for the English department so that I can do presentations in class of historical and cultural information relevant to texts.

- ENGL 1B - Reading, Writing, and Critical Thinking about Literature

  Compose coherent expository and argumentative essays about literary texts.
  
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-May-25
  CRN: 34026

  Outcome: Compose coherent expository and argumentative essays about literary texts.
  Request details: Tutors specifically for 1B students.

  Honorariums for guest readers and lecturers.

- ENGL 1B - Reading, Writing, and Critical Thinking about Literature

  Compose coherent expository and argumentative essays about literary texts.
  
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-May-30
  CRN: 30170

  Outcome: Compose coherent expository and argumentative essays about literary texts.
  Request details: We would like to request funds to host professional development sessions on campus about best ways to teach literary analysis essays. We also think dedicated 1B tutors, perhaps peer mentors and tutors, specializing in teaching interpretation of literature to ESL students and others with little experience interpreting literature in English would be helpful. We would like to help students see literature as a vital, living art by making more honorariums available for readers and lecturers to visit not just the English 1B classes but
the humanities and creative writing classes as well. Finally, we would like to encourage teacher exchanges within the English and Humanities Departments and across the college since there is great expertise at CCSF that often goes untapped.

- **ENGL 1B - Reading, Writing, and Critical Thinking about Literature**
  - **Assessment Type:** CRN-level SLO Assessment
  - **Submitted:** 2016-May-31
  - **CRN:** 35976
  - **Outcome:** Compose coherent expository and argumentative essays about literary texts.
  - **Request details:** We would like to request funds to host professional development sessions on campus about best ways to teach literary analysis essays. We also think dedicated 1B tutors, perhaps peer mentors and tutors, specializing in teaching interpretation of literature to ESL students and others with little experience interpreting literature in English would be helpful. We would like to help students see literature as a vital, living art by making more honorariums available for readers and lecturers to visit not just the English 1B classes but the humanities and creative writing classes as well. Finally, we would like to encourage teacher exchanges within the English and Humanities Departments and across the college since there is great expertise at CCSF that often goes untapped.

- **ENGL 1B - Reading, Writing, and Critical Thinking about Literature**
  - **Assessment Type:** CRN-level SLO Assessment
  - **Submitted:** 2016-May-31
  - **CRN:** 31978
  - **Outcome:** Compose coherent expository and argumentative essays about literary texts.
  - **Request details:** We would like to request funds to host professional development sessions on campus about best ways to teach literary analysis essays. We also think dedicated 1B tutors, perhaps peer mentors and tutors, specializing in teaching interpretation of literature to ESL students and others with little experience interpreting literature in English would be helpful. We would like to help students see literature as a vital, living art by making more honorariums available for readers and lecturers to visit not just the English 1B classes but the humanities and creative writing classes as well. Finally, we would like to encourage teacher exchanges within the English and Humanities Departments and across the college since there is great expertise at CCSF that often goes untapped.

- **ENGL 1B - Reading, Writing, and Critical Thinking about Literature**
  - **Assessment Type:** CRN-level SLO Assessment
  - **Submitted:** 2016-May-31
  - **CRN:** 31979
  - **Outcome:** Compose coherent expository and argumentative essays about literary texts.
  - **Request details:** We would like to request funds to host professional development sessions on campus about best ways to teach literary analysis essays. We also think dedicated 1B tutors, perhaps peer mentors and tutors, specializing in teaching interpretation of literature to ESL students and others with little experience interpreting literature in English would be helpful. We would like to help students see literature as a vital, living art by making more honorariums available for readers and lecturers to visit not just the English 1B classes but the humanities and creative writing classes as well. Finally, we would like to encourage teacher exchanges within the English and Humanities Departments and across the college since there is great expertise at CCSF that often goes untapped.

- **ENGL 1B - Reading, Writing, and Critical Thinking about Literature**
  - **Assessment Type:** CRN-level SLO Assessment
  - **Submitted:** 2016-Jun-01
  - **CRN:** 30153
  - **Outcome:** Compose coherent expository and argumentative essays about literary texts.
  - **Request details:** We would like to request funds to host professional development sessions on campus about best ways to teach literary analysis essays. We also think dedicated 1B tutors, perhaps peer mentors and tutors, specializing in teaching interpretation of literature to ESL students and others with little experience interpreting literature in English would be helpful. We would like to help students see literature as a vital, living art by making more honorariums available for readers and lecturers to visit not just the English 1B classes but the humanities and creative writing classes as well. Finally, we would like to encourage teacher exchanges within the English and Humanities Departments and across the college since there is great expertise at CCSF that often goes untapped.

- **ENGL 1B - Reading, Writing, and Critical Thinking about Literature**
  - **Assessment Type:** CRN-level SLO Assessment
  - **Submitted:** 2016-Jun-02
CRN: 30165
Outcome: Compose coherent expository and argumentative essays about literary texts.
Request details: We would like to request funds to host professional development sessions on campus about best ways to teach literary analysis essays. We also think dedicated 1B tutors, perhaps peer mentors and tutors, specializing in teaching interpretation of literature to ESL students and others with little experience interpreting literature in English will be helpful. We would like to help students see literature as a vital, living art by making more honorariums available for readers and lecturers to visit not just the English 1B classes but also the humanities and creative writing classes as well. Finally, we would like to encourage teacher exchanges within the English and Humanities Departments and across the college since there is great expertise at CCSF that often goes untapped.

• ENGL 1B - Reading, Writing, and Critical Thinking about Literature Compose coherent expository and argumentative essays about literary texts. Assessment Type: CRN-level SLO Assessment Submitted: 2016-Jun-02
CRN: 32641
Outcome: Compose coherent expository and argumentative essays about literary texts.
Request details: We would like to request funds to host professional development sessions on campus about best ways to teach literary analysis essays. We also think dedicated 1B tutors, perhaps peer mentors and tutors, specializing in teaching interpretation of literature to ESL students and others with little experience interpreting literature in English would be helpful. We would like to help students see literature as a vital, living art by making more honorariums available for readers and lecturers to visit not just the English 1B classes but the humanities and creative writing classes as well. Finally, we would like to encourage teacher exchanges within the English and Humanities Departments and across the college since there is great expertise at CCSF that often goes untapped.

• ENGL 1B - Reading, Writing, and Critical Thinking about Literature Compose coherent expository and argumentative essays about literary texts. Assessment Type: CRN-level SLO Assessment Submitted: 2016-Jun-03
CRN: 30164
Outcome: Compose coherent expository and argumentative essays about literary texts.
Request details: We would like to request funds to host professional development sessions on campus about best ways to teach literary analysis essays. We also think dedicated 1B tutors, perhaps peer mentors and tutors, specializing in teaching interpretation of literature to ESL students and others with little experience interpreting literature in English would be helpful. We would like to help students see literature as a vital, living art by making more honorariums available for readers and lecturers to visit not just the English 1B classes but the humanities and creative writing classes as well. Finally, we would like to encourage teacher exchanges within the English and Humanities Departments and across the college since there is great expertise at CCSF that often goes untapped.

• ENGL 1B - Reading, Writing, and Critical Thinking about Literature Compose coherent expository and argumentative essays about literary texts. Assessment Type: CRN-level SLO Assessment Submitted: 2016-Jun-03
CRN: 32141
Outcome: Compose coherent expository and argumentative essays about literary texts.
Request details: We would like to request funds to host professional development sessions on campus about best ways to teach literary analysis essays. We also think dedicated 1B tutors, perhaps peer mentors and tutors, specializing in teaching interpretation of literature to ESL students and others with little experience interpreting literature in English would be helpful. We would like to help students see literature as a vital, living art by making more honorariums available for readers and lecturers to visit not just the English 1B classes but the humanities and creative writing classes as well. Finally, we would like to encourage teacher exchanges within the English and Humanities Departments and across the college since there is great expertise at CCSF that often goes untapped.

• ENGL 1B - Reading, Writing, and Critical Thinking about Literature Compose coherent expository and argumentative essays about literary texts. Assessment Type: CRN-level SLO Assessment Submitted: 2016-Jun-03
CRN: 30163
Outcome: Compose coherent expository and argumentative essays about literary texts.
Request details: We would like to request funds to host professional development sessions on campus about best ways to teach literary analysis essays. We also think dedicated 1B tutors, perhaps peer mentors and tutors, specializing in teaching interpretation of literature to ESL students and others with little experience interpreting literature in English would be helpful. We would like to help students see literature as a vital, living art by making more honorariums available for readers and lecturers to visit not just the English 1B classes but the humanities and creative writing classes as well. Finally, we would like to encourage teacher exchanges
within the English and Humanities Departments and across the college since there is great expertise at CCSF that often goes untapped.

- **ENGL 1B - Reading, Writing, and Critical Thinking about Literature Compose coherent expository an...**
  
  **Assessment Type:** CRN-level SLO Assessment  
  **Submitted:** 2016-Jun-03  
  **CRN:** 36606  
  **Outcome:** Compose coherent expository and argumentative essays about literary texts.  
  **Request details:** We would like to request funds to host professional development sessions on campus about best ways to teach literary analysis essays. We also think dedicated 1B tutors, perhaps peer mentors and tutors, specializing in teaching interpretation of literature to ESL students and others with little experience interpreting literature in English would be helpful. We would like to help students see literature as a vital, living art by making more honorariums available for readers and lecturers to visit not just the English 1B classes but the humanities and creative writing classes as well. Finally, we would like to encourage teacher exchanges within the English and Humanities Departments and across the college since there is great expertise at CCSF that often goes untapped.

- **ENGL 1B - Reading, Writing, and Critical Thinking about Literature Compose coherent expository an...**
  
  **Assessment Type:** CRN-level SLO Assessment  
  **Submitted:** 2016-Jun-03  
  **CRN:** 30159  
  **Outcome:** Compose coherent expository and argumentative essays about literary texts.  
  **Request details:** We would like to request funds to host professional development sessions on campus about best ways to teach literary analysis essays. We also think dedicated 1B tutors, perhaps peer mentors and tutors, specializing in teaching interpretation of literature to ESL students and others with little experience interpreting literature in English would be helpful. We would like to help students see literature as a vital, living art by making more honorariums available for readers and lecturers to visit not just the English 1B classes but the humanities and creative writing classes as well. Finally, we would like to encourage teacher exchanges within the English and Humanities Departments and across the college since there is great expertise at CCSF that often goes untapped.

- **ENGL 1B - Reading, Writing, and Critical Thinking about Literature Compose coherent expository an...**
  
  **Assessment Type:** CRN-level SLO Assessment  
  **Submitted:** 2016-Jun-04  
  **CRN:** 30168  
  **Outcome:** Compose coherent expository and argumentative essays about literary texts.  
  **Request details:** We would like to request funds to host professional development sessions on campus about best ways to teach literary analysis essays. We also think dedicated 1B tutors, perhaps peer mentors and tutors, specializing in teaching interpretation of literature to ESL students and others with little experience interpreting literature in English would be helpful. We would like to help students see literature as a vital, living art by making more honorariums available for readers and lecturers to visit not just the English 1B classes but the humanities and creative writing classes as well. Finally, we would like to encourage teacher exchanges within the English and Humanities Departments and across the college since there is great expertise at CCSF that often goes untapped.

- **ENGL 1B - Reading, Writing, and Critical Thinking about Literature Compose coherent expository an...**
  
  **Assessment Type:** CRN-level SLO Assessment  
  **Submitted:** 2016-Jun-04  
  **CRN:** 34716  
  **Outcome:** Compose coherent expository and argumentative essays about literary texts.  
  **Request details:** We would like to request funds to host professional development sessions on campus about best ways to teach literary analysis essays. We also think dedicated 1B tutors, perhaps peer mentors and tutors, specializing in teaching interpretation of literature to ESL students and others with little experience interpreting literature in English would be helpful. We would like to help students see literature as a vital, living art by making more honorariums available for readers and lecturers to visit not just the English 1B classes but the humanities and creative writing classes as well. Finally, we would like to encourage teacher exchanges within the English and Humanities Departments and across the college since there is great expertise at CCSF that often goes untapped.

- **ENGL 1B - Reading, Writing, and Critical Thinking about Literature Compose coherent expository an...**
  
  **Assessment Type:** CRN-level SLO Assessment  
  **Submitted:** 2016-Jun-04  
  **CRN:** 34719
**Outcome:** Compose coherent expository and argumentative essays about literary texts.

**Request details:** We would like to request funds to host professional development sessions on campus about best ways to teach literary analysis essays. We also think dedicated 1B tutors, perhaps peer mentors and tutors, specializing in teaching interpretation of literature to ESL students and others with little experience interpreting literature in English would be helpful. We would like to help students see literature as a vital, living art by making more honorariums available for readers and lecturers to visit not just the English 1B classes but the humanities and creative writing classes as well. Finally, we would like to encourage teacher exchanges within the English and Humanities Departments and across the college since there is great expertise at CCSF that often goes untapped.

- **ENGL 1B - Reading, Writing, and Critical Thinking about Literature**
  - **Assessment Type:** CRN-level SLO Assessment
  - **Submitted:** 2016-Jun-04
  - **CRN:** 30166
  - **Outcome:** Compose coherent expository and argumentative essays about literary texts.
  - **Request details:** We would like to request funds to host professional development sessions on campus about best ways to teach literary analysis essays. We also think dedicated 1B tutors, perhaps peer mentors and tutors, specializing in teaching interpretation of literature to ESL students and others with little experience interpreting literature in English would be helpful. We would like to help students see literature as a vital, living art by making more honorariums available for readers and lecturers to visit not just the English 1B classes but the humanities and creative writing classes as well. Finally, we would like to encourage teacher exchanges within the English and Humanities Departments and across the college since there is great expertise at CCSF that often goes untapped.

- **ENGL 1B - Reading, Writing, and Critical Thinking about Literature**
  - **Assessment Type:** CRN-level SLO Assessment
  - **Submitted:** 2016-Jun-04
  - **CRN:** 30152
  - **Outcome:** Compose coherent expository and argumentative essays about literary texts.
  - **Request details:** We would like to request funds to host professional development sessions on campus about best ways to teach literary analysis essays. We also think dedicated 1B tutors, perhaps peer mentors and tutors, specializing in teaching interpretation of literature to ESL students and others with little experience interpreting literature in English would be helpful. We would like to help students see literature as a vital, living art by making more honorariums available for readers and lecturers to visit not just the English 1B classes but the humanities and creative writing classes as well. Finally, we would like to encourage teacher exchanges within the English and Humanities Departments and across the college since there is great expertise at CCSF that often goes untapped.

- **ENGL 1B - Reading, Writing, and Critical Thinking about Literature**
  - **Assessment Type:** CRN-level SLO Assessment
  - **Submitted:** 2016-Jun-04
  - **CRN:** 36172
  - **Outcome:** Compose coherent expository and argumentative essays about literary texts.
  - **Request details:** We would like to request funds to host professional development sessions on campus about best ways to teach literary analysis essays. We also think dedicated 1B tutors, perhaps peer mentors and tutors, specializing in teaching interpretation of literature to ESL students and others with little experience interpreting literature in English would be helpful. We would like to help students see literature as a vital, living art by making more honorariums available for readers and lecturers to visit not just the English 1B classes but the humanities and creative writing classes as well. Finally, we would like to encourage teacher exchanges within the English and Humanities Departments and across the college since there is great expertise at CCSF that often goes untapped.

- **ENGL 1B - Reading, Writing, and Critical Thinking about Literature**
  - **Assessment Type:** CRN-level SLO Assessment
  - **Submitted:** 2016-Jun-04
  - **CRN:** 30158
  - **Outcome:** Compose coherent expository and argumentative essays about literary texts.
  - **Request details:** We would like to request funds to host professional development sessions on campus about best ways to teach literary analysis essays. We also think dedicated 1B tutors, perhaps peer mentors and tutors, specializing in teaching interpretation of literature to ESL students and others with little experience interpreting literature in English would be helpful. We would like to help students see literature as a vital, living art by making more honorariums available for readers and lecturers to visit not just the English 1B classes but the humanities and creative writing classes as well. Finally, we would like to encourage teacher exchanges...
within the English and Humanities Departments and across the college since there is great expertise at CCSF that often goes untapped.

• **ENGL 1B - Reading, Writing, and Critical Thinking about Literature Compose coherent expository an...**
  
  **Assessment Type:** CRN-level SLO Assessment
  
  **Submitted:** 2016-Jun-05
  
  **CRN:** 30160
  
  **Outcome:** Compose coherent expository and argumentative essays about literary texts.
  
  **Request details:** We would like to request funds to host professional development sessions on campus about best ways to teach literary analysis essays. We also think dedicated 1B tutors, perhaps peer mentors and tutors, specializing in teaching interpretation of literature to ESL students and others with little experience interpreting literature in English would be helpful. We would like to help students see literature as a vital, living art by making more honorariums available for readers and lecturers to visit not just the English 1B classes, but the Humanities and Creative Writing classes as well. Finally, we would like to encourage teacher exchanges within the English and Humanities and Theater Departments and across the college since there is great expertise at CCSF that often goes untapped.

• **ENGL 1B - Reading, Writing, and Critical Thinking about Literature Compose coherent expository an...**
  
  **Assessment Type:** CRN-level SLO Assessment
  
  **Submitted:** 2016-Jun-07
  
  **CRN:** 34487
  
  **Outcome:** Compose coherent expository and argumentative essays about literary texts.
  
  **Request details:** We would like to request funds to host professional development sessions on campus about best ways to teach literary analysis essays. We also think dedicated 1B tutors, perhaps peer mentors and tutors, specializing in teaching interpretation of literature to ESL students and others with little experience interpreting literature in English would be helpful. We would like to help students see literature as a vital, living art by making more honorariums available for readers and lecturers to visit not just the English 1B classes, but the Humanities and Creative Writing classes as well. Finally, we would like to encourage teacher exchanges within the English and Humanities Departments and across the college since there is great expertise at CCSF that often goes untapped.

• **ENGL 1B - Reading, Writing, and Critical Thinking about Literature Distinguish between literal an...**
  
  **Assessment Type:** CRN-level SLO Assessment
  
  **Submitted:** 2015-Dec-11
  
  **CRN:** 70845
  
  **Outcome:** Distinguish between literal and figurative language in order to make inferences, draw conclusions about literary works, and assess how these figures of speech help generate themes.
  
  **Request details:** We would like to request funds to host professional development session on campus about best ways to teach literary analysis essays. We also think dedicated 1B tutors, perhaps peer mentors and tutors, specializing in teaching interpretation of literature to ESL students and others with little experience interpreting literature in English would be helpful. We would like to help students see literature as a vital, living art by making more honorariums available for readers and lecturers to visit the Humanities classes and the Creative Writing Reading Series--events which would be open to the entire college.

• **ENGL 1B - Reading, Writing, and Critical Thinking about Literature Distinguish between literal an...**
  
  **Assessment Type:** CRN-level SLO Assessment
  
  **Submitted:** 2015-Dec-14
  
  **CRN:** 74393
  
  **Outcome:** Distinguish between literal and figurative language in order to make inferences, draw conclusions about literary works, and assess how these figures of speech help generate themes.
  
  **Request details:** We would like to request funds to host professional development sessions on campus about best ways to teach literary analysis essays. We also think dedicated 1B tutors, perhaps peer mentors and tutors, specializing in teaching interpretation of literature to ESL students and others with little experience
interpreting literature in English would be helpful. We would like to help students see literature as a vital, living art by making more honorariums available for readers and lecturers to visit the Humanities classes and the Creative Writing Reading Series—events which would be open to the entire college.

- **ENGL 1B - Reading, Writing, and Critical Thinking about Literature**
  - **Distinguish between literal and figurative language in order to make inferences, draw conclusions about literary works, and assess how these figures of speech help generate themes.**
  - **Request details:** We would like to request funds to host professional development session on campus about best ways to teach literary analysis essays. We also think dedicated 1B tutors, perhaps peer mentors and tutors, specializing in teaching interpretation of literature to ESL students and others with little experience interpreting literature in English would be helpful. We would like to help students see literature as a vital, living art by making more honorariums available for readers and lecturers to visit the Humanities classes and the Creative Writing Reading Series—events which would be open to the entire college.

- **ENGL 1B - Reading, Writing, and Critical Thinking about Literature**
  - **Distinguish between literal and figurative language in order to make inferences, draw conclusions about literary works, and assess how these figures of speech help generate themes.**
  - **Request details:** Request funds to host professional development session on campus about best ways to teach literary essays. We need dedicated 1B tutors, peer mentors and tutors, specializing in teaching interpretation of literature to ESL students. We'd like lecturers and readers to visit the Humanities classes and the Creative Writing Reading Series.

- **ENGL 1B - Reading, Writing, and Critical Thinking about Literature**
  - **Distinguish between literal and figurative language in order to make inferences, draw conclusions about literary works, and assess how these figures of speech help generate themes.**
  - **Request details:** We would like to request funds to host professional development session on campus about best ways to teach literary analysis essays. We also think dedicated 1B tutors, perhaps peer mentors and tutors, specializing in teaching interpretation of literature to ESL students and others with little experience interpreting literature in English would be helpful. We would like to help students see literature as a vital, living art by making more honorariums available for readers and lecturers to visit the Humanities classes and the Creative Writing Reading Series—events which would be open to the entire college.

- **ENGL 1B - Reading, Writing, and Critical Thinking about Literature**
  - **Distinguish between literal and figurative language in order to make inferences, draw conclusions about literary works, and assess how these figures of speech help generate themes.**
  - **Request details:** We would like to request funds to host professional development session on campus about best ways to teach literary analysis essays. We also think dedicated 1B tutors, perhaps peer mentors and tutors, specializing in teaching interpretation of literature to ESL students and others with little experience interpreting literature in English would be helpful. We would like to help students see literature as a vital, living art by making more honorariums available for readers and lecturers to visit the Humanities classes and the Creative Writing Reading Series—events which would be open to the entire college.
interpreting literature in English would be helpful. We would like to help students see literature as a vital, living art by making more honorariums available for readers and lecturers to visit the Humanities classes and the Creative Writing Reading Series--events which would be open to the entire college.

**ENGL 1B - Reading, Writing, and Critical Thinking about Literature**
**Distinguish between literal and figurative language in order to make inferences, draw conclusions about literary works, and assess how these figures of speech help generate themes.**

**Assessment Type:** CRN-level SLO Assessment
**Submitted:** 2015-Dec-22
**CRN:** 74636

**Outcome:** Distinguish between literal and figurative language in order to make inferences, draw conclusions about literary works, and assess how these figures of speech help generate themes.

**Request details:** We would like to request funds to host a professional development session on campus about best ways to teach literary analysis essays. We also think dedicated 1B tutors, perhaps peer mentors and tutors, specializing in teaching interpretation of literature to ESL students and others with little experience interpreting literature in English would be helpful. Workshops in the lab could help, too. We would like to help students see literature as a vital, living art by making more honorariums available for readers and lecturers to visit the Humanities classes and the Creative Writing Reading Series--events which would be open to the entire college.

**ENGL 1B - Reading, Writing, and Critical Thinking about Literature**
**Distinguish between literal and figurative language in order to make inferences, draw conclusions about literary works, and assess how these figures of speech help generate themes.**

**Assessment Type:** CRN-level SLO Assessment
**Submitted:** 2015-Dec-22
**CRN:** 72864

**Outcome:** Distinguish between literal and figurative language in order to make inferences, draw conclusions about literary works, and assess how these figures of speech help generate themes.

**Request details:** Funds for professional development
Tutors
Peer mentors

**ENGL 1B - Reading, Writing, and Critical Thinking about Literature**
**Distinguish between literal and figurative language in order to make inferences, draw conclusions about literary works, and assess how these figures of speech help generate themes.**

**Assessment Type:** CRN-level SLO Assessment
**Submitted:** 2015-Dec-22
**CRN:** 70835

**Outcome:** Distinguish between literal and figurative language in order to make inferences, draw conclusions about literary works, and assess how these figures of speech help generate themes.

**Request details:** Funds to host professional development sessions on campus about best ways to teach literary analysis essays. Also, dedicated 1B tutors, perhaps peer mentors and tutors, specializing in teaching interpretation of literature to ESL students and others with little experience interpreting literature in English. We would like to help students see literature as a vital, living art by making more honorariums available for readers and lecturers to visit the Humanities classes and the Creative Writing Reading Series--events which would be open to the entire college.

**ENGL 1B - Reading, Writing, and Critical Thinking about Literature**
**Distinguish between literal and figurative language in order to make inferences, draw conclusions about literary works, and assess how these figures of speech help generate themes.**

**Assessment Type:** CRN-level SLO Assessment
**Submitted:** 2015-Dec-26
**CRN:** 70838

**Outcome:** Distinguish between literal and figurative language in order to make inferences, draw conclusions about literary works, and assess how these figures of speech help generate themes.

**Request details:** We would like to request funds to host professional development sessions on campus about best ways to teach literary analysis essays. We also think dedicated 1B tutors, perhaps peer mentors and tutors, specializing in teaching interpretation of literature to ESL students and others with little experience interpreting literature in English would be helpful. We would like to help students see literature as a vital, living art by making more honorariums available for readers and lecturers to visit the Humanities and the Creative Writing Series--events which would be open to the entire college.

**ENGL 1B - Reading, Writing, and Critical Thinking about Literature**
**Distinguish between literal and figurative language in order to make inferences, draw conclusions about literary works, and assess how these figures of speech help generate themes.**

**Assessment Type:** CRN-level SLO Assessment
**Submitted:** 2015-Dec-30
**CRN:** 73138

**Outcome:** Distinguish between literal and figurative language in order to make inferences, draw conclusions about literary works, and assess how these figures of speech help generate themes.

**Request details:** We would like to request funds to host professional development session on campus about best ways to teach literary analysis essays. We also think dedicated 1B tutors, perhaps peer mentors and tutors, specializing in teaching interpretation of literature to ESL students and others with little experience interpreting literature in English would be helpful. Workshops in the lab could help, too. We would like to help students see literature as a vital, living art by making more honorariums available for readers and lecturers to visit the Humanities classes and the Creative Writing Reading Series--events which would be open to the entire college.
interpreting literature in English would be helpful. We would like to help students see literature as a vital, living
art by making more honorariums available for readers and lecturers to visit the Humanities classes and the
Creative Writing Reading Series--events which would be open to the entire college.

- **ENGL 1B - Reading, Writing, and Critical Thinking about Literature Distinguish between literal an...**
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2015-Dec-30
  CRN: 70830
  **Outcome:** Distinguish between literal and figurative language in order to make inferences, draw conclusions
  about literary works, and assess how these figures of speech help generate themes.
  **Request details:** We would like to request funds to host professional development session on campus about
  best ways to teach literary analysis essays. We also think dedicated 1B tutors, perhaps peer mentors and
  tutors, specializing in teaching interpretation of literature to ESL students and others with little experience
  interpreting literature in English would be helpful. We would like to help students see literature as a vital, living
  art by making more honorariums available for readers and lecturers to visit the Humanities classes and the
  Creative Writing Reading Series--events which would be open to the entire college.

- **ENGL 1B - Reading, Writing, and Critical Thinking about Literature Distinguish between literal an...**
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2015-Dec-31
  CRN: 70832
  **Outcome:** Distinguish between literal and figurative language in order to make inferences, draw conclusions
  about literary works, and assess how these figures of speech help generate themes.
  **Request details:** We would like to request funds to host professional development session on campus about
  best ways to teach literary analysis essays. We also think dedicated 1B tutors, perhaps peer mentors and
  tutors, specializing in teaching interpretation of literature to ESL students and others with little experience
  interpreting literature in English would be helpful. We would like to help students see literature as a vital, living
  art by making more honorariums available for readers and lecturers to visit the Humanities classes and the
  Creative Writing Reading Series--events which would be open to the entire college.

- **ENGL 1B - Reading, Writing, and Critical Thinking about Literature Distinguish between literal an...**
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2015-Dec-31
  CRN: 71957
  **Outcome:** Distinguish between literal and figurative language in order to make inferences, draw conclusions
  about literary works, and assess how these figures of speech help generate themes.
  **Request details:** We would like to request funds to host professional development session on campus about
  best ways to teach literary analysis essays. We also think dedicated 1B tutors, perhaps peer mentors and
  tutors, specializing in teaching interpretation of literature to ESL students and others with little experience
  interpreting literature in English would be helpful. We would like to help students see literature as a vital, living
  art by making more honorariums available for readers and lecturers to visit the Humanities classes and the
  Creative Writing Reading Series--events which would be open to the entire college.

- **ENGL 1B - Reading, Writing, and Critical Thinking about Literature Distinguish between literal an...**
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2015-Dec-31
  CRN: 76453
  **Outcome:** Distinguish between literal and figurative language in order to make inferences, draw conclusions
  about literary works, and assess how these figures of speech help generate themes.
  **Request details:** We would like to request funds to host professional development session on campus about
  best ways to teach literary analysis essays. We also think dedicated 1B tutors, perhaps peer mentors and
  tutors, specializing in teaching interpretation of literature to ESL students and others with little experience
  interpreting literature in English would be helpful. We would like to help students see literature as a vital, living
  art by making more honorariums available for readers and lecturers to visit the Humanities classes and the
  Creative Writing Reading Series--events which would be open to the entire college.

- **ENGL 1B - Reading, Writing, and Critical Thinking about Literature Distinguish between literal an...**
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-Jan-04
  CRN: 76272
  **Outcome:** Distinguish between literal and figurative language in order to make inferences, draw conclusions
  about literary works, and assess how these figures of speech help generate themes.
Request details: We would like to request funds to host professional development session on campus about best ways to teach literary analysis essays. We also think dedicated 1B tutors, perhaps peer mentors and tutors, specializing in teaching interpretation of literature to ESL students and others with little experience interpreting literature in English would be helpful. We would like to help students see literature as a vital, living art by making more honorariums available for readers and lecturers to visit the Humanities classes and the Creative Writing Reading Series—events which would be open to the entire college.

• ENGL 1B - Reading, Writing, and Critical Thinking about Literature Distinguish between literal an... Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-Jan-04
  CRN: 74637
  Outcome: Distinguish between literal and figurative language in order to make inferences, draw conclusions about literary works, and assess how these figures of speech help generate themes.
  Request details: We would like to request funds to host professional development session on campus about best ways to teach literary analysis essays. We also think dedicated 1B tutors, perhaps peer mentors and tutors, specializing in teaching interpretation of literature to ESL students and others with little experience interpreting literature in English would be helpful. We would like to help students see literature as a vital, living art by making more honorariums available for readers and lecturers to visit the Humanities classes and the Creative Writing Reading Series—events which would be open to the entire college.

• ENGL 1B - Reading, Writing, and Critical Thinking about Literature Distinguish between literal an... Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-Jan-04
  CRN: 70840
  Outcome: Distinguish between literal and figurative language in order to make inferences, draw conclusions about literary works, and assess how these figures of speech help generate themes.
  Request details: We would like to request funds to host professional development session on campus about best ways to teach literary analysis essays. We also think dedicated 1B tutors, perhaps peer mentors and tutors, specializing in teaching interpretation of literature to ESL students and others with little experience interpreting literature in English would be helpful. We would like to help students see literature as a vital, living art by making more honorariums available for readers and lecturers to visit the Humanities classes and the Creative Writing Reading Series—events which would be open to the entire college.

• ENGL 1B - Reading, Writing, and Critical Thinking about Literature Distinguish between literal an... Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-Jan-04
  CRN: 74639
  Outcome: Distinguish between literal and figurative language in order to make inferences, draw conclusions about literary works, and assess how these figures of speech help generate themes.
  Request details: Hold professional development conferences. hire 1B tutors who specialize in literature for ESL students, add honorariums for Humanities and Creative Writing speakers.

• ENGL 1B - Reading, Writing, and Critical Thinking about Literature Distinguish between literal an... Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-Jan-04
  CRN: 75602
  Outcome: Distinguish between literal and figurative language in order to make inferences, draw conclusions about literary works, and assess how these figures of speech help generate themes.
  Request details: We would like to request funds to host professional development session on campus about best ways to teach literary analysis essays. We also think dedicated 1B tutors, perhaps peer mentors and tutors, specializing in teaching interpretation of literature to ESL students and others with little experience interpreting literature in English would be helpful. We would like to help students see literature as a vital, living art by making more honorariums available for readers and lecturers to visit the Humanities classes and the Creative Writing Reading Series—events which would be open to the entire college.

• ENGL 92 - Basic Reading and Writing II Quote and paraphrase material ... Assessment Type: CRN-level SLO Assessment
  Submitted: 2015-Dec-27
  CRN: 75602
  Outcome: Quote and paraphrase material appropriately from 2-3 sources on a given subject.
  Request details: Instructors would like computer plug-ins and projectors for classes the English department generally uses or more media carts for the department, so we may use various methods to teach our students, appealing to a wider range of learning styles, and helping to build our students' digital literacy.
Instructors are requesting the following resources:

- honorariums for Humanities classes and the Creative Writing Reading Series--events open to the entire college and funds for leading workshops in the English Lab
- 3598 tutors (like the Basic Skills ENGL 91 tutors and ALP tutors)
- peer tutors
- peer mentors

- **ENGL 92 - Basic Reading and Writing II Quote and paraphrase material...**
  - **Assessment Type:** CRN-level SLO Assessment
  - **Submitted:** 2016-Jan-04
  - **CRN:** 74302
  - **Outcome:** Quote and paraphrase material appropriately from 2-3 sources on a given subject.
  - **Request details:** We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods our students, appealing to a wider range of learning styles and helping to build our students' digital literacy.

  We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors' and mentors' critical evaluation skills, improving their own scholastic performance.

  We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

- **ENGL 93 - Introduction to Academic Writing and Reading Annotate, summarize, synthesize...**
  - **Assessment Type:** CRN-level SLO Assessment
  - **Submitted:** 2016-Apr-29
  - **CRN:** 36602
  - **Outcome:** Annotate, summarize, synthesize, and analyze primarily pre-collegiate nonfiction texts.
  - **Request details:** We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students' digital literacy.

  We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors' and mentors' critical evaluation skills, improving their own scholastic performance.

  We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

- **ENGL 93 - Introduction to Academic Writing and Reading Annotate, summarize, synthesize...**
  - **Assessment Type:** CRN-level SLO Assessment
  - **Submitted:** 2016-May-18
  - **CRN:** 32172
  - **Outcome:** Annotate, summarize, synthesize, and analyze primarily pre-collegiate nonfiction texts.
  - **Request details:** We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students' digital literacy.

  We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors' and mentors' critical evaluation skills, improving their own scholastic performance.

  We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.
Submit: 2016-May-20
CRN: 32191
Outcome: Annotate, summarize, synthesize, and analyze primarily pre-collegiate nonfiction texts.
Request details: We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors' and mentors' critical evaluation skills, improving their own scholastic performance.

- ENGL 93 - Introduction to Academic Writing and Reading Annotate, summarize, synthesize, and analyze primarily pre-collegiate nonfiction texts.
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-May-26
  CRN: 32165
  Outcome: Annotate, summarize, synthesize, and analyze primarily pre-collegiate nonfiction texts.
  Request details: We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students' digital literacy.

We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors' and mentors' critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

- ENGL 93 - Introduction to Academic Writing and Reading Annotate, summarize, synthesize, and analyze primarily pre-collegiate nonfiction texts.
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-May-27
  CRN: 32179
  Outcome: Annotate, summarize, synthesize, and analyze primarily pre-collegiate nonfiction texts.
  Request details: More Smart Classrooms. I taught in a Smart classroom with computer projector wifi access and document reader-instrumental in engaging Ss and helping them achieve their SLOs. We need more of these! We could look at a text together or related video of authors speaking about the books we read, connecting work in the classroom with the outside world; document reader allowed me to demonstrate annotation. It was amazing! Please make ALL classroom SMART CLASSROOMS!

computer plug-ins and projectors for classes

more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes

more honorariums for Humanities classes and the Creative Writing Visiting Writers Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

- ENGL 93 - Introduction to Academic Writing and Reading Annotate, summarize, synthesize, and analyze primarily pre-collegiate nonfiction texts.
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-May-31
  CRN: 32175
  Outcome: Annotate, summarize, synthesize, and analyze primarily pre-collegiate nonfiction texts.
  Request details: We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students' digital literacy.

We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors' and mentors' critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.
ENGL 93 - Introduction to Academic Writing and Reading Annotate, summarize, synthesize...
Assessment Type: CRN-level SLO Assessment
Submitted: 2016-May-31
CRN: 32189
Outcome: Annotate, summarize, synthesize, and analyze primarily pre-collegiate nonfiction texts.
Request details: We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students’ digital literacy.

We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors’ and mentors’ critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

ENGL 93 - Introduction to Academic Writing and Reading Annotate, summarize, synthesize...
Assessment Type: CRN-level SLO Assessment
Submitted: 2016-Jun-01
CRN: 32166
Outcome: Annotate, summarize, synthesize, and analyze primarily pre-collegiate nonfiction texts.
Request details: We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students’ digital literacy.

We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors’ and mentors’ critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

ENGL 93 - Introduction to Academic Writing and Reading Annotate, summarize, synthesize...
Assessment Type: CRN-level SLO Assessment
Submitted: 2016-Jun-01
CRN: 32171
Outcome: Annotate, summarize, synthesize, and analyze primarily pre-collegiate nonfiction texts.
Request details: We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students’ digital literacy.

We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors’ and mentors’ critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

ENGL 93 - Introduction to Academic Writing and Reading Annotate, summarize, synthesize...
Assessment Type: CRN-level SLO Assessment
Submitted: 2016-Jun-02
CRN: 36165
Outcome: Annotate, summarize, synthesize, and analyze primarily pre-collegiate nonfiction texts.
Request details: We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students’ digital literacy.

We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors’ and mentors’ critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.
understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors’ and mentors’ critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

• ENGL 93 - Introduction to Academic Writing and Reading Annotate, summarize, synthesize...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-Jun-02
  CRN: 32194
  Outcome: Annotate, summarize, synthesize, and analyze primarily pre-collegiate nonfiction texts.
  Request details: We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students’ digital literacy.

We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors’ and mentors’ critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

• ENGL 93 - Introduction to Academic Writing and Reading Demonstrate control over some ...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-Apr-29
  CRN: 36602
  Outcome: Demonstrate control over some sentence-combining strategies and most major conventions of standard English grammar.
  Request details: We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students’ digital literacy.

We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors’ and mentors’ critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

• ENGL 93 - Introduction to Academic Writing and Reading Demonstrate control over some ...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-May-18
  CRN: 32172
  Outcome: Demonstrate control over some sentence-combining strategies and most major conventions of standard English grammar.
  Request details: We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students’ digital literacy.

We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors’ and mentors’ critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.
• ENGL 93 - Introduction to Academic Writing and Reading
  Demonstrate control over some ...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-May-18
  CRN: 32189
  Outcome: Demonstrate control over some sentence-combining strategies and most major conventions of
  standard English grammar.
  Request details: We would like computer plug-ins and projectors for classes the English department generally
  uses and more media carts for the department, so we may vary our teaching methods for our students,
  appealing to a wider range of learning styles and helping to build our students' digital literacy.

  We request more funds for peer tutors and mentors because these tutors and mentors can help students
  understand and demonstrate the SLOs of their classes more effectively by helping them learn college success
  strategies. This experience also builds the tutors' and mentors' critical evaluation skills, improving their own
  scholastic performance.

  We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as
  speakers help students learn about the reading and writing process and address important issues that students
  read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

• ENGL 93 - Introduction to Academic Writing and Reading
  Demonstrate control over some ...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-May-20
  CRN: 32191
  Outcome: Demonstrate control over some sentence-combining strategies and most major conventions of
  standard English grammar.
  Request details: We would like computer plug-ins and projectors for classes the English department generally
  uses and more media carts for the department, so we may vary our teaching methods for our students,
  appealing to a wider range of learning styles and helping to build our students' digital literacy.

• ENGL 93 - Introduction to Academic Writing and Reading
  Demonstrate control over some ...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-May-26
  CRN: 32165
  Outcome: Demonstrate control over some sentence-combining strategies and most major conventions of
  standard English grammar.
  Request details: We would like computer plug-ins and projectors for classes the English department generally
  uses and more media carts for the department, so we may vary our teaching methods for our students,
  appealing to a wider range of learning styles and helping to build our students' digital literacy.

  We request more funds for peer tutors and mentors because these tutors and mentors can help students
  understand and demonstrate the SLOs of their classes more effectively by helping them learn college success
  strategies. This experience also builds the tutors' and mentors' critical evaluation skills, improving their own
  scholastic performance.

  We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as
  speakers help students learn about the reading and writing process and address important issues that students
  read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

• ENGL 93 - Introduction to Academic Writing and Reading
  Demonstrate control over some ...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-May-27
  CRN: 32179
  Outcome: Demonstrate control over some sentence-combining strategies and most major conventions of
  standard English grammar.
  Request details: More Smart Classrooms. I taught in a Smart classroom with computer projector wifi access
  and document reader-instrumental in engaging Ss and helping them achieve their SLOs. We need more of
  these!! modeled how to correct errors (and elicit S feedback), which fostered a sense of community and risk-
  taking as the modeling was done with volunteer student work--it also gave a chance to praise Ss publicly and
  show off their work; It was amazing! Please make ALL classroom SMART CLASSROOMS!

  computer plug-ins and projectors for classes

  more funds for peer tutors and mentors because these tutors and mentors can help students understand and
demonstrate the SLOs of their classes
more honorariums for Humanities classes and the Creative Writing Visiting Writers Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

• ENGL 93 - Introduction to Academic Writing and Reading
  Demonstrate control over some ...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-May-31
  CRN: 32221
  Outcome: Demonstrate control over some sentence-combining strategies and most major conventions of standard English grammar.
  Request details: We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students' digital literacy.

  We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors' and mentors' critical evaluation skills, improving their own scholastic performance.

  We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

• ENGL 93 - Introduction to Academic Writing and Reading
  Demonstrate control over some ...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-May-31
  CRN: 32175
  Outcome: Demonstrate control over some sentence-combining strategies and most major conventions of standard English grammar.
  Request details: We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students' digital literacy.

  We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors' and mentors' critical evaluation skills, improving their own scholastic performance.

  We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

• ENGL 93 - Introduction to Academic Writing and Reading
  Demonstrate control over some ...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-Jun-01
  CRN: 32166
  Outcome: Demonstrate control over some sentence-combining strategies and most major conventions of standard English grammar.
  Request details: We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students' digital literacy.

  We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors' and mentors' critical evaluation skills, improving their own scholastic performance.

  We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

More English 26 classes!
- **ENGL 93 - Introduction to Academic Writing and Reading**
  - **Demonstrate control over some ...**
  - **Assessment Type:** CRN-level SLO Assessment
  - **Submitted:** 2016-Jun-01
  - **CRN:** 32171
  - **Outcome:** Demonstrate control over some sentence-combining strategies and most major conventions of standard English grammar.
  - **Request details:** We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students’ digital literacy.

  We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors’ and mentors’ critical evaluation skills, improving their own scholastic performance.

  We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

  More English 26 classes!

- **ENGL 93 - Introduction to Academic Writing and Reading**
  - **Demonstrate control over some ...**
  - **Assessment Type:** CRN-level SLO Assessment
  - **Submitted:** 2016-Jun-02
  - **CRN:** 36165
  - **Outcome:** Demonstrate control over some sentence-combining strategies and most major conventions of standard English grammar.
  - **Request details:** We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students’ digital literacy.

  We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors’ and mentors’ critical evaluation skills, improving their own scholastic performance.

  We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

- **ENGL 93 - Introduction to Academic Writing and Reading**
  - **Demonstrate control over some ...**
  - **Assessment Type:** CRN-level SLO Assessment
  - **Submitted:** 2016-Jun-02
  - **CRN:** 32194
  - **Outcome:** Demonstrate control over some sentence-combining strategies and most major conventions of standard English grammar.
  - **Request details:** We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students’ digital literacy.

  We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors’ and mentors’ critical evaluation skills, improving their own scholastic performance.

  We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

- **ENGL 93 - Introduction to Academic Writing and Reading**
  - **Demonstrate control over some ...**
  - **Assessment Type:** CRN-level SLO Assessment
  - **Submitted:** 2016-Jun-03
  - **CRN:** 34504
Outcome: Demonstrate control over some sentence-combining strategies and most major conventions of standard English grammar.

Request details: We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors’ and mentors’ critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

- ENGL 93 - Introduction to Academic Writing and Reading
  Demonstrate control over some ... 
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-Jun-07
  CRN: 32162
  Outcome: Demonstrate control over some sentence-combining strategies and most major conventions of standard English grammar.
  Request details: We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students’ digital literacy. We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors’ and mentors’ critical evaluation skills, improving their own scholastic performance. We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

- ENGL 93 - Introduction to Academic Writing and Reading
  Demonstrate control over some ... 
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-Jun-07
  CRN: 32192
  Outcome: Demonstrate control over some sentence-combining strategies and most major conventions of standard English grammar.
  Request details: We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students’ digital literacy.

We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors’ and mentors’ critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

- ENGL 93 - Introduction to Academic Writing and Reading
  Identify and integrate relevant evidence to support essays, using MLA format.
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2015-Dec-10
  CRN: 72023
  Outcome: Identify and integrate relevant evidence to support essays, using MLA format.
  Request details: We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students’ digital literacy. We would also like continued support—especially ESL-specific tutoring—for students coming over to the regular English sequence from the ESL sequence. These added resources help ESL students succeed, especially with
the number of ESL students in English 93 on the rise (this section was about 90% ESL, many of whom were attempting a regular composition sequence course for the first time).

- **ENGL 93 - Introduction to Academic Writing and Reading** Identify and integrate relevant evidence to support essays, using MLA format.
  
  **Assessment Type:** CRN-level SLO Assessment  
  **Submitted:** 2015-Dec-10  
  **CRN:** 72021  
  **Outcome:** Identify and integrate relevant evidence to support essays, using MLA format.  
  **Request details:** We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods our students, appealing to a wider range of learning styles, and helping to build our students’ digital literacy.

Continued support–especially ESL-specific tutoring--for students coming over to the regular English sequence from the ESL sequence. These added resources help ESL students succeed, especially with the number of ESL students in English 93 on the rise (this section was about 90% ESL, many of whom were attempting a regular composition sequence course for the first time).

- **ENGL 93 - Introduction to Academic Writing and Reading** Identify and integrate relevant evidence to support essays, using MLA format.
  
  **Assessment Type:** CRN-level SLO Assessment  
  **Submitted:** 2015-Dec-16  
  **CRN:** 74142  
  **Outcome:** Identify and integrate relevant evidence to support essays, using MLA format.  
  **Request details:** We would like computer plug-ins and projectors for classes the English department generally uses or more media carts for the department, so we may use various methods to teach our students, appealing to a wider range of learning styles, and helping to build our students’ digital literacy.

- **ENGL 93 - Introduction to Academic Writing and Reading** Identify and integrate relevant evidence to support essays, using MLA format.
  
  **Assessment Type:** CRN-level SLO Assessment  
  **Submitted:** 2015-Dec-16  
  **CRN:** 75315  
  **Outcome:** Identify and integrate relevant evidence to support essays, using MLA format.  
  **Request details:** We would like computer plug-ins and projectors for classes the English department generally uses or more media carts for the department, so we may vary our teaching methods our students, appealing to a wider range of learning styles, and helping to build our students’ digital literacy.

- **ENGL 93 - Introduction to Academic Writing and Reading** Identify and integrate relevant evidence to support essays, using MLA format.
  
  **Assessment Type:** CRN-level SLO Assessment  
  **Submitted:** 2015-Dec-17  
  **CRN:** 72393  
  **Outcome:** Identify and integrate relevant evidence to support essays, using MLA format.  
  **Request details:** We would like computer plug-ins and projectors for classes the English department generally uses or more media carts for the department, so we may vary our teaching methods our students, appealing to a wider range of learning styles, and helping to build our students’ digital literacy.

We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors’ and mentors’ critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.
understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors’ and mentors’ critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

• ENGL 93 - Introduction to Academic Writing and Reading Identify and integrate relevant evidence to support essays, using MLA format.

Request details: Plug-ins and projectors and media carts, funds for peer tutors and mentors, and funds for honorariums for Humanities classes and the Creative Writing Reading Series.

We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors’ and mentors’ critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

• ENGL 93 - Introduction to Academic Writing and Reading Identify and integrate relevant evidence to support essays, using MLA format.

Request details: Computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods our students, appealing to a wider range of learning styles and helping to build our students’ digital literacy.

We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors’ and mentors’ critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

• ENGL 93 - Introduction to Academic Writing and Reading Identify and integrate relevant evidence to support essays, using MLA format.

Request details: We like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods our students, appealing to a wider range of learning styles and helping to build our students’ digital literacy.

We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors’ and mentors’ critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.
strategies. This experience also builds the tutors’ and mentors’ critical evaluation skills, improving their own
scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as
speakers help students learn about the reading and writing process and address important issues that students
read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

• **ENGL 93 - Introduction to Academic Writing and Reading** Identify and integrate relevant evidence to support essays, using MLA format.
  
  **Assessment Type:** CRN-level SLO Assessment  
  **Submitted:** 2015-Dec-20  
  **CRN:** 720219  
  **Outcome:** Identify and integrate relevant evidence to support essays, using MLA format.  
  **Request details:** We would like computer plug-ins and projectors for classes the English department generally
  uses and more media carts for the department, so we may vary our teaching methods our students, appealing
to a wider range of learning styles and helping to build our students’ digital literacy.

We request more funds for peer tutors and mentors because these tutors and mentors can help students
understand and demonstrate the SLOs of their classes more effectively by helping them learn college success
strategies. This experience also builds the tutors’ and mentors’ critical evaluation skills, improving their own
scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as
speakers help students learn about the reading and writing process and address important issues that students
read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

• **ENGL 93 - Introduction to Academic Writing and Reading** Identify and integrate relevant evidence to support essays, using MLA format.
  
  **Assessment Type:** CRN-level SLO Assessment  
  **Submitted:** 2015-Dec-20  
  **CRN:** 72028  
  **Outcome:** Identify and integrate relevant evidence to support essays, using MLA format.  
  **Request details:** We would like computer plug-ins and projectors for classes the English department generally
  uses and more media carts for the department, so we may vary our teaching methods our students, appealing
to a wider range of learning styles and helping to build our students’ digital literacy.

We request more funds for peer tutors and mentors because these tutors and mentors can help students
understand and demonstrate the SLOs of their classes more effectively by helping them learn college success
strategies. This experience also builds the tutors’ and mentors’ critical evaluation skills, improving their own
scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as
speakers help students learn about the reading and writing process and address important issues that students
read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

• **ENGL 93 - Introduction to Academic Writing and Reading** Identify and integrate relevant evidence to support essays, using MLA format.
  
  **Assessment Type:** CRN-level SLO Assessment  
  **Submitted:** 2015-Dec-21  
  **CRN:** 74128  
  **Outcome:** Identify and integrate relevant evidence to support essays, using MLA format.  
  **Request details:** We would like computer plug-ins and projectors for classes the English department generally
  uses and more media carts for the department, so we may vary our teaching methods our students, appealing
to a wider range of learning styles and helping to build our students’ digital literacy.

We request more funds for peer tutors and mentors because these tutors and mentors can help students
understand and demonstrate the SLOs of their classes more effectively by helping them learn college success
strategies. This experience also builds the tutors’ and mentors’ critical evaluation skills, improving their own
scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as
speakers help students learn about the reading and writing process and address important issues that students
read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.
CRN: 76448
Outcome: Identify and integrate relevant evidence to support essays, using MLA format.
Request details: We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods our students, appealing to a wider range of learning styles and helping to build our students’ digital literacy.

We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors’ and mentors’ critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

• ENGL 93 - Introduction to Academic Writing and Reading Identify and integrate relevant evidence to support essays, using MLA format.
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2015-Dec-21
  CRN: 74069
Outcome: Identify and integrate relevant evidence to support essays, using MLA format.
Request details: We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods our students, appealing to a wider range of learning styles and helping to build our students’ digital literacy.

We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors’ and mentors’ critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

• ENGL 93 - Introduction to Academic Writing and Reading Identify and integrate relevant evidence to support essays, using MLA format.
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2015-Dec-24
  CRN: 72036
Outcome: Identify and integrate relevant evidence to support essays, using MLA format.
Request details: We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods our students, appealing to a wider range of learning styles and helping to build our students’ digital literacy.

We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors’ and mentors’ critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

• ENGL 93 - Introduction to Academic Writing and Reading Identify and integrate relevant evidence to support essays, using MLA format.
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2015-Dec-24
  CRN: 72056
Outcome: Identify and integrate relevant evidence to support essays, using MLA format.
Request details: We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods our students, appealing to a wider range of learning styles and helping to build our students’ digital literacy.

We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors’ and mentors’ critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.
strategies. This experience also builds the tutors’ and mentors’ critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

• ENGL 93 - Introduction to Academic Writing and Reading Identify and integrate relevant evidence to support essays, using MLA format.
  
  Assessment Type: CRN-level SLO Assessment
  
  Submitted: 2015-Dec-24
  
  CRN: 74013
  
  Outcome: Identify and integrate relevant evidence to support essays, using MLA format.
  
  Request details: We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods our students, appealing to a wider range of learning styles and helping to build our students’ digital literacy.

  We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors’ and mentors’ critical evaluation skills, improving their own scholastic performance.

• ENGL 93 - Introduction to Academic Writing and Reading Identify and integrate relevant evidence to support essays, using MLA format.
  
  Assessment Type: CRN-level SLO Assessment
  
  Submitted: 2015-Dec-27
  
  CRN: 74070
  
  Outcome: Identify and integrate relevant evidence to support essays, using MLA format.
  
  Request details: We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods our students, appealing to a wider range of learning styles and helping to build our students’ digital literacy.

  We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors’ and mentors’ critical evaluation skills, improving their own scholastic performance.

• ENGL 93 - Introduction to Academic Writing and Reading Identify and integrate relevant evidence to support essays, using MLA format.
  
  Assessment Type: CRN-level SLO Assessment
  
  Submitted: 2015-Dec-27
  
  CRN: 75595
  
  Outcome: Identify and integrate relevant evidence to support essays, using MLA format.
  
  Request details: We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods our students, appealing to a wider range of learning styles, and helping to build our students’ digital literacy.

  We are requesting:
  
  - honorariums for Humanities classes and the Creative Writing Reading Series--events open to the entire college and funds for faculty to lead workshops in the English Lab
  - 3598 tutors (like the Basic Skills ENGL 91 tutors and ALP tutors)
  - peer tutors
  - peer mentors

• ENGL 93 - Introduction to Academic Writing and Reading Identify and integrate relevant evidence to support essays, using MLA format.
  
  Assessment Type: CRN-level SLO Assessment
  
  Submitted: 2015-Dec-27
  
  CRN: 74131
  
  Outcome: Identify and integrate relevant evidence to support essays, using MLA format.
  
  Request details: We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods our students, appealing to a wider range of learning styles, and helping to build our students’ digital literacy.
Cynthia Slates makes these suggestions: Ask for honorariums for Humanities classes and the Creative Writing Reading Series, events open to the entire college, and funds for faculty to teach workshops in the English la
3598 tutors (like the Basic Skills ENGL 91 tutors and ALP tutors)
peer tutors
peer mentors

• ENGL 93 - Introduction to Academic Writing and Reading Identify and integrate relevant evidence to support essays, using MLA format.
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2015-Dec-30
  CRN: 76937
  Outcome: Identify and integrate relevant evidence to support essays, using MLA format.
  Request details: We would like computer plug-ins (especially in the bungalows which have no internet access) and projectors for classes the English department appealing to a wider range of learning styles and helping to build our students' digital literacy.
  We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors' and mentors' critical evaluation skills, improving their own scholastic performance.
  We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

• ENGL 93 - Introduction to Academic Writing and Reading Identify and integrate relevant evidence to support essays, using MLA format.
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-Jan-04
  CRN: 72147
  Outcome: Identify and integrate relevant evidence to support essays, using MLA format.
  Request details: We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods our students, appealing to a wider range of learning styles and helping to build our students' digital literacy.
  We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors' and mentors' critical evaluation skills, improving their own scholastic performance.
  We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

• ENGL 93 - Introduction to Academic Writing and Reading Identify and integrate relevant evidence to support essays, using MLA format.
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-Jan-04
  CRN: 72024
  Outcome: Identify and integrate relevant evidence to support essays, using MLA format.
  Request details: We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department. And "ladybug" projectors, too!
  We request more funds for peer tutors and mentors.
  We would also like more honorariums for Humanities classes and the Creative Writing Reading Series.
  Despite promises to the contrary, this is a time-consuming process. Faculty should be fairly compensated, which includes being paid for this increasingly time-consuming work on SLO reporting. Fair and appropriate faculty pay should be part of the resources requested, in program review and elsewhere.

• ENGL 93 - Introduction to Academic Writing and Reading Identify and integrate relevant evidence to support essays, using MLA format.
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-Jan-04
  CRN: 74067
  Outcome: Identify and integrate relevant evidence to support essays, using MLA format.
**Request details:** We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods our students, appealing to a wider range of learning styles and helping to build our students' digital literacy.

We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors' and mentors' critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

- **ENGL 93 - Introduction to Academic Writing and Reading**
  - **Identify and integrate relevant evidence to support essays, using MLA format.**
  - **Assessment Type:** CRN-level SLO Assessment
  - **Submitted:** 2016-Jan-04
  - **CRN:** 75592
  - **Outcome:** Identify and integrate relevant evidence to support essays, using MLA format.
  - **Request details:** We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods our students, appealing to a wider range of learning styles, and helping to build our students' digital literacy.

- **ENGL 93 - Introduction to Academic Writing and Reading**
  - **Identify and integrate relevant evidence to support essays, using MLA format.**
  - **Assessment Type:** CRN-level SLO Assessment
  - **Submitted:** 2016-Jan-04
  - **CRN:** 74129
  - **Outcome:** Identify and integrate relevant evidence to support essays, using MLA format.
  - **Request details:** We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods our students, appealing to a wider range of learning styles, and helping to build our students' digital literacy.

- **ENGL 93 - Introduction to Academic Writing and Reading**
  - **Identify and integrate relevant evidence to support essays, using MLA format.**
  - **Assessment Type:** CRN-level SLO Assessment
  - **Submitted:** 2016-Jan-04
  - **CRN:** 72029
  - **Outcome:** Identify and integrate relevant evidence to support essays, using MLA format.
  - **Request details:** We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods our students, appealing to a wider range of learning styles, and helping to build our students' digital literacy.

We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors’ and mentors’ critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.
speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

**ENGL 93 - Introduction to Academic Writing and Reading**
**Identify and integrate relevant evidence to support essays, using MLA format.**
*Assessment Type:* CRN-level SLO Assessment  
*Submitted:* 2016-Jan-05  
*CRN:* 72014  
*Outcome:* Identify and integrate relevant evidence to support essays, using MLA format.  
*Request details:* We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods our students, appealing to a wider range of learning styles, and helping to build our students’ digital literacy.

We would also like to continue our 3598 tutors as they provide crucial support in reading, writing and study skills to our students, which will help them meet the SLOs for the class.

**ENGL 95 - Academic Reading and Writing Intensive**
**Annotate, summarize, synthesize, and analyze primarily pre-collegiate nonfiction texts.**
*Assessment Type:* CRN-level SLO Assessment  
*Submitted:* 2016-May-25  
*CRN:* 37326  
*Outcome:* Annotate, summarize, synthesize, and analyze primarily pre-collegiate nonfiction texts.  
*Request details:* We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students’ digital literacy.

We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors’ and mentors’ critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.
We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

- **ENGL 95 - Academic Reading and Writing Intensive Annotate, summarize, synthesize...**
  
  **Assessment Type:** CRN-level SLO Assessment  
  **Submitted:** 2016-May-29  
  **CRN:** 37340  
  **Outcome:** Annotate, summarize, synthesize, and analyze primarily pre-collegiate nonfiction texts.  
  **Request details:** We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students’ digital literacy.

We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors’ and mentors’ critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

- **ENGL 95 - Academic Reading and Writing Intensive Annotate, summarize, synthesize...**
  
  **Assessment Type:** CRN-level SLO Assessment  
  **Submitted:** 2016-May-31  
  **CRN:** 37328  
  **Outcome:** Annotate, summarize, synthesize, and analyze primarily pre-collegiate nonfiction texts.  
  **Request details:** We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students’ digital literacy.

We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors’ and mentors’ critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

- **ENGL 95 - Academic Reading and Writing Intensive Annotate, summarize, synthesize...**
  
  **Assessment Type:** CRN-level SLO Assessment  
  **Submitted:** 2016-Jun-02  
  **CRN:** 37330  
  **Outcome:** Annotate, summarize, synthesize, and analyze primarily pre-collegiate nonfiction texts.  
  **Request details:** We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students’ digital literacy.

We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors’ and mentors’ critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

- **ENGL 95 - Academic Reading and Writing Intensive Annotate, summarize, synthesize...**
  
  **Assessment Type:** CRN-level SLO Assessment  
  **Submitted:** 2016-Jun-03  
  **CRN:** 37327  
  **Outcome:** Annotate, summarize, synthesize, and analyze primarily pre-collegiate nonfiction texts.
**Request details:** We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students' digital literacy.

We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors' and mentors' critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

**ENGL 95 - Academic Reading and Writing Intensive**

**Annotation, summarize, synthesize...**

**Assessment Type:** CRN-level SLO Assessment

**Submitted:** 2016-Jun-04

**CRN:** 37332

**Outcome:** Annotate, summarize, synthesize, and analyze primarily pre-collegiate nonfiction texts.

**Request details:** We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students' digital literacy.

We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors' and mentors' critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

**ENGL 95 - Academic Reading and Writing Intensive**

**Annotation, summarize, synthesize...**

**Assessment Type:** CRN-level SLO Assessment

**Submitted:** 2016-Jun-04

**CRN:** 37335

**Outcome:** Annotate, summarize, synthesize, and analyze primarily pre-collegiate nonfiction texts.

**Request details:** We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students' digital literacy.

We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors' and mentors' critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

**ENGL 95 - Academic Reading and Writing Intensive**

**Annotation, summarize, synthesize...**

**Assessment Type:** CRN-level SLO Assessment

**Submitted:** 2016-Jun-05

**CRN:** 37465

**Outcome:** Annotate, summarize, synthesize, and analyze primarily pre-collegiate nonfiction texts.

**Request details:** We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students' digital literacy.

We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors' and mentors' critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as
speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

- ENGL 95 - Academic Reading and Writing Intensive Annotate, summarize, synthesize...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-Jun-05
  CRN: 37341
  Outcome: Annotate, summarize, synthesize, and analyze primarily pre-collegiate nonfiction texts.
  Request details: We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students' digital literacy.

We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors' and mentors' critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

- ENGL 95 - Academic Reading and Writing Intensive Demonstrate control over some ...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-May-25
  CRN: 37326
  Outcome: Demonstrate control over some sentence-combining strategies and most major conventions of standard English grammar.
  Request details: We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students' digital literacy.

We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors' and mentors' critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

- ENGL 95 - Academic Reading and Writing Intensive Demonstrate control over some ...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-May-26
  CRN: 37337
  Outcome: Demonstrate control over some sentence-combining strategies and most major conventions of standard English grammar.
  Request details: We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students' digital literacy.

We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors' and mentors' critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

- ENGL 95 - Academic Reading and Writing Intensive Demonstrate control over some ...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-May-29
  CRN: 37334
Outcome: Demonstrate control over some sentence-combining strategies and most major conventions of standard English grammar.

Request details: We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students’ digital literacy.

We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors’ and mentors’ critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

**ENGL 95 - Academic Reading and Writing Intensive** Demonstrates control over some ...  
Assessment Type: CRN-level SLO Assessment  
Submitted: 2016-May-29  
CRN: 37340

Outcome: Demonstrate control over some sentence-combining strategies and most major conventions of standard English grammar.

Request details: We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students’ digital literacy.

We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors’ and mentors’ critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

**ENGL 95 - Academic Reading and Writing Intensive** Demonstrates control over some ...  
Assessment Type: CRN-level SLO Assessment  
Submitted: 2016-May-31  
CRN: 37328

Outcome: Demonstrate control over some sentence-combining strategies and most major conventions of standard English grammar.

Request details: We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students’ digital literacy.

We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors’ and mentors’ critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

**ENGL 95 - Academic Reading and Writing Intensive** Demonstrates control over some ...  
Assessment Type: CRN-level SLO Assessment  
Submitted: 2016-Jun-01  
CRN: 37333

Outcome: Demonstrate control over some sentence-combining strategies and most major conventions of standard English grammar.

Request details: We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students’ digital literacy.

We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors’ and mentors’ critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.
We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors' and mentors' critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

- **ENGL 95 - Academic Reading and Writing Intensive** Demonstrate control over some ...
  - **Assessment Type:** CRN-level SLO Assessment
  - **Submitted:** 2016-Jun-01
  - **CRN:** 37336
  - **Outcome:** Demonstrate control over some sentence-combining strategies and most major conventions of standard English grammar.
  - **Request details:** We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students' digital literacy.

We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors’ and mentors’ critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

- **ENGL 95 - Academic Reading and Writing Intensive** Demonstrate control over some ...
  - **Assessment Type:** CRN-level SLO Assessment
  - **Submitted:** 2016-Jun-02
  - **CRN:** 37330
  - **Outcome:** Demonstrate control over some sentence-combining strategies and most major conventions of standard English grammar.
  - **Request details:** We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students’ digital literacy.

We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors’ and mentors’ critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as
speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics

• ENGL 95 - Academic Reading and Writing Intensive Demonstrate control over some ...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-Jun-03
  CRN: 37327
  Outcome: Demonstrate control over some sentence-combining strategies and most major conventions of standard English grammar.
  Request details: We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students' digital literacy.

We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors' and mentors' critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

• ENGL 95 - Academic Reading and Writing Intensive Demonstrate control over some ...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-Jun-04
  CRN: 37332
  Outcome: Demonstrate control over some sentence-combining strategies and most major conventions of standard English grammar.
  Request details: We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students' digital literacy.

We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors' and mentors' critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

• ENGL 95 - Academic Reading and Writing Intensive Demonstrate control over some ...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-Jun-04
  CRN: 37335
  Outcome: Demonstrate control over some sentence-combining strategies and most major conventions of standard English grammar.
  Request details: We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students' digital literacy.

We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors' and mentors' critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

• ENGL 95 - Academic Reading and Writing Intensive Demonstrate control over some ...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-Jun-04
  CRN: 37338
Outcome: Demonstrate control over some sentence-combining strategies and most major conventions of standard English grammar.
Request details: We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students' digital literacy.

We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors' and mentors' critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

- **ENGL 95 - Academic Reading and Writing Intensive** Demonstrate control over some ...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-Jun-05
  CRN: 37465
  Outcome: Demonstrate control over some sentence-combining strategies and most major conventions of standard English grammar.
  Request details: We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students' digital literacy.

  We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors' and mentors' critical evaluation skills, improving their own scholastic performance.

  We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

- **ENGL 95 - Academic Reading and Writing Intensive** Demonstrate control over some ...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-Jun-05
  CRN: 37341
  Outcome: Demonstrate control over a variety of sentence-combining strategies and major conventions of standard English grammar.
  Request details: We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students' digital literacy.

  We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors' and mentors' critical evaluation skills, improving their own scholastic performance.

  We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.
understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors’ and mentors’ critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

• ENGL 96 - Academic Writing and Reading Identify and integrate reliable sources

  Assessment Type: CRN-level SLO Assessment
  Submitted: 2015-Dec-18
  CRN: 70919
  Outcome: Identify and integrate reliable and relevant sources to support essays, using MLA format.
  Request details: • honorariums for Humanities classes and the Creative Writing Reading Series--events open to the entire college
  • 3598 tutors (like the Basic Skills ENGL 91 tutors and ALP tutors)
  • peer tutors
  • peer mentors

  Possible reasons
  • tutors / mentors help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies
  • speakers help students learn about the reading / writing process--strategies to help them achieve their SLOs
  • speakers address important issues that students read / write about--helping them understand the topics better, which helps them achieve their SLOs
  • speakers initiate student dialogue about important issues--an important part of the student writing/research process, which helps them achieve their SLOs

• ENGL 96 - Academic Writing and Reading Identify and integrate reliable sources

  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-Jan-04
  CRN: 73604
  Outcome: Identify and integrate reliable and relevant sources to support essays, using MLA format.
  Request details: • honorariums for Humanities classes and the Creative Writing Reading Series--events open to the entire college
  • 3598 tutors (like the Basic Skills ENGL 91 tutors and ALP tutors)
  • peer tutors
  • peer mentors

  Possible reasons
  • tutors / mentors help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies
  • speakers help students learn about the reading / writing process--strategies to help them achieve their SLOs
  • speakers address important issues that students read / write about--helping them understand the topics better, which helps them achieve their SLOs
  • speakers initiate student dialogue about important issues--an important part of the student writing/research process, which helps them achieve their SLOs

• ENGL 96 - Academic Writing and Reading Identify and integrate reliable sources

  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-Jan-04
  CRN: 73598
  Outcome: Identify and integrate reliable and relevant sources to support essays, using MLA format.
  Request details: • honorariums for Humanities classes and the Creative Writing Reading Series--events open to the entire college
  • 3598 tutors (like the Basic Skills ENGL 91 tutors and ALP tutors)
  • peer tutors
  • peer mentors

  Possible reasons
  • tutors / mentors help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies
  • speakers help students learn about the reading / writing process--strategies to help them achieve their SLOs
  • speakers address important issues that students read / write about--helping them understand the topics better, which helps them achieve their SLOs
  • speakers initiate student dialogue about important issues--an important part of the student writing/research process, which helps them achieve their SLOs

How these resources benefit students:
  • tutors / mentors help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies
  • speakers help students learn about the reading / writing process--strategies to help them achieve their SLOs
  • speakers address important issues that students read / write about--helping them understand the topics better, which helps them achieve their SLOs
better, which helps them achieve their SLOs

• speakers initiate student dialogue about important issues—an important part of the student writing/research process, which helps them achieve their SLOs

• ENGL 96 - Academic Writing and Reading Identify and integrate reliable and relevant sources to support essays, using MLA format.
  
  **Assessment Type:** CRN-level SLO Assessment
  
  **Submitted:** 2016-Jan-04
  
  **CRN:** 72055
  
  **Outcome:** Identify and integrate reliable and relevant sources to support essays, using MLA format.
  
  **Request details:**
  • honorariums for Humanities classes and the Creative Writing Reading Series—events open to the entire college
  • 3598 tutors (like the Basic Skills ENGL 91 tutors and ALP tutors)
  • peer tutors
  • peer mentors

  How these resources will help students:
  • tutors / mentors help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies
  • speakers help students learn about the reading / writing process—strategies to help them achieve their SLOs
  • speakers address important issues that students read / write about—helping them understand the topics better, which helps them achieve their SLOs
  • speakers initiate student dialogue about important issues—an important part of the student writing/research process, which helps them achieve their SLOs

  • ENGL 96 - Academic Writing and Reading Identify and integrate reliable and relevant sources to support essays, using MLA format.
  
  **Assessment Type:** CRN-level SLO Assessment
  
  **Submitted:** 2016-Jan-04
  
  **CRN:** 73595
  
  **Outcome:** Identify and integrate reliable and relevant sources to support essays, using MLA format.
  
  **Request details:**
  • honorariums for Humanities classes and the Creative Writing Reading Series—events open to the entire college
  • 3598 tutors (like the Basic Skills ENGL 91 tutors and ALP tutors)
  • peer tutors
  • peer mentors

  and add why you think these things would be useful to your students to achieve their SLO(s).

  • ENGL 96 - Academic Writing and Reading Identify and integrate reliable and relevant sources to support essays, using MLA format.
  
  **Assessment Type:** CRN-level SLO Assessment
  
  **Submitted:** 2016-Jan-04
  
  **CRN:** 70905
  
  **Outcome:** Identify and integrate reliable and relevant sources to support essays, using MLA format.
  
  **Request details:**
  • honorariums for Humanities classes and the Creative Writing Reading Series—events open to the entire college
  - 3598 tutors (like the Basic Skills ENGL 91 tutors and ALP tutors)
  - peer tutors
  - peer mentors

  Resources such as those above will help us support the students more in their learning needs.

  • ENGL 96 - Academic Writing and Reading Identify and integrate reliable and relevant sources to support essays, using MLA format.
  
  **Assessment Type:** CRN-level SLO Assessment
  
  **Submitted:** 2016-Jan-06
  
  **CRN:** 70917
  
  **Outcome:** Identify and integrate reliable and relevant sources to support essays, using MLA format.
  
  **Request details:** Honorariums for Humanities classes and the Creative Writing Reading Series—events open to the entire college.

  • HUM 11 - Music, Art, and Literature: Traditional Analyze texts in their histori...
  
  **Assessment Type:** CRN-level SLO Assessment
  
  **Submitted:** 2015-Dec-14
  
  **CRN:** 75977
  
  **Outcome:** Analyze texts in their historical and cultural contexts through discussion and writing.
  
  **Request details:** Funds for speakers' honoraria.
• HUM 11 - Music, Art, and Literature: Traditional Analyze texts in their histori...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2015-Dec-14
  CRN: 75978
  Outcome: Analyze texts in their historical and cultural contexts through discussion and writing.
  Request details: Funds for speakers' honoraria.

• HUM 11 - Music, Art, and Literature: Traditional Analyze texts in their histori...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2015-Dec-18
  CRN: 75980
  Outcome: Analyze texts in their historical and cultural contexts through discussion and writing.
  Request details: Please allocate funding for guest speakers.

• HUM 12 - Music/Art/Lit: Modern Analyze texts in their histori...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-Jun-03
  CRN: 35216
  Outcome: Analyze texts in their historical and cultural contexts through discussion and writing.
  Request details: As always, funds for guest lecturers would be helpful.

• HUM 12 - Music/Art/Lit: Modern Develop an understanding and i...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-Jun-03
  CRN: 35216
  Outcome: Develop an understanding and intercultural appreciation of aesthetics to enable an informed response primarily to the Western canon of artistic expression.
  Request details: We need money for guest speakers.

• HUM 20 - Bay Area Arts Analyze the artists' works in ...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2015-Dec-14
  CRN: 75580
  Outcome: Analyze the artists' works in the context of local, national, and world history, including its particular interaction with Pacific Rim cultures, through discussion and writing.
  Request details: Funds for speakers' honoraria.

• HUM 20 - Bay Area Arts Identify artists who have left...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-Jun-03
  CRN: 37146
  Outcome: Identify artists who have left their mark on the Bay Area's cultural landscape and their works' aesthetic characteristics.
  Request details: As always, funds for guest lecturers would be helpful.

• HUM 41A - Western Cultural Values: Pre-history to the Renaissance Demonstrate understanding of h...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2015-Dec-21
  CRN: 75975
  Outcome: Demonstrate understanding of how broad aesthetic features of modern Europe can be traced to the synthesis of major cultural trends.
  Request details: It would be helpful to have a fund for honoraria for guest speakers.

• HUM 7 - Comparative Religions Analyze texts and documentary ...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2015-Dec-18
  CRN: 71268
  Outcome: Analyze texts and documentary sources, especially to identify erroneous popular perceptions of religions.
  Request details: It would be helpful to have an honorarium fund for guest speakers.

• HUM 7 - Comparative Religions Analyze texts and documentary ...

http://www.curricunet.com/ccsf/reports/review_report.cfm?program_reviews_id=260

6/12/2018
Assessment Type: CRN-level SLO Assessment
Submitted: 2015-Dec-18
CRN: 74339
Outcome: Analyze texts and documentary sources, especially to identify erroneous popular perceptions of religions.
Request details: It would be helpful to have an honorarium fund for guest speakers.

- HUM 7 - Comparative Religions Analyze texts and documentary sources, especially to identify erroneous popular perceptions of religions. Request details: It would be helpful to have an honorarium fund for guest speakers.

- HUM 7 - Comparative Religions Analyze texts and documentary sources, especially to identify erroneous popular perceptions of religions. Request details: We would like funds for modest guest speakers' fees.

- HUM 7 - Comparative Religions Analyze texts and documentary sources, especially to identify erroneous popular perceptions of religions. Request details: We would like a fund for guest speakers' fees. This would benefit the community as well as the Department.

- HUM 7 - Comparative Religions Analyze texts and documentary sources, especially to identify erroneous popular perceptions of religions. Request details: We would like a fund for guest speakers' fees. This would benefit the community as well as the Department.

- HUM 8 - Philosophies of Religion Analyze sacred texts through close reading and critical thinking, especially to discourage erroneous popular perceptions of the text or the religion. Request details: As always, funds for guest lecturers would be helpful.

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Outcome: Analyze sacred texts through close reading and critical thinking, especially to discourage erroneous popular perceptions of the text or the religion.

Request details: As always, funds for guest lecturers would be helpful.

- HUM 8 - Philosophies of Religion Analyze sacred texts through c...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-Jun-03
  CRN: 35226
  Outcome: Analyze sacred texts through close reading and critical thinking, especially to discourage erroneous popular perceptions of the text or the religion.
  Request details: As always, funds for guest lecturers would be helpful.

- HUM 8 - Philosophies of Religion Compare and contrast the world...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-May-23
  CRN: 35221
  Outcome: Compare and contrast the world views not only of the major figures in religious texts but also among the perspectives expressed by students in classroom discussion.
  Request details: As always, funds for guest lecturers would be helpful.

- HUM 8 - Philosophies of Religion Compare and contrast the world...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-Jun-03
  CRN: 35224
  Outcome: Compare and contrast the world views not only of the major figures in religious texts but also among the perspectives expressed by students in classroom discussion.
  Request details: As always, funds for guest lecturers would be helpful.

- HUM 8 - Philosophies of Religion Compare and contrast the world...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-Jun-03
  CRN: 35223
  Outcome: Compare and contrast the world views not only of the major figures in religious texts but also among the perspectives expressed by students in classroom discussion.
  Request details: As always, funds for guest lecturers would be helpful.

- HUM 8 - Philosophies of Religion Compare and contrast the world...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-Jun-03
  CRN: 35226
  Outcome: Compare and contrast the world views not only of the major figures in religious texts but also among the perspectives expressed by students in classroom discussion.
  Request details: As always, funds for guest lecturers would be helpful.

- HUM 8 - Philosophies of Religion Compare and contrast the world...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-Jun-03
  CRN: 35228
  Outcome: Compare and contrast the world views not only of the major figures in religious texts but also among the perspectives expressed by students in classroom discussion.
  Request details: As always, funds for guest lecturers would be helpful.

- HUM 8 - Philosophies of Religion Inventory the influence of rel...
  Assessment Type: CRN-level SLO Assessment
Clear Plan for Evaluation after Implementation

Through surveys of audience members, we will evaluate the effectiveness of these speakers.

Extent of Benefit

The speaker events are open to the general public and the entire CCSF community. Both these events and the field trips would help students connect what they learn in classes to the real world, and they help to promote course completion, transfer, and retention success rates because of the motivational nature of art and literature by artists and significant figures in religious traditions who will often serve as role models for our students of color and diverse religious backgrounds.

We believe these speaker events increase the awareness of City College course offerings for the general public, thereby increasing enrollment and participants in an academic, social dialogue sponsored by the college. And they encourage students to value diverse voices and participate in global conversation on topical issues in religion and art. All of these benefits contribute to CCSF’s exposure and influence in the Bay Area. The field trips would achieve the opposite but equally desirable effect of engaging our students with the larger artistic community and historical tradition.

Operational Necessity

To invite these speakers, we need to offer a modest honorarium as is the practice at all academic institutions. To go on the field trips, instructors are often able to secure reduced prices, but even the remaining $15 (as an example) for a symphony ticket can be too much for many of our students.

This resource request depends on the following other requests
Creative Writing Reading Series Honoraria

Item Description

Funding for obtaining speakers for CCSF public readings and students in English composition and creative writing classes, potentially as part of a future First Year Experience program.

For the past few years, the Creative Writing Program has been inviting nationally renowned writers to come to City College of San Francisco to read from their works. These readings help develop students’ awareness of diversity and societal responsibility. An honorarium budget for the Creative Writing Reading Series serves the college’s commitment to equity and ILO III: promoting, social, cultural and environmental awareness.

Currently, without a dedicated line item budget for the Reading Series, an inordinate amount of faculty time goes into securing funds in a piecemeal fashion to provide very small honorariums to high caliber writers who essentially donate their time to support City College. We are in sore need of a budget to provide regular programming and continue to scale up so as to reach more students at all levels of their academic development.

We would like this Reading Series to be considered for inclusion in an intentionally designed First Year Program for incoming students. Given funding, we can join the college-wide efforts to develop an inspirational speakers’ series that would connect with CCSF’s overall Master Education Plan.

The Creative Writing Program is uniquely positioned to provide this service and develop this Reading Series because our faculty, published writers themselves having graduated from creative writing programs, have access to local, nationally renowned writers. Annually, this budget would cost $1000, ongoing.

<table>
<thead>
<tr>
<th>Type of request</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approximate Costs</td>
<td>$1000.00</td>
</tr>
</tbody>
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Type(s) of Funding

- District (U)
- Basic Skills, Student Equity, SSSP

This request is a high priority to ensure/meet Health and Safety requirements: No

This request is necessary to meet local, state, federal mandates, or to meet requirements for program-specific accreditation: No

Primary Board Priority

Fall 2016: [Student Success]

Secondary Board Priority

Fall 2016: [Communication]

Primary link to Approved college plan

Educational Master Plan Goal 1: Advance student achievement in meeting educational goals.
II.A.7 The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

OBJECTIVE 5: SUPPORT THE CREATIVE WRITING PROGRAM
As a series of public events that promotes the Creative Writing Program as a whole, this project furthers the English Department’s objective to develop and promote the Creative Writing Certificate, supports the sales of Forum Magazine, and it directly promotes the Creative Writing Reading Series. In particular, this project furthers the English Dept’s commitment 1) to offer a culminating achievement and career pathway for English majors and creative writing students through the promotion of the Certificate that the Reading Series provides, 2) to connect concepts taught in the English sequence and the electives with real world applications to enhance student learning/success and course completion, and 3) to offer opportunities for under-represented student populations to develop their voice, a breadth of writing skills, and an awareness of social, civic, and environmental responsibility.

The Creative Writing Lecture Series provides an opportunity for students to meet ILO #3:

* Demonstrate an understanding of the history and values of other people and cultures
* Demonstrate an understanding of civic, social, and environmental responsibility
* Demonstrate civic, social, and environmental responsibility
* Collaborate effectively in diverse social, cultural, and global settings

Supplementary links to Outcome Assessments

- **ENGL 1B - Reading, Writing, and Critical Thinking about Literature Compose coherent expository an...**
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-May-13
  CRN: 32005
  Outcome: Compose coherent expository and argumentative essays about literary texts.
  Request details: We would like to request funds to host professional development sessions on campus about best ways to teach literary analysis essays. We also think dedicated 1B tutors, perhaps peer mentors and tutors, specializing in teaching interpretation and literature to ESL students and others with little experience interpreting literature in English would be helpful. We would like to help students see literature as a vital, living art by making more honorariums available for readers and lecturers to visit not just the English 1B classes but the humanities and creative writing classes as well. Finally, we would like to encourage teacher exchanges within the English and Humanities Departments and across the college since there is much expertise at CCSF that often goes untapped.

- **ENGL 1B - Reading, Writing, and Critical Thinking about Literature Compose coherent expository an...**
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-May-23
  CRN: 30157
  Outcome: Compose coherent expository and argumentative essays about literary texts.
  Request details: We would like to request funds to host professional development sessions on campus about best ways to teach literary analysis essays. We also think dedicated 1B tutors, perhaps peer mentors and tutors, specializing in teaching interpretation and literature to ESL students and others with little experience interpreting literature in English would be helpful. We would like to help students see literature as a vital, living art by making more honorariums available for readers and lecturers to visit not just the English 1B classes but the humanities and creative writing classes as well. Finally, we would like to encourage teacher exchanges
within the English and Humanities Departments and across the college since there is great expertise at CCSF that often goes untapped.

- **ENGL 1B - Reading, Writing, and Critical Thinking about Literature Compose coherent expository an...**
  - Assessment Type: CRN-level SLO Assessment
  - Submitted: 2016-May-25
  - CRN: 30161
  - Outcome: Compose coherent expository and argumentative essays about literary texts.
  - Request details: I would like to request funds to host professional development sessions on campus about best ways to teach literary analysis essays. We also think dedicated 1B tutors, perhaps peer mentors and tutors, specializing in teaching interpretation of literature to ESL students and others with little experience interpreting literature in English would be helpful. I would also like more media carts for the English department so that I can do presentations in class of historical and cultural information relevant to texts.

- **ENGL 1B - Reading, Writing, and Critical Thinking about Literature Compose coherent expository an...**
  - Assessment Type: CRN-level SLO Assessment
  - Submitted: 2016-May-25
  - CRN: 34026
  - Outcome: Compose coherent expository and argumentative essays about literary texts.
  - Request details: Tutors specifically for 1B students.

  Honorariums for guest readers and lecturers.

- **ENGL 1B - Reading, Writing, and Critical Thinking about Literature Compose coherent expository an...**
  - Assessment Type: CRN-level SLO Assessment
  - Submitted: 2016-May-30
  - CRN: 30170
  - Outcome: Compose coherent expository and argumentative essays about literary texts.
  - Request details: We would like to request funds to host professional development sessions on campus about best ways to teach literary analysis essays. We also think dedicated 1B tutors, perhaps peer mentors and tutors, specializing in teaching interpretation of literature to ESL students and others with little experience interpreting literature in English would be helpful. We would like to help students see literature as a vital, living art by making more honorariums available for readers and lecturers to visit not just the English 1B classes but the humanities and creative writing classes as well. Finally, we would like to encourage teacher exchanges within the English and Humanities Departments and across the college since there is great expertise at CCSF that often goes untapped.

- **ENGL 1B - Reading, Writing, and Critical Thinking about Literature Compose coherent expository an...**
  - Assessment Type: CRN-level SLO Assessment
  - Submitted: 2016-May-31
  - CRN: 35976
  - Outcome: Compose coherent expository and argumentative essays about literary texts.
  - Request details: We would like to request funds to host professional development sessions on campus about best ways to teach literary analysis essays. We also think dedicated 1B tutors, perhaps peer mentors and tutors, specializing in teaching interpretation of literature to ESL students and others with little experience interpreting literature in English would be helpful. We would like to help students see literature as a vital, living art by making more honorariums available for readers and lecturers to visit not just the English 1B classes but the humanities and creative writing classes as well. Finally, we would like to encourage teacher exchanges within the English and Humanities Departments and across the college since there is great expertise at CCSF that often goes untapped.

- **ENGL 1B - Reading, Writing, and Critical Thinking about Literature Compose coherent expository an...**
  - Assessment Type: CRN-level SLO Assessment
  - Submitted: 2016-May-31
  - CRN: 31978
  - Outcome: Compose coherent expository and argumentative essays about literary texts.
  - Request details: We would like to request funds to host professional development sessions on campus about best ways to teach literary analysis essays. We also think dedicated 1B tutors, perhaps peer mentors and tutors, specializing in teaching interpretation of literature to ESL students and others with little experience interpreting literature in English would be helpful. We would like to help students see literature as a vital, living art by making more honorariums available for readers and lecturers to visit not just the English 1B classes but the humanities and creative writing classes as well. Finally, we would like to encourage teacher exchanges
within the English and Humanities Departments and across the college since there is great expertise at CCSF that often goes untapped.

- **ENGL 1B - Reading, Writing, and Critical Thinking about Literature Compose coherent expository an...**
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-May-31
  CRN: 31979
  **Outcome:** Compose coherent expository and argumentative essays about literary texts.
  **Request details:** We would like to request funds to host professional development sessions on campus about best ways to teach literary analysis essays. We also think dedicated 1B tutors, perhaps peer mentors and tutors, specializing in teaching interpretation of literature to ESL students and others with little experience interpreting literature in English would be helpful. We would like to help students see literature as a vital, living art by making more honorariums available for readers and lecturers to visit not just the English 1B classes but the humanities and creative writing classes as well. Finally, we would like to encourage teacher exchanges within the English and Humanities Departments and across the college since there is great expertise at CCSF that often goes untapped.

- **ENGL 1B - Reading, Writing, and Critical Thinking about Literature Compose coherent expository an...**
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-Jun-01
  CRN: 30153
  **Outcome:** Compose coherent expository and argumentative essays about literary texts.
  **Request details:** We would like to request funds to host professional development sessions on campus about best ways to teach literary analysis essays. We also think dedicated 1B tutors, perhaps peer mentors and tutors, specializing in teaching interpretation of literature to ESL students and others with little experience interpreting literature in English would be helpful. We would like to help students see literature as a vital, living art by making more honorariums available for readers and lecturers to visit not just the English 1B classes but the humanities and creative writing classes as well. Finally, we would like to encourage teacher exchanges within the English and Humanities Departments and across the college since there is great expertise at CCSF that often goes untapped.

- **ENGL 1B - Reading, Writing, and Critical Thinking about Literature Compose coherent expository an...**
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-Jun-02
  CRN: 30165
  **Outcome:** Compose coherent expository and argumentative essays about literary texts.
  **Request details:** We would like to request funds to host professional development sessions on campus about best ways to teach literary analysis essays. We also think dedicated 1B tutors, perhaps peer mentors and tutors, specializing in teaching interpretation of literature to ESL students and others with little experience interpreting literature in English will be helpful. We would like to help students see literature as a vital, living art by making more honorariums available for readers and lecturers to visit not just the English 1B classes but also the humanities and creative writing classes as well. Finally, we would like to encourage teacher exchanges within the English and Humanities Departments and across the college since there is great expertise at CCSF that often goes untapped.

- **ENGL 1B - Reading, Writing, and Critical Thinking about Literature Compose coherent expository an...**
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-Jun-02
  CRN: 32641
  **Outcome:** Compose coherent expository and argumentative essays about literary texts.
  **Request details:** We would like to request funds to host professional development sessions on campus about best ways to teach literary analysis essays. We also think dedicated 1B tutors, perhaps peer mentors and tutors, specializing in teaching interpretation of literature to ESL students and others with little experience interpreting literature in English would be helpful. We would like to help students see literature as a vital, living art by making more honorariums available for readers and lecturers to visit not just the English 1B classes but the humanities and creative writing classes as well. Finally, we would like to encourage teacher exchanges within the English and Humanities Departments and across the college since there is great expertise at CCSF that often goes untapped.

- **ENGL 1B - Reading, Writing, and Critical Thinking about Literature Compose coherent expository an...**
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-Jun-03
  CRN: 30164
Outcome: Compose coherent expository and argumentative essays about literary texts.

Request details: We would like to request funds to host professional development sessions on campus about best ways to teach literary analysis essays. We also think dedicated 1B tutors, perhaps peer mentors and tutors, specializing in teaching interpretation of literature to ESL students and others with little experience interpreting literature in English would be helpful. We would like to help students see literature as a vital, living art by making more honorariums available for readers and lecturers to visit not just the English 1B classes but the humanities and creative writing classes as well. Finally, we would like to encourage teacher exchanges within the English and Humanities Departments and across the college since there is great expertise at CCSF that often goes untapped.

- ENGL 1B - Reading, Writing, and Critical Thinking about Literature Compose coherent expository an... Assessment Type: CRN-level SLO Assessment Submitted: 2016-Jun-03 CRN: 32141
  Outcome: Compose coherent expository and argumentative essays about literary texts.
  Request details: We would like to request funds to host professional development sessions on campus about best ways to teach literary analysis essays. We also think dedicated 1B tutors, perhaps peer mentors and tutors, specializing in teaching interpretation of literature to ESL students and others with little experience interpreting literature in English would be helpful. We would like to help students see literature as a vital, living art by making more honorariums available for readers and lecturers to visit not just the English 1B classes but the humanities and creative writing classes as well. Finally, we would like to encourage teacher exchanges within the English and Humanities Departments and across the college since there is great expertise at CCSF that often goes untapped.

- ENGL 1B - Reading, Writing, and Critical Thinking about Literature Compose coherent expository an... Assessment Type: CRN-level SLO Assessment Submitted: 2016-Jun-03 CRN: 30163
  Outcome: Compose coherent expository and argumentative essays about literary texts.
  Request details: We would like to request funds to host professional development sessions on campus about best ways to teach literary analysis essays. We also think dedicated 1B tutors, perhaps peer mentors and tutors, specializing in teaching interpretation of literature to ESL students and others with little experience interpreting literature in English would be helpful. We would like to help students see literature as a vital, living art by making more honorariums available for readers and lecturers to visit not just the English 1B classes but the humanities and creative writing classes as well. Finally, we would like to encourage teacher exchanges within the English and Humanities Departments and across the college since there is great expertise at CCSF that often goes untapped.

- ENGL 1B - Reading, Writing, and Critical Thinking about Literature Compose coherent expository an... Assessment Type: CRN-level SLO Assessment Submitted: 2016-Jun-03 CRN: 36606
  Outcome: Compose coherent expository and argumentative essays about literary texts.
  Request details: We would like to request funds to host professional development sessions on campus about best ways to teach literary analysis essays. We also think dedicated 1B tutors, perhaps peer mentors and tutors, specializing in teaching interpretation of literature to ESL students and others with little experience interpreting literature in English would be helpful. We would like to help students see literature as a vital, living art by making more honorariums available for readers and lecturers to visit not just the English 1B classes but the humanities and creative writing classes as well. Finally, we would like to encourage teacher exchanges within the English and Humanities Departments and across the college since there is great expertise at CCSF that often goes untapped.

- ENGL 1B - Reading, Writing, and Critical Thinking about Literature Compose coherent expository an... Assessment Type: CRN-level SLO Assessment Submitted: 2016-Jun-03 CRN: 30159
  Outcome: Compose coherent expository and argumentative essays about literary texts.
  Request details: We would like to request funds to host professional development sessions on campus about best ways to teach literary analysis essays. We also think dedicated 1B tutors, perhaps peer mentors and tutors, specializing in teaching interpretation of literature to ESL students and others with little experience interpreting literature in English would be helpful. We would like to help students see literature as a vital, living art by making more honorariums available for readers and lecturers to visit not just the English 1B classes but the humanities and creative writing classes as well. Finally, we would like to encourage teacher exchanges within the English and Humanities Departments and across the college since there is great expertise at CCSF that often goes untapped.
within the English and Humanities Departments and across the college since there is great expertise at CCSF that often goes untapped.

• ENGL 1B - Reading, Writing, and Critical Thinking about Literature Compose coherent expository and argumentative essays about literature.
  
  **Assessment Type:** CRN-level SLO Assessment
  
  **Submitted:** 2016-Jun-04
  
  **CRN:** 30168
  
  **Outcome:** Compose coherent expository and argumentative essays about literary texts.
  
  **Request details:** We would like to request funds to host professional development sessions on campus about best ways to teach literary analysis essays. We also think dedicated 1B tutors, perhaps peer mentors and tutors, specializing in teaching interpretation of literature to ESL students and others with little experience interpreting literature in English would be helpful. We would like to help students see literature as a vital, living art by making more honorariums available for readers and lecturers to visit not just the English 1B classes but the humanities and creative writing classes as well. Finally, we would like to encourage teacher exchanges within the English and Humanities Departments and across the college since there is great expertise at CCSF that often goes untapped.

• ENGL 1B - Reading, Writing, and Critical Thinking about Literature Compose coherent expository and argumentative essays about literature.
  
  **Assessment Type:** CRN-level SLO Assessment
  
  **Submitted:** 2016-Jun-04
  
  **CRN:** 34716
  
  **Outcome:** Compose coherent expository and argumentative essays about literary texts.
  
  **Request details:** We would like to request funds to host professional development sessions on campus about best ways to teach literary analysis essays. We also think dedicated 1B tutors, perhaps peer mentors and tutors, specializing in teaching interpretation of literature to ESL students and others with little experience interpreting literature in English would be helpful. We would like to help students see literature as a vital, living art by making more honorariums available for readers and lecturers to visit not just the English 1B classes but the humanities and creative writing classes as well. Finally, we would like to encourage teacher exchanges within the English and Humanities Departments and across the college since there is great expertise at CCSF that often goes untapped.

• ENGL 1B - Reading, Writing, and Critical Thinking about Literature Compose coherent expository and argumentative essays about literature.
  
  **Assessment Type:** CRN-level SLO Assessment
  
  **Submitted:** 2016-Jun-04
  
  **CRN:** 34719
  
  **Outcome:** Compose coherent expository and argumentative essays about literary texts.
  
  **Request details:** We would like to request funds to host professional development sessions on campus about best ways to teach literary analysis essays. We also think dedicated 1B tutors, perhaps peer mentors and tutors, specializing in teaching interpretation of literature to ESL students and others with little experience interpreting literature in English would be helpful. We would like to help students see literature as a vital, living art by making more honorariums available for readers and lecturers to visit not just the English 1B classes but the humanities and creative writing classes as well. Finally, we would like to encourage teacher exchanges within the English and Humanities Departments and across the college since there is great expertise at CCSF that often goes untapped.

• ENGL 1B - Reading, Writing, and Critical Thinking about Literature Compose coherent expository and argumentative essays about literature.
  
  **Assessment Type:** CRN-level SLO Assessment
  
  **Submitted:** 2016-Jun-04
  
  **CRN:** 30166
  
  **Outcome:** Compose coherent expository and argumentative essays about literary texts.
  
  **Request details:** We would like to request funds to host professional development sessions on campus about best ways to teach literary analysis essays. We also think dedicated 1B tutors, perhaps peer mentors and tutors, specializing in teaching interpretation of literature to ESL students and others with little experience interpreting literature in English would be helpful. We would like to help students see literature as a vital, living art by making more honorariums available for readers and lecturers to visit not just the English 1B classes but the humanities and creative writing classes as well. Finally, we would like to encourage teacher exchanges within the English and Humanities Departments and across the college since there is great expertise at CCSF that often goes untapped.

• ENGL 1B - Reading, Writing, and Critical Thinking about Literature Compose coherent expository and argumentative essays about literature.
  
  **Assessment Type:** CRN-level SLO Assessment
  
  **Submitted:** 2016-Jun-04
  
  **CRN:** 30152
Outcome: Compose coherent expository and argumentative essays about literary texts.

Request details: We would like to request funds to host professional development sessions on campus about best ways to teach literary analysis essays. We also think dedicated 1B tutors, perhaps peer mentors and tutors, specializing in teaching interpretation of literature to ESL students and others with little experience interpreting literature in English would be helpful. We would like to help students see literature as a vital, living art by making more honorariums available for readers and lecturers to visit not just the English 1B classes but the humanities and creative writing classes as well. Finally, we would like to encourage teacher exchanges within the English and Humanities Departments and across the college since there is great expertise at CCSF that often goes untapped.

• ENGL 1B - Reading, Writing, and Critical Thinking about Literature
  Compose coherent expository and argumentative essays about literary texts.
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-Jun-04
  CRN: 36172
  Outcome: Compose coherent expository and argumentative essays about literary texts.
  Request details: We would like to request funds to host professional development sessions on campus about best ways to teach literary analysis essays. We also think dedicated 1B tutors, perhaps peer mentors and tutors, specializing in teaching interpretation of literature to ESL students and others with little experience interpreting literature in English would be helpful. We would like to help students see literature as a vital, living art by making more honorariums available for readers and lecturers to visit not just the English 1B classes but the humanities and creative writing classes as well. Finally, we would like to encourage teacher exchanges within the English and Humanities Departments and across the college since there is great expertise at CCSF that often goes untapped.

• ENGL 1B - Reading, Writing, and Critical Thinking about Literature
  Compose coherent expository and argumentative essays about literary texts.
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-Jun-04
  CRN: 30158
  Outcome: Compose coherent expository and argumentative essays about literary texts.
  Request details: We would like to request funds to host professional development sessions on campus about best ways to teach literary analysis essays. We also think dedicated 1B tutors, perhaps peer mentors and tutors, specializing in teaching interpretation of literature to ESL students and others with little experience interpreting literature in English would be helpful. We would like to help students see literature as a vital, living art by making more honorariums available for readers and lecturers to visit not just the English 1B classes but the humanities and creative writing classes as well. Finally, we would like to encourage teacher exchanges within the English and Humanities Departments and across the college since there is great expertise at CCSF that often goes untapped.

• ENGL 1B - Reading, Writing, and Critical Thinking about Literature
  Compose coherent expository and argumentative essays about literary texts.
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-Jun-05
  CRN: 30160
  Outcome: Compose coherent expository and argumentative essays about literary texts.
  Request details: We would like to request funds to host professional development sessions on campus about best ways to teach literary analysis essays. We also think dedicated 1B tutors, perhaps peer mentors and tutors, specializing in teaching interpretation of literature to ESL students and others with little experience interpreting literature in English would be helpful. We would like to help students see literature as a vital, living art by making more honorariums available for readers and lecturers to visit not just the English 1B classes but the Humanities and Creative Writing classes as well. Finally, we would like to encourage teacher exchanges within the English and Humanities and Theater Departments and across the college since there is great expertise at CCSF that often goes untapped.

• ENGL 1B - Reading, Writing, and Critical Thinking about Literature
  Compose coherent expository and argumentative essays about literary texts.
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-Jun-07
  CRN: 34487
  Outcome: Compose coherent expository and argumentative essays about literary texts.
  Request details: We would like to request funds to host professional development sessions on campus about best ways to teach literary analysis essays. We also think dedicated 1B tutors, perhaps peer mentors and tutors, specializing in teaching interpretation of literature to ESL students and others with little experience interpreting literature in English would be helpful. We would like to help students see literature as a vital, living art by making more honorariums available for readers and lecturers to visit not just the English 1B classes but the Humanities and Creative Writing classes as well. Finally, we would like to encourage teacher exchanges within the English and Humanities and Theater Departments and across the college since there is great expertise at CCSF that often goes untapped.
little experience interpreting literature in English would be helpful. We would like to help
students see literature as a vital, living art by making more honorariums available for readers and
lecturers to visit not just the English 1B classes but the humanities and creative writing classes as
well. Finally, we would like to encourage teacher exchanges within the English and Humanities
Departments and across the college since there is great expertise at CCSF that often goes
untapped.

• ENGL 1B - Reading, Writing, and Critical Thinking about Literature Distinguish between literal an...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2015-Dec-11
  CRN: 70845
  Outcome: Distinguish between literal and figurative language in order to make inferences, draw conclusions
  about literary works, and assess how these figures of speech help generate themes.
  Request details: We would like to request funds to host professional development session on campus about
  best ways to teach literary analysis essays. We also think dedicated 1B tutors, perhaps peer mentors and
  tutors, specializing in teaching interpretation of literature to ESL students and others with little experience
  interpreting literature in English would be helpful. We would like to help students see literature as a vital, living
  art by making more honorariums available for readers and lecturers to visit the Humanities classes and the
  Creative Writing Reading Series--events which would be open to the entire college.

• ENGL 1B - Reading, Writing, and Critical Thinking about Literature Distinguish between literal an...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2015-Dec-14
  CRN: 74393
  Outcome: Distinguish between literal and figurative language in order to make inferences, draw conclusions
  about literary works, and assess how these figures of speech help generate themes.
  Request details: We would like to request funds to host professional development sessions on campus about
  best ways to teach literary analysis essays. We also think dedicated 1B tutors, perhaps peer mentors and
  tutors, specializing in teaching interpretation of literature to ESL students and others with little experience
  interpreting literature in English would be helpful. We would like to help students see literature as a vital, living
  art by making more honorariums available for readers and lecturers to visit the Humanities classes and the
  Creative Writing Reading Series--events which would be open to the entire college.

• ENGL 1B - Reading, Writing, and Critical Thinking about Literature Distinguish between literal an...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2015-Dec-16
  CRN: 70836
  Outcome: Distinguish between literal and figurative language in order to make inferences, draw conclusions
  about literary works, and assess how these figures of speech help generate themes.
  Request details: We would like to request funds to host professional development session on campus about
  best ways to teach literary analysis essays. We also think dedicated 1B tutors, perhaps peer mentors and
  tutors, specializing in teaching interpretation of literature to ESL students and others with little experience
  interpreting literature in English would be helpful. We would like to help students see literature as a vital, living
  art by making more honorariums available for readers and lecturers to visit the Humanities classes and the
  Creative Writing Reading Series--events which would be open to the entire college.

• ENGL 1B - Reading, Writing, and Critical Thinking about Literature Distinguish between literal an...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2015-Dec-16
  CRN: 73055
  Outcome: Distinguish between literal and figurative language in order to make inferences, draw conclusions
  about literary works, and assess how these figures of speech help generate themes.
  Request details: Request funds to host professional development session on campus about best ways to
  teach literary essays. We need dedicated 18 tutors, peer mentors and tutors, specializing in teaching
  interpretation of literature to ESL students. We’d like lecturers and readers to visit the Humanities classes and
  the Creative Writing Reading Series.
• ENGL 1B - Reading, Writing, and Critical Thinking about Literature Distinguish between literal an...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2015-Dec-16
  CRN: 75306
  Outcome: Distinguish between literal and figurative language in order to make inferences, draw conclusions about literary works, and assess how these figures of speech help generate themes.
  Request details: We would like to request funds to host professional development session on campus about best ways to teach literary analysis essays. We also think dedicated 1B tutors, perhaps peer mentors and tutors, specializing in teaching interpretation of literature to ESL students and others with little experience interpreting literature in English would be helpful. We would like to help students see literature as a vital, living art by making more honorariums available for readers and lecturers to visit the Humanities classes and the Creative Writing Reading Series--events which would be open to the entire college.

• ENGL 1B - Reading, Writing, and Critical Thinking about Literature Distinguish between literal an...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2015-Dec-18
  CRN: 74633
  Outcome: Distinguish between literal and figurative language in order to make inferences, draw conclusions about literary works, and assess how these figures of speech help generate themes.
  Request details: We would like to request funds to host professional development session on campus about best ways to teach literary analysis essays. We also think dedicated 1B tutors, perhaps peer mentors and tutors, specializing in teaching interpretation of literature to ESL students and others with little experience interpreting literature in English would be helpful. We would like to help students see literature as a vital, living art by making more honorariums available for readers and lecturers to visit the Humanities classes and the Creative Writing Reading Series--events which would be open to the entire college.

• ENGL 1B - Reading, Writing, and Critical Thinking about Literature Distinguish between literal an...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2015-Dec-18
  CRN: 70839
  Outcome: Distinguish between literal and figurative language in order to make inferences, draw conclusions about literary works, and assess how these figures of speech help generate themes.
  Request details: We would like to request funds to host professional development session on campus about best ways to teach literary analysis essays. We also think dedicated 1B tutors, perhaps peer mentors and tutors, specializing in teaching interpretation of literature to ESL students and others with little experience interpreting literature in English would be helpful. We would like to help students see literature as a vital, living art by making more honorariums available for readers and lecturers to visit the Humanities classes and the Creative Writing Reading Series--events which would be open to the entire college.

• ENGL 1B - Reading, Writing, and Critical Thinking about Literature Distinguish between literal an...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2015-Dec-22
  CRN: 74636
  Outcome: Distinguish between literal and figurative language in order to make inferences, draw conclusions about literary works, and assess how these figures of speech help generate themes.
  Request details: We would like to request funds to host a professional development session on campus about best ways to teach literary analysis essays. We also think dedicated 1B tutors, perhaps peer mentors and tutors, specializing in teaching interpretation of literature to ESL students and others with little experience interpreting literature in English would be helpful. Workshops in the lab could help, too. We would like to help students see literature as a vital, living art by making more honorariums available for readers and lecturers to visit the Humanities classes and the Creative Writing Reading Series--events which would be open to the entire college.

• ENGL 1B - Reading, Writing, and Critical Thinking about Literature Distinguish between literal an...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2015-Dec-22
  CRN: 72864
  Outcome: Distinguish between literal and figurative language in order to make inferences, draw conclusions about literary works, and assess how these figures of speech help generate themes.
  Request details: Funds for professional development

  Tutors
  Peer mentors
• ENGL 1B - Reading, Writing, and Critical Thinking about Literature Distinguish between literal an...
   Assessment Type: CRN-level SLO Assessment
   Submitted: 2015-Dec-22
   CRN: 70835
   Outcome: Distinguish between literal and figurative language in order to make inferences, draw conclusions about literary works, and assess how these figures of speech help generate themes.
   Request details: Funds to host professional development sessions on campus about best ways to teach literary analysis essays. Also, dedicated 1B tutors, perhaps peer mentors and tutors, specializing in teaching interpretation of literature to ESL students and others with little experience interpreting literature in English. We would like to help students see literature as a vital, living art by making more honorariums available for readers and lecturers to visit the Humanities classes and the Creative Writing Reading Series -- events which would be open to the entire college.

• ENGL 1B - Reading, Writing, and Critical Thinking about Literature Distinguish between literal an...
   Assessment Type: CRN-level SLO Assessment
   Submitted: 2015-Dec-26
   CRN: 70838
   Outcome: Distinguish between literal and figurative language in order to make inferences, draw conclusions about literary works, and assess how these figures of speech help generate themes.
   Request details: We would like to request funds to host professional development sessions on campus about best ways to teach literary analysis essays. We also think dedicated 1B tutors, perhaps peer mentors and tutors, specializing in teaching interpretation of literature to ESL students and others with little experience interpreting literature in English would be helpful. We would like to help students see literature as a vital, living art by making more honorariums available for readers and lecturers to visit the Humanities and the Creative Writing Series--events which would be open to the entire college.

• ENGL 1B - Reading, Writing, and Critical Thinking about Literature Distinguish between literal an...
   Assessment Type: CRN-level SLO Assessment
   Submitted: 2015-Dec-30
   CRN: 73138
   Outcome: Distinguish between literal and figurative language in order to make inferences, draw conclusions about literary works, and assess how these figures of speech help generate themes.
   Request details: We would like to request funds to host professional development session on campus about best ways to teach literary analysis essays. We also think dedicated 1B tutors, perhaps peer mentors and tutors, specializing in teaching interpretation of literature to ESL students and others with little experience interpreting literature in English would be helpful. We would like to help students see literature as a vital, living art by making more honorariums available for readers and lecturers to visit the Humanities classes and the Creative Writing Reading Series--events which would be open to the entire college.

• ENGL 1B - Reading, Writing, and Critical Thinking about Literature Distinguish between literal an...
   Assessment Type: CRN-level SLO Assessment
   Submitted: 2015-Dec-30
   CRN: 70830
   Outcome: Distinguish between literal and figurative language in order to make inferences, draw conclusions about literary works, and assess how these figures of speech help generate themes.
   Request details: We would like to request funds to host professional development session on campus about best ways to teach literary analysis essays. We also think dedicated 1B tutors, perhaps peer mentors and tutors, specializing in teaching interpretation of literature to ESL students and others with little experience interpreting literature in English would be helpful. We would like to help students see literature as a vital, living art by making more honorariums available for readers and lecturers to visit the Humanities classes and the Creative Writing Reading Series--events which would be open to the entire college.

• ENGL 1B - Reading, Writing, and Critical Thinking about Literature Distinguish between literal an...
   Assessment Type: CRN-level SLO Assessment
   Submitted: 2015-Dec-31
   CRN: 70832
   Outcome: Distinguish between literal and figurative language in order to make inferences, draw conclusions about literary works, and assess how these figures of speech help generate themes.
   Request details: We would like to request funds to host professional development session on campus about best ways to teach literary analysis essays. We also think dedicated 1B tutors, perhaps peer mentors and tutors, specializing in teaching interpretation of literature to ESL students and others with little experience interpreting literature in English would be helpful. We would like to help students see literature as a vital, living art by making more honorariums available for readers and lecturers to visit the Humanities classes and the Creative Writing Reading Series--events which would be open to the entire college.
• ENGL 1B - Reading, Writing, and Critical Thinking about Literature Distinguish between literal an...
  Assessment Type: CRN-level SLO Assessment  
  Submitted: 2015-Dec-31  
  CRN: 71957  
  Outcome: Distinguish between literal and figurative language in order to make inferences, draw conclusions about literary works, and assess how these figures of speech help generate themes.  
  Request details: We would like to request funds to host professional development session on campus about best ways to teach literary analysis essays. We also think dedicated 1B tutors, perhaps peer mentors and tutors, specializing in teaching interpretation of literature to ESL students and others with little experience interpreting literature in English would be helpful. We would like to help students see literature as a vital, living art by making more honorariums available for readers and lecturers to visit the Humanities classes and the Creative Writing Reading Series–events which would be open to the entire college.

• ENGL 1B - Reading, Writing, and Critical Thinking about Literature Distinguish between literal an...
  Assessment Type: CRN-level SLO Assessment  
  Submitted: 2015-Dec-31  
  CRN: 76453  
  Outcome: Distinguish between literal and figurative language in order to make inferences, draw conclusions about literary works, and assess how these figures of speech help generate themes.  
  Request details: We would like to request funds to host professional development session on campus about best ways to teach literary analysis essays. We also think dedicated 1B tutors, perhaps peer mentors and tutors, specializing in teaching interpretation of literature to ESL students and others with little experience interpreting literature in English would be helpful. We would like to help students see literature as a vital, living art by making more honorariums available for readers and lecturers to visit the Humanities classes and the Creative Writing Reading Series–events which would be open to the entire college.

• ENGL 1B - Reading, Writing, and Critical Thinking about Literature Distinguish between literal an...
  Assessment Type: CRN-level SLO Assessment  
  Submitted: 2016-Jan-04  
  CRN: 76272  
  Outcome: Distinguish between literal and figurative language in order to make inferences, draw conclusions about literary works, and assess how these figures of speech help generate themes.  
  Request details: We would like to request funds to host professional development session on campus about best ways to teach literary analysis essays. We also think dedicated 1B tutors, perhaps peer mentors and tutors, specializing in teaching interpretation of literature to ESL students and others with little experience interpreting literature in English would be helpful. We would like to help students see literature as a vital, living art by making more honorariums available for readers and lecturers to visit the Humanities classes and the Creative Writing Reading Series–events which would be open to the entire college.

• ENGL 1B - Reading, Writing, and Critical Thinking about Literature Distinguish between literal an...
  Assessment Type: CRN-level SLO Assessment  
  Submitted: 2016-Jan-04  
  CRN: 74637  
  Outcome: Distinguish between literal and figurative language in order to make inferences, draw conclusions about literary works, and assess how these figures of speech help generate themes.  
  Request details: We would like to request funds to host professional development session on campus about best ways to teach literary analysis essays. We also think dedicated 1B tutors, perhaps peer mentors and tutors, specializing in teaching interpretation of literature to ESL students and others with little experience interpreting literature in English would be helpful. We would like to help students see literature as a vital, living art by making more honorariums available for readers and lecturers to visit the Humanities classes and the Creative Writing Reading Series–events which would be open to the entire college.

• ENGL 1B - Reading, Writing, and Critical Thinking about Literature Distinguish between literal an...
  Assessment Type: CRN-level SLO Assessment  
  Submitted: 2016-Jan-04  
  CRN: 75277  
  Outcome: Distinguish between literal and figurative language in order to make inferences, draw conclusions about literary works, and assess how these figures of speech help generate themes.  
  Request details: We would like funds to host professional development sessions on campus about best ways to teach literary analysis essays. We would like to help students see literature as a vital, living art by making more honorariums available for readers and lecturers to visit the Humanities classes and the Creative Writing Reading Series–events which would be open to the entire college.

Despite promises to the contrary, this is a time-consuming process. Faculty should be fairly compensated,
which includes being paid for this increasingly time-consuming work on SLO reporting. Fair and appropriate faculty pay should be part of the resources requested, in program review and elsewhere.

**ENGL 1B - Reading, Writing, and Critical Thinking about Literature Distinguish between literal an...**

**Assessment Type:** CRN-level SLO Assessment  
**Submitted:** 2016-Jan-04  
**CRN:** 70840  
**Outcome:** Distinguish between literal and figurative language in order to make inferences, draw conclusions about literary works, and assess how these figures of speech help generate themes.  
**Request details:** We would like to request funds to host professional development session on campus about best ways to teach literary analysis essays. We also think dedicated 1B tutors, perhaps peer mentors and tutors, specializing in teaching interpretation of literature to ESL students and others with little experience interpreting literature in English would be helpful. We would like to help students see literature as a vital, living art by making more honorariums available for readers and lecturers to visit the Humanities classes and the Creative Writing Reading Series—events which would be open to the entire college.

**ENGL 1B - Reading, Writing, and Critical Thinking about Literature Distinguish between literal an...**

**Assessment Type:** CRN-level SLO Assessment  
**Submitted:** 2016-Jan-04  
**CRN:** 74639  
**Outcome:** Distinguish between literal and figurative language in order to make inferences, draw conclusions about literary works, and assess how these figures of speech help generate themes.  
**Request details:** Hold professional development conferences, hire 1B tutors who specialize in literature for ESL students, add honorariums for Humanities and Creative Writing speakers.

**ENGL 1B - Reading, Writing, and Critical Thinking about Literature Distinguish between literal an...**

**Assessment Type:** CRN-level SLO Assessment  
**Submitted:** 2016-Jan-04  
**CRN:** 75602  
**Outcome:** Distinguish between literal and figurative language in order to make inferences, draw conclusions about literary works, and assess how these figures of speech help generate themes.  
**Request details:** We would like to request funds to host professional development session on campus about best ways to teach literary analysis essays. We also think dedicated 1B tutors, perhaps peer mentors and tutors, specializing in teaching interpretation of literature to ESL students and others with little experience interpreting literature in English would be helpful. We would like to help students see literature as a vital, living art by making more honorariums available for readers and lecturers to visit the Humanities classes and the Creative Writing Reading Series—events which would be open to the entire college.

**ENGL 35A - Introduction to Writing Fiction Experiment with story possibil...**

**Assessment Type:** CRN-level SLO Assessment  
**Submitted:** 2015-Dec-12  
**CRN:** 75972  
**Outcome:** Experiment with story possibilities that emerge from instructor and peer feedback.  
**Request details:** I would like to request honorariums for guest speakers to bring to the campus. Students would benefit greatly from hearing accomplished writers read. They do not have the time or money to seek out presentations on their own.

**ENGL 35A - Introduction to Writing Fiction Experiment with story possibil...**

**Assessment Type:** CRN-level SLO Assessment  
**Submitted:** 2015-Dec-25  
**CRN:** 75585  
**Outcome:** Experiment with story possibilities that emerge from instructor and peer feedback.  
**Request details:** Honorariums for Humanities classes and the Creative Writing Reading Series.  
Visiting writers help students learn about the reading / writing process, and strategies to help them achieve their SLOs, including how to revise their creative writing.

**ENGL 35A - Introduction to Writing Fiction Experiment with story possibil...**

**Assessment Type:** CRN-level SLO Assessment  
**Submitted:** 2016-Jan-04  
**CRN:** 76455  
**Outcome:** Experiment with story possibilities that emerge from instructor and peer feedback.
Request details: We need honorariums for the Creative Writing Reading Series: students benefit from more exposure to a diverse range of professional writers. Visiting writers help students learn about the reading / writing process--strategies to help them achieve their SLOs, including how to revise their creative writing.

- **ENGL 35A - Introduction to Writing Fiction** Identify elements of craft--pl...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-May-27
  CRN: 36175
  Outcome: Identify elements of craft--plot, characterization, setting, theme, and point of view--in published fiction.
  Request details: We would like honorariums for the Creative Writing Visiting Writers Series because speakers help students learn about the reading and writing process, and speakers address important issues that students read and write about, which helps them understand topics better and achieve their SLOs.

- **ENGL 35A - Introduction to Writing Fiction** Identify elements of craft--pl...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-Jun-04
  CRN: 35251
  Outcome: Identify elements of craft--plot, characterization, setting, theme, and point of view--in published fiction.
  Request details: We would like honorariums for the Creative Writing Visiting Writers Series because speakers help students learn about the reading and writing process, and speakers address important issues that students read and write about, which helps them understand topics better and achieve their SLOs.

- **ENGL 35B - Intermediate Fiction Writing** Evaluate choices writers make ...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-May-27
  CRN: 36177
  Outcome: Evaluate choices writers make regarding elements of craft in fiction.
  Request details: We would like honorariums for the Creative Writing Visiting Writers Series because speakers help students learn about the reading and writing process, and speakers address important issues that students read and write about, which helps them understand topics better and achieve their SLOs.

- **ENGL 35B - Intermediate Fiction Writing** Evaluate choices writers make ...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-Jun-04
  CRN: 36176
  Outcome: Evaluate choices writers make regarding elements of craft in fiction.
  Request details: We would like honorariums for the Creative Writing Visiting Writers Series because speakers help students learn about the reading and writing process, and speakers address important issues that students read and write about, which helps them understand topics better and achieve their SLOs.

- **ENGL 35B - Intermediate Fiction Writing** Revise works of literary expression ...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2015-Dec-12
  CRN: 75973
  Outcome: Revise works of literary expression based on instructor feedback and the workshop process.
  Request details: Honorariums to be paid to support a Reading Series for both Creative Writing and Humanities classes would help students see and interact with accomplished writers and professionals on campus. Such interaction would serve both as a learning tool and inspiration to the students.

- **ENGL 35B - Intermediate Fiction Writing** Revise works of literary expression ...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2015-Dec-25
  CRN: 75583
  Outcome: Revise works of literary expression based on instructor feedback and the workshop process.
  Request details: Honorariums for Humanities classes and the Creative Writing Reading Series. It's important for students to be able to meet real writers and ask questions about the reading/writing process and strategies to help them achieve their SLOs, including how to revise their creative writing.
Submitted: 2016-Jan-04
CRN: 76456
Outcome: Revise works of literary expression based on instructor feedback and the workshop process.
Request details: We need honorariums for the Creative Writing Reading Series: students benefit from more exposure to a diverse range of professional writers. Visiting writers help students learn about the reading / writing process--strategies to help them achieve their SLOs, including how to revise their creative writing.

• ENGL 35C - Introduction to Writing Poetry
  Analyze how poetic form, content, and style function together.
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-May-24
  CRN: 36179
  Outcome: Analyze how poetic form, content, and style function together.
  Request details: More funding for readings by published authors and more smart classrooms.

• ENGL 35C - Introduction to Writing Poetry
  Appraise works-in-progress, sharing basic-level critiques with peers in appropriate, constructive ways.
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-Jan-06
  CRN: 76458
  Outcome: Appraise works-in-progress, sharing basic-level critiques with peers in appropriate, constructive ways.
  Request details: The creative writing classes greatly benefit from guest readers and lecturers. Permanent funds are needed for this.

• ENGL 35C - Introduction to Writing Poetry
  Compare, assess, and employ workshop feedback as part of the revision process.
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2015-Dec-18
  CRN: 75582
  Outcome: Compare, assess, and employ workshop feedback as part of the revision process.
  Request details: honorariums for the Creative Writing Reading Series

  visiting writers help students learn about the reading / writing process and strategies to help them achieve their SLOs, including how to evaluate creative writing in constructive ways and with an attention to craft elements

  speakers address important issues that students read / write about--helping them understand the topics better, which helps them achieve their SLOs

  speakers initiate student dialogue about important issues--an important part of the student writing/research process, which helps them achieve their SLOs

• ENGL 35C - Introduction to Writing Poetry
  Compare, assess, and employ workshop feedback as part of the revision process.
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-May-24
  CRN: 36179
  Outcome: Compare, assess, and employ workshop feedback as part of the revision process.
  Request details: More money for guest readers will allow students to hear from published authors about the importance of revision and feedback from editors and fellow writers.

• ENGL 35D - Intermediate Poetry Writing
  Analyze how imagery, lyricism,...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-May-24
  CRN: 36181
  Outcome: Analyze how imagery, lyricism, figurative language and ideas interact, reinforce and support each poem.
  Request details: More money for guest writers to talk about their revision process.

• ENGL 35D - Intermediate Poetry Writing
  Assess student poetry and provide detailed criticism.
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-Jan-06
  CRN: 76459
  Outcome: Assess student poetry and provide detailed criticism.
  Request details: Creative writing classes greatly benefit from guest readers. We need permanent funding to pay readers.
- **ENGL 35D - Intermediate Poetry Writing** Assess student poetry and provide detailed criticism.
  **Assessment Type:** CRN-level SLO Assessment
  **Submitted:** 2016-May-24
  **CRN:** 36181
  **Outcome:** Assess student poetry and provide detailed criticism.
  **Request details:** We like more smart classrooms so we can interact with other students at other campus and discuss poetry in a workshop format. We also would like funding for more guest writers so that they can talk about their experience receiving and giving detailed criticism and how such criticism has helped them improve as writers even if at times it felt hard to hear criticism.

- **ENGL 35L - Introduction to Literary Magazine** Demonstrate the skills of a junior-level editorial or other staff role in producing a professional quality literary magazine.
  **Assessment Type:** CRN-level SLO Assessment
  **Submitted:** 2016-May-31
  **CRN:** 36182
  **Outcome:** Demonstrate the skills of a junior-level editorial or other staff role in producing a professional quality literary magazine.
  **Request details:** Forum produces a professional level literary magazine comparable to some of the best colleges in the country. In order to continue this tradition of excellence, we would like to get permanent funding for its publication. We would also like funds for guest readers and lecturers.

- **ENGL 35L - Introduction to Literary Magazine** Distinguish between the revision, editing, and proofreading stages of the writing process and demonstrate basic knowledge of editorial stylistics for consistency in punctuation, grammar, and usage.
  **Assessment Type:** CRN-level SLO Assessment
  **Submitted:** 2016-May-31
  **CRN:** 36182
  **Outcome:** Distinguish between the revision, editing, and proofreading stages of the writing process and demonstrate basic knowledge of editorial stylistics for consistency in punctuation, grammar, and usage.
  **Request details:** Forum produces a professional level literary magazine comparable to some of the best colleges in the country. In order to continue this tradition of excellence, we would like to get permanent funding for its publication. We would also like funds for guest readers and lecturers.

- **ENGL 35M - Intermediate Literary Magazine** Demonstrate senior editor skills in managing submissions and coordinating reading groups in order to produce a professional quality literary magazine.
  **Assessment Type:** CRN-level SLO Assessment
  **Submitted:** 2016-May-31
  **CRN:** 36183
  **Outcome:** Demonstrate senior editor skills in managing submissions and coordinating reading groups in order to produce a professional quality literary magazine.
  **Request details:** Forum produces a professional level literary magazine comparable to some of the best colleges in the country. In order to continue this tradition of excellence, we would like to get permanent funding for its publication. We would also like funds for guest readers and lecturers.

- **ENGL 35M - Intermediate Literary Magazine** Integrate advanced rules of editorial stylistics for consistency in punctuation, grammar, and usage as well as for substantive writing issues.
  **Assessment Type:** CRN-level SLO Assessment
  **Submitted:** 2016-May-31
  **CRN:** 36183
  **Outcome:** Integrate advanced rules of editorial stylistics for consistency in punctuation, grammar, and usage as well as for substantive writing issues.
  **Request details:** Forum produces a professional level literary magazine comparable to some of the best colleges in the country. In order to continue this tradition of excellence, we would like to get permanent funding for its publication. We would also like funds for guest readers and lecturers.

- **ENGL 93 - Introduction to Academic Writing and Reading** Annotate, summarize, synthesize, and analyze primarily pre-collegiate nonfiction texts.
  **Assessment Type:** CRN-level SLO Assessment
  **Submitted:** 2016-Apr-29
  **CRN:** 36602
  **Outcome:** Annotate, summarize, synthesize, and analyze primarily pre-collegiate nonfiction texts.
  **Request details:** We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students’ digital literacy. We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success.
strategies. This experience also builds the tutors’ and mentors’ critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

• ENGL 93 - Introduction to Academic Writing and Reading Annotate, summarize, synthesize...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-May-18
  CRN: 32172
  Outcome: Annotate, summarize, synthesize, and analyze primarily pre-collegiate nonfiction texts.
  Request details: We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students’ digital literacy.

We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors' and mentors' critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

• ENGL 93 - Introduction to Academic Writing and Reading Annotate, summarize, synthesize...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-May-26
  CRN: 32165
  Outcome: Annotate, summarize, synthesize, and analyze primarily pre-collegiate nonfiction texts.
  Request details: We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students’ digital literacy.

We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors' and mentors' critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

• ENGL 93 - Introduction to Academic Writing and Reading Annotate, summarize, synthesize...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-May-27
  CRN: 32179
  Outcome: Annotate, summarize, synthesize, and analyze primarily pre-collegiate nonfiction texts.
  Request details: More Smart Classrooms. I taught in a Smart classroom with computer projector wifi access and document reader-instrumental in engaging Ss and helping them achieve their SLOs.We need more of these! We could look at a text together or related video of authors speaking about the books we read, connecting work in the classroom with the outside world; document reader allowed me to demonstrate annotation. It was amazing! Please make ALL classroom SMART CLASSROOMS!

computer plug-ins and projectors for classes

more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes

more honorariums for Humanities classes and the Creative Writing Visiting Writers Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.
ENGL 93 - Introduction to Academic Writing and Reading
Annotate, summarize, synthesize, and analyze primarily pre-collegiate nonfiction texts.

Assessment Type: CRN-level SLO Assessment
Submitted: 2016-May-31
CRN: 32175
Outcome: Annotate, summarize, synthesize, and analyze primarily pre-collegiate nonfiction texts.
Request details: We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students' digital literacy.

We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors' and mentors' critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

ENGL 93 - Introduction to Academic Writing and Reading
Annotate, summarize, synthesize, and analyze primarily pre-collegiate nonfiction texts.

Assessment Type: CRN-level SLO Assessment
Submitted: 2016-May-31
CRN: 32189
Outcome: Annotate, summarize, synthesize, and analyze primarily pre-collegiate nonfiction texts.
Request details: We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students' digital literacy.

We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors' and mentors' critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

ENGL 93 - Introduction to Academic Writing and Reading
Annotate, summarize, synthesize, and analyze primarily pre-collegiate nonfiction texts.

Assessment Type: CRN-level SLO Assessment
Submitted: 2016-Jun-01
CRN: 32166
Outcome: Annotate, summarize, synthesize, and analyze primarily pre-collegiate nonfiction texts.
Request details: We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students' digital literacy.

We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors' and mentors' critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

ENGL 93 - Introduction to Academic Writing and Reading
Annotate, summarize, synthesize, and analyze primarily pre-collegiate nonfiction texts.

Assessment Type: CRN-level SLO Assessment
Submitted: 2016-Jun-01
CRN: 32171
Outcome: Annotate, summarize, synthesize, and analyze primarily pre-collegiate nonfiction texts.
Request details: We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students' digital literacy.

We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors' and mentors' critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.
understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors' and mentors' critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

- **ENGL 93 - Introduction to Academic Writing and Reading**
  - **Assessment Type:** CRN-level SLO Assessment
  - **Submitted:** 2016-Jun-02
  - **CRN:** 36165
  - **Outcome:** Annotate, summarize, synthesize, and analyze primarily pre-collegiate nonfiction texts.
  - **Request details:** We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students' digital literacy.

We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors' and mentors' critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

- **ENGL 93 - Introduction to Academic Writing and Reading**
  - **Assessment Type:** CRN-level SLO Assessment
  - **Submitted:** 2016-Jun-02
  - **CRN:** 32194
  - **Outcome:** Annotate, summarize, synthesize, and analyze primarily pre-collegiate nonfiction texts.
  - **Request details:** We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students' digital literacy.

We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors' and mentors' critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

- **ENGL 93 - Introduction to Academic Writing and Reading**
  - **Assessment Type:** CRN-level SLO Assessment
  - **Submitted:** 2016-Apr-29
  - **CRN:** 36602
  - **Outcome:** Demonstrate control over some sentence-combining strategies and most major conventions of standard English grammar.
  - **Request details:** We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students' digital literacy.

We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors' and mentors' critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.
Assessment Type: CRN-level SLO Assessment  
Submitted: 2016-May-18  
CRN: 32172  
Outcome: Demonstrate control over some sentence-combining strategies and most major conventions of standard English grammar.  
Request details: We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students' digital literacy.

We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors’ and mentors’ critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

• ENGL 93 - Introduction to Academic Writing and Reading  
Assessment Type: CRN-level SLO Assessment  
Submitted: 2016-May-18  
CRN: 32189  
Outcome: Demonstrate control over some sentence-combining strategies and most major conventions of standard English grammar.  
Request details: We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students' digital literacy.

We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors’ and mentors’ critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

• ENGL 93 - Introduction to Academic Writing and Reading  
Assessment Type: CRN-level SLO Assessment  
Submitted: 2016-May-20  
CRN: 32191  
Outcome: Demonstrate control over some sentence-combining strategies and most major conventions of standard English grammar.  
Request details: We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students' digital literacy.

We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors’ and mentors’ critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as
speakers help students learn about the reading and writing process and address important issues that students
read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

• ENGL 93 - Introduction to Academic Writing and Reading
  Demonstrate control over some ...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-May-27
  CRN: 32179
  Outcome: Demonstrate control over some sentence-combining strategies and most major conventions of
  standard English grammar.
  Request details: More Smart Classrooms. I taught in a Smart classroom with computer projector wifi access
  and document reader-instrumental in engaging Ss and helping them achieve their SLOs. We need more of
  these!! modeled how to correct errors (and elicit S feedback), which fostered a sense of community and risk-
  taking as the modeling was done with volunteer student work--it also gave a chance to praise Ss publicly and
  show off their work. It was amazing! Please make ALL classroom SMART CLASSROOMS!

  computer plug-ins and projectors for classes

  more funds for peer tutors and mentors because these tutors and mentors can help students understand and
demonstrate the SLOs of their classes

  more honorariums for Humanities classes and the Creative Writing Visiting Writers Series, as speakers help
students learn about the reading and writing process and address important issues that students read and write
about, which helps them understand the topics better, all of which help them achieve their SLOs.

• ENGL 93 - Introduction to Academic Writing and Reading
  Demonstrate control over some ...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-May-31
  CRN: 32221
  Outcome: Demonstrate control over some sentence-combining strategies and most major conventions of
  standard English grammar.
  Request details: We would like computer plug-ins and projectors for classes the English department generally
  uses and more media carts for the department, so we may vary our teaching methods for our students,
  appealing to a wider range of learning styles and helping to build our students' digital literacy.

  We request more funds for peer tutors and mentors because these tutors and mentors can help students
  understand and demonstrate the SLOs of their classes more effectively by helping them learn college success
  strategies. This experience also builds the tutors' and mentors' critical evaluation skills, improving their own
  scholastic performance.

  We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as
  speakers help students learn about the reading and writing process and address important issues that students
  read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

• ENGL 93 - Introduction to Academic Writing and Reading
  Demonstrate control over some ...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-May-31
  CRN: 32175
  Outcome: Demonstrate control over some sentence-combining strategies and most major conventions of
  standard English grammar.
  Request details: We would like computer plug-ins and projectors for classes the English department generally
  uses and more media carts for the department, so we may vary our teaching methods for our students,
  appealing to a wider range of learning styles and helping to build our students' digital literacy.

  We request more funds for peer tutors and mentors because these tutors and mentors can help students
  understand and demonstrate the SLOs of their classes more effectively by helping them learn college success
  strategies. This experience also builds the tutors' and mentors' critical evaluation skills, improving their own
  scholastic performance.

  We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as
  speakers help students learn about the reading and writing process and address important issues that students
  read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.
Submitted: 2016-Jun-01
CRN: 32166
Outcome: Demonstrate control over some sentence-combining strategies and most major conventions of standard English grammar.
Request details: We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students’ digital literacy.

We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors’ and mentors’ critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

More English 26 classes!

• ENGL 93 - Introduction to Academic Writing and Reading Demonstrate control over some ...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-Jun-01
  CRN: 32171
  Outcome: Demonstrate control over some sentence-combining strategies and most major conventions of standard English grammar.
  Request details: We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students’ digital literacy.

  We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors’ and mentors’ critical evaluation skills, improving their own scholastic performance.

  We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

  More English 26 classes!

• ENGL 93 - Introduction to Academic Writing and Reading Demonstrate control over some ...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-Jun-02
  CRN: 36165
  Outcome: Demonstrate control over some sentence-combining strategies and most major conventions of standard English grammar.
  Request details: We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students’ digital literacy.

  We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors’ and mentors’ critical evaluation skills, improving their own scholastic performance.

  We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

• ENGL 93 - Introduction to Academic Writing and Reading Demonstrate control over some ...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-Jun-02
  CRN: 32194
Outcome: Demonstrate control over some sentence-combining strategies and most major conventions of standard English grammar.

Request details: We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students' digital literacy.

We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors' and mentors' critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

- ENGL 93 - Introduction to Academic Writing and Reading
  Demonstrate control over some sentence-combining strategies and most major conventions of standard English grammar.
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-Jun-03
  CRN: 34504

- ENGL 93 - Introduction to Academic Writing and Reading
  Demonstrate control over some sentence-combining strategies and most major conventions of standard English grammar.
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-Jun-07
  CRN: 32162

- ENGL 93 - Introduction to Academic Writing and Reading
  Demonstrate control over some sentence-combining strategies and most major conventions of standard English grammar.
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-Jun-07
  CRN: 32192

We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors' and mentors' critical evaluation skills, improving their own scholastic performance.
We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

- **ENGL 93 - Introduction to Academic Writing and Reading** Identify and integrate relevant evidence to support essays, using MLA format.
  
  **Assessment Type:** CRN-level SLO Assessment  
  **Submitted:** 2015-Dec-10  
  **CRN:** 72023  
  **Outcome:** Identify and integrate relevant evidence to support essays, using MLA format.  
  **Request details:** We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods our students, appealing to a wider range of learning styles, and helping to build our students’ digital literacy.

We would also like continued support--especially ESL-specific tutoring--for students coming over to the regular English sequence from the ESL sequence. These added resources help ESL students succeed, especially with the number of ESL students in English 93 on the rise (this section was about 90% ESL, many of whom were attempting a regular composition sequence course for the first time).

- **ENGL 93 - Introduction to Academic Writing and Reading** Identify and integrate relevant evidence to support essays, using MLA format.
  
  **Assessment Type:** CRN-level SLO Assessment  
  **Submitted:** 2015-Dec-10  
  **CRN:** 72021  
  **Outcome:** Identify and integrate relevant evidence to support essays, using MLA format.  
  **Request details:** We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods our students, appealing to a wider range of learning styles, and helping to build our students’ digital literacy.

Continued support--especially ESL-specific tutoring--for students coming over to the regular English sequence from the ESL sequence. These added resources help ESL students succeed, especially with the number of ESL students in English 93 on the rise (this section was about 90% ESL, many of whom were attempting a regular composition sequence course for the first time).

- **ENGL 93 - Introduction to Academic Writing and Reading** Identify and integrate relevant evidence to support essays, using MLA format.
  
  **Assessment Type:** CRN-level SLO Assessment  
  **Submitted:** 2015-Dec-16  
  **CRN:** 74142  
  **Outcome:** Identify and integrate relevant evidence to support essays, using MLA format.  
  **Request details:** We would like computer plug-ins and projectors for classes the English department generally uses or more media carts for the department, so we may use various methods to teach our students, appealing to a wider range of learning styles, and helping to build our students’ digital literacy.

- **ENGL 93 - Introduction to Academic Writing and Reading** Identify and integrate relevant evidence to support essays, using MLA format.
  
  **Assessment Type:** CRN-level SLO Assessment  
  **Submitted:** 2015-Dec-16  
  **CRN:** 74145  
  **Outcome:** Identify and integrate relevant evidence to support essays, using MLA format.  
  **Request details:** We would like computer plug-ins and projectors for classes the English department generally uses or more media carts for the department, so we may use various methods to teach our students, appealing to a wider range of learning styles, and helping to build our students’ digital literacy.

- **ENGL 93 - Introduction to Academic Writing and Reading** Identify and integrate relevant evidence to support essays, using MLA format.
  
  **Assessment Type:** CRN-level SLO Assessment  
  **Submitted:** 2015-Dec-17  
  **CRN:** 74140  
  **Outcome:** Identify and integrate relevant evidence to support essays, using MLA format.  
  **Request details:** We would like computer plug-ins and projectors for classes the English department generally uses or more media carts for the department, so we may vary our teaching methods our students, appealing to a wider range of learning styles and helping to build our students’ digital literacy.

We request more funds for peer tutors and mentors because these tutors and mentors can help students
understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors’ and mentors’ critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

- **ENGL 93 - Introduction to Academic Writing and Reading**
  - **Identify and integrates relevant evidence to support essays, using MLA format.**
  - **Assessment Type:** CRN-level SLO Assessment
  - **Submitted:** 2015-Dec-18
  - **CRN:** 72393
  - **Outcome:** Identify and integrate relevant evidence to support essays, using MLA format.
  - **Request details:** We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods our students, appealing to a wider range of learning styles and helping to build our students’ digital literacy.

We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors’ and mentors’ critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

- **ENGL 93 - Introduction to Academic Writing and Reading**
  - **Identify and integrates relevant evidence to support essays, using MLA format.**
  - **Assessment Type:** CRN-level SLO Assessment
  - **Submitted:** 2015-Dec-18
  - **CRN:** 75970
  - **Outcome:** Identify and integrate relevant evidence to support essays, using MLA format.
  - **Request details:** Plug-ins and projectors and media carts, funds for peer tutors and mentors, and funds for honorariums for Humanities classes and the Creative Writing Reading Series.

- **ENGL 93 - Introduction to Academic Writing and Reading**
  - **Identify and integrates relevant evidence to support essays, using MLA format.**
  - **Assessment Type:** CRN-level SLO Assessment
  - **Submitted:** 2015-Dec-18
  - **CRN:** 72034
  - **Outcome:** Identify and integrate relevant evidence to support essays, using MLA format.
  - **Request details:** computer plug-ins and projectors for classes, more media carts appealing to a wider range of learning styles and helping to build our students’ digital literacy. Such tools would help me demonstrate how to use MLA more easily, modeling the skill in real time.

peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors’ and mentors’ critical evaluation skills, improving their own scholastic performance.

honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

- **ENGL 93 - Introduction to Academic Writing and Reading**
  - **Identify and integrates relevant evidence to support essays, using MLA format.**
  - **Assessment Type:** CRN-level SLO Assessment
  - **Submitted:** 2015-Dec-18
  - **CRN:** 74066
  - **Outcome:** Identify and integrate relevant evidence to support essays, using MLA format.
  - **Request details:** We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods our students, appealing to a wider range of learning styles and helping to build our students’ digital literacy.

We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors’ and mentors’ critical evaluation skills, improving their own
We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

- **ENGL 93 - Introduction to Academic Writing and Reading** Identify and integrate relevant evidence to support essays, using MLA format.
  - Assessment Type: CRN-level SLO Assessment
  - Submitted: 2015-Dec-20
  - CRN: 74136
  - Outcome: Identify and integrate relevant evidence to support essays, using MLA format.
  - Request details: We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods our students, appealing to a wider range of learning styles and helping to build our students' digital literacy.
  - Request for funds: We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors' and mentors' critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

- **ENGL 93 - Introduction to Academic Writing and Reading** Identify and integrate relevant evidence to support essays, using MLA format.
  - Assessment Type: CRN-level SLO Assessment
  - Submitted: 2015-Dec-20
  - CRN: 72019
  - Outcome: Identify and integrate relevant evidence to support essays, using MLA format.
  - Request details: We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods our students, appealing to a wider range of learning styles and helping to build our students' digital literacy.
  - Request for funds: We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors' and mentors' critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

- **ENGL 93 - Introduction to Academic Writing and Reading** Identify and integrate relevant evidence to support essays, using MLA format.
  - Assessment Type: CRN-level SLO Assessment
  - Submitted: 2015-Dec-21
  - CRN: 72028
  - Outcome: Identify and integrate relevant evidence to support essays, using MLA format.
  - Request details: We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods our students, appealing to a wider range of learning styles and helping to build our students' digital literacy.
  - Request for funds: We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors' and mentors' critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.
CRN: 74128
Outcome: Identify and integrate relevant evidence to support essays, using MLA format.
Request details: We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods our students, appealing to a wider range of learning styles and helping to build our students' digital literacy.

We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors' and mentors' critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

• ENGL 93 - Introduction to Academic Writing and Reading Identify and integrate relevant evidence to support essays, using MLA format.
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2015-Dec-21
  CRN: 76448
Outcome: Identify and integrate relevant evidence to support essays, using MLA format.
Request details: We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods our students, appealing to a wider range of learning styles and helping to build our students' digital literacy.

We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors' and mentors' critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

• ENGL 93 - Introduction to Academic Writing and Reading Identify and integrate relevant evidence to support essays, using MLA format.
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2015-Dec-21
  CRN: 74069
Outcome: Identify and integrate relevant evidence to support essays, using MLA format.
Request details: We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods our students, appealing to a wider range of learning styles and helping to build our students' digital literacy.

We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors' and mentors' critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

• ENGL 93 - Introduction to Academic Writing and Reading Identify and integrate relevant evidence to support essays, using MLA format.
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2015-Dec-24
  CRN: 72036
Outcome: Identify and integrate relevant evidence to support essays, using MLA format.
Request details: We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods our students, appealing to a wider range of learning styles and helping to build our students' digital literacy.

We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors' and mentors' critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.
strategies. This experience also builds the tutors’ and mentors’ critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

• ENGL 93 - Introduction to Academic Writing and Reading
  Identify and integrate relevant evidence to support essays, using MLA format.
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2015-Dec-24
  CRN: 72056
  Outcome: Identify and integrate relevant evidence to support essays, using MLA format.
  Request details: We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods our students, appealing to a wider range of learning styles and helping to build our students' digital literacy.

We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors' and mentors' critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

• ENGL 93 - Introduction to Academic Writing and Reading
  Identify and integrate relevant evidence to support essays, using MLA format.
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2015-Dec-24
  CRN: 74013
  Outcome: Identify and integrate relevant evidence to support essays, using MLA format.
  Request details: We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods our students, appealing to a wider range of learning styles and helping to build our students' digital literacy.

We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors' and mentors' critical evaluation skills, improving their own scholastic performance.

• ENGL 93 - Introduction to Academic Writing and Reading
  Identify and integrate relevant evidence to support essays, using MLA format.
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2015-Dec-27
  CRN: 74070
  Outcome: Identify and integrate relevant evidence to support essays, using MLA format.
  Request details: We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods our students, appealing to a wider range of learning styles and helping to build our students' digital literacy.

We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors' and mentors' critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.
to a wider range of learning styles, and helping to build our students' digital literacy.

We are requesting:
- honorariums for Humanities classes and the Creative Writing Reading Series—events open to the entire college and funds for faculty to lead workshops in the English Lab
- 3598 tutors (like the Basic Skills ENGL 91 tutors and ALP tutors)
- peer tutors
- peer mentors

- **ENGL 93 - Introduction to Academic Writing and Reading**
  - Identify and integrate relevant evidence to support essays, using MLA format.
  - Assessment Type: CRN-level SLO Assessment
  - Submitted: 2015-Dec-30
  - CRN: 76937
  - Outcome: Identify and integrate relevant evidence to support essays, using MLA format.
  - Request details: We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods our students, appealing to a wider range of learning styles and helping to build our students' digital literacy.

We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors' and mentors' critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

- **ENGL 93 - Introduction to Academic Writing and Reading**
  - Identify and integrate relevant evidence to support essays, using MLA format.
  - Assessment Type: CRN-level SLO Assessment
  - Submitted: 2016-Jan-04
  - CRN: 72024
  - Outcome: Identify and integrate relevant evidence to support essays, using MLA format.
  - Request details: We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods our students, appealing to a wider range of learning styles and helping to build our students' digital literacy.

We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors' and mentors' critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.
Outcome: Identify and integrate relevant evidence to support essays, using MLA format.

Request details: We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department. And "ladybug" projectors, too!

We request more funds for peer tutors and mentors.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series.

Despite promises to the contrary, this is a time-consuming process. Faculty should be fairly compensated, which includes being paid for this increasingly time-consuming work on SLO reporting. Fair and appropriate faculty pay should be part of the resources requested, in program review and elsewhere.

- ENGL 93 - Introduction to Academic Writing and Reading
  Identify and integrate relevant evidence to support essays, using MLA format.
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-Jan-04
  CRN: 74067
  Outcome: Identify and integrate relevant evidence to support essays, using MLA format.
  Request details: We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods our students, appealing to a wider range of learning styles and helping to build our students' digital literacy.

  We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors' and mentors' critical evaluation skills, improving their own scholastic performance.

  We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

- ENGL 93 - Introduction to Academic Writing and Reading
  Identify and integrate relevant evidence to support essays, using MLA format.
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-Jan-04
  CRN: 75592
  Outcome: Identify and integrate relevant evidence to support essays, using MLA format.
  Request details: We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods our students, appealing to a wider range of learning styles, and helping to build our students' digital literacy.

- ENGL 93 - Introduction to Academic Writing and Reading
  Identify and integrate relevant evidence to support essays, using MLA format.
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-Jan-04
  CRN: 74129
  Outcome: Identify and integrate relevant evidence to support essays, using MLA format.
  Request details: We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods our students, appealing to a wider range of learning styles, and helping to build our students' digital literacy.

- ENGL 93 - Introduction to Academic Writing and Reading
  Identify and integrate relevant evidence to support essays, using MLA format.
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-Jan-04
  CRN: 72029
  Outcome: Identify and integrate relevant evidence to support essays, using MLA format.
  Request details: We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods our students, appealing to a wider range of learning styles and helping to build our students' digital literacy.

  We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors’ and mentors’ critical evaluation skills, improving their own scholastic performance.

  We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as
speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

• ENGL 93 - Introduction to Academic Writing and Reading Identify and integrate relevant evidence to support essays, using MLA format.
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-Jan-05
  CRN: 74133
  Outcome: Identify and integrate relevant evidence to support essays, using MLA format.
  Request details: We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students’ digital literacy.

  We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors’ and mentors’ critical evaluation skills, improving their own scholastic performance.

  We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

• ENGL 93 - Introduction to Academic Writing and Reading Identify and integrate relevant evidence to support essays, using MLA format.
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-Jan-05
  CRN: 72014
  Outcome: Identify and integrate relevant evidence to support essays, using MLA format.
  Request details: We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students’ digital literacy.

  We would also like to continue our 3598 tutors as they provide crucial support in reading, writing and study skills to our students, which will help them meet the SLOs for the class.

• ENGL 95 - Academic Reading and Writing Intensive Annotate, summarize, synthesize, and analyze primarily pre-collegiate nonfiction texts.
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-May-25
  CRN: 37326
  Outcome: Annotate, summarize, synthesize, and analyze primarily pre-collegiate nonfiction texts.
  Request details: We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students’ digital literacy.

  We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors’ and mentors’ critical evaluation skills, improving their own scholastic performance.

  We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

• ENGL 95 - Academic Reading and Writing Intensive Annotate, summarize, synthesize, and analyze primarily pre-collegiate nonfiction texts.
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-May-25
  CRN: 37334
  Outcome: Annotate, summarize, synthesize, and analyze primarily pre-collegiate nonfiction texts.
  Request details: We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students’ digital literacy.

  We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors’ and mentors’ critical evaluation skills, improving their own scholastic performance.
We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

• **ENGL 95 - Academic Reading and Writing Intensive Annotate, summarize, synthesize...**
  
  **Assessment Type:** CRN-level SLO Assessment  
  **Submitted:** 2016-May-26  
  **CRN:** 37337  
  **Outcome:** Annotate, summarize, synthesize, and analyze primarily pre-collegiate nonfiction texts.  
  **Request details:** We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students' digital literacy.  

We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors' and mentors' critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

• **ENGL 95 - Academic Reading and Writing Intensive Annotate, summarize, synthesize...**
  
  **Assessment Type:** CRN-level SLO Assessment  
  **Submitted:** 2016-May-29  
  **CRN:** 37340  
  **Outcome:** Annotate, summarize, synthesize, and analyze primarily pre-collegiate nonfiction texts.  
  **Request details:** We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students' digital literacy.  

We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors' and mentors' critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

• **ENGL 95 - Academic Reading and Writing Intensive Annotate, summarize, synthesize...**
  
  **Assessment Type:** CRN-level SLO Assessment  
  **Submitted:** 2016-May-31  
  **CRN:** 37328  
  **Outcome:** Annotate, summarize, synthesize, and analyze primarily pre-collegiate nonfiction texts.  
  **Request details:** We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students' digital literacy.  

We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors' and mentors' critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

• **ENGL 95 - Academic Reading and Writing Intensive Annotate, summarize, synthesize...**
  
  **Assessment Type:** CRN-level SLO Assessment  
  **Submitted:** 2016-Jun-02  
  **CRN:** 37330  
  **Outcome:** Annotate, summarize, synthesize, and analyze primarily pre-collegiate nonfiction texts.
**Request details:** We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students' digital literacy.

We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors' and mentors' critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

- **ENGL 95 - Academic Reading and Writing Intensive**
  
  **Assessment Type:** CRN-level SLO Assessment  
  **Submitted:** 2016-Jun-03  
  **CRN:** 37327  
  **Outcome:** Annotate, summarize, synthesize, and analyze primarily pre-collegiate nonfiction texts.  
  **Request details:** We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students' digital literacy.

  We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors' and mentors' critical evaluation skills, improving their own scholastic performance.

  We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

- **ENGL 95 - Academic Reading and Writing Intensive**
  
  **Assessment Type:** CRN-level SLO Assessment  
  **Submitted:** 2016-Jun-04  
  **CRN:** 37332  
  **Outcome:** Annotate, summarize, synthesize, and analyze primarily pre-collegiate nonfiction texts.  
  **Request details:** We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students' digital literacy.

  We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors' and mentors' critical evaluation skills, improving their own scholastic performance.

  We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

- **ENGL 95 - Academic Reading and Writing Intensive**
  
  **Assessment Type:** CRN-level SLO Assessment  
  **Submitted:** 2016-Jun-04  
  **CRN:** 37335  
  **Outcome:** Annotate, summarize, synthesize, and analyze primarily pre-collegiate nonfiction texts.  
  **Request details:** We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students' digital literacy.

  We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors' and mentors' critical evaluation skills, improving their own scholastic performance.

  We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as
speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

• **ENGL 95 - Academic Reading and Writing Intensive Annotate, summarize, synthesize...**
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-Jun-05
  CRN: 37465
  Outcome: Annotate, summarize, synthesize, and analyze primarily pre-collegiate nonfiction texts.
  Request details: We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students’ digital literacy.

We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors’ and mentors’ critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

• **ENGL 95 - Academic Reading and Writing Intensive Annotate, summarize, synthesize...**
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-Jun-05
  CRN: 37341
  Outcome: Annotate, summarize, synthesize, and analyze primarily pre-collegiate nonfiction texts.
  Request details: We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students’ digital literacy.

We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors’ and mentors’ critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

• **ENGL 95 - Academic Reading and Writing Intensive Demonstrate control over some ...**
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-May-25
  CRN: 37326
  Outcome: Demonstrate control over some sentence-combining strategies and most major conventions of standard English grammar.
  Request details: We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students’ digital literacy.

We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors’ and mentors’ critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

• **ENGL 95 - Academic Reading and Writing Intensive Demonstrate control over some ...**
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-May-26
  CRN: 37337
  Outcome: Demonstrate control over some sentence-combining strategies and most major conventions of standard English grammar.
  Request details: We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students’ digital literacy.
**Request details:** We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students' digital literacy.

We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors' and mentors' critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

- **ENGL 95 - Academic Reading and Writing Intensive** Demonstrate control over some ...
  **Assessment Type:** CRN-level SLO Assessment  
  **Submitted:** 2016-May-29  
  **CRN:** 37334  
  **Outcome:** Demonstrate control over some sentence-combining strategies and most major conventions of standard English grammar.  
  **Request details:** We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students' digital literacy.

  We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors' and mentors' critical evaluation skills, improving their own scholastic performance.

  We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

- **ENGL 95 - Academic Reading and Writing Intensive** Demonstrate control over some ...
  **Assessment Type:** CRN-level SLO Assessment  
  **Submitted:** 2016-May-29  
  **CRN:** 37340  
  **Outcome:** Demonstrate control over some sentence-combining strategies and most major conventions of standard English grammar.  
  **Request details:** We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students' digital literacy.

  We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors' and mentors' critical evaluation skills, improving their own scholastic performance.

  We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

- **ENGL 95 - Academic Reading and Writing Intensive** Demonstrate control over some ...
  **Assessment Type:** CRN-level SLO Assessment  
  **Submitted:** 2016-May-31  
  **CRN:** 37328  
  **Outcome:** Demonstrate control over some sentence-combining strategies and most major conventions of standard English grammar.  
  **Request details:** We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students' digital literacy.

  We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success
strategies. This experience also builds the tutors' and mentors' critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

• ENGL 95 - Academic Reading and Writing Intensive Demonstrate control over some ...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-Jun-01
  CRN: 37333
  Outcome: Demonstrate control over some sentence-combining strategies and most major conventions of standard English grammar.
  Request details: We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students' digital literacy.

We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors' and mentors' critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

• ENGL 95 - Academic Reading and Writing Intensive Demonstrate control over some ...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-Jun-01
  CRN: 37336
  Outcome: Demonstrate control over some sentence-combining strategies and most major conventions of standard English grammar.
  Request details: We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students' digital literacy.

We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors' and mentors' critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

• ENGL 95 - Academic Reading and Writing Intensive Demonstrate control over some ...
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-Jun-01
  CRN: 37325
  Outcome: Demonstrate control over some sentence-combining strategies and most major conventions of standard English grammar.
  Request details: We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students' digital literacy.

We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors' and mentors' critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.
• ENGL 95 - Academic Reading and Writing Intensive Demonstrate control over some ...  
Assessment Type: CRN-level SLO Assessment  
Submitted: 2016-Jun-02  
CRN: 37330  
Outcome: Demonstrate control over some sentence-combining strategies and most major conventions of standard English grammar.  
Request details: We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students' digital literacy.  

We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors' and mentors' critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

• ENGL 95 - Academic Reading and Writing Intensive Demonstrate control over some ...  
Assessment Type: CRN-level SLO Assessment  
Submitted: 2016-Jun-03  
CRN: 37327  
Outcome: Demonstrate control over some sentence-combining strategies and most major conventions of standard English grammar.  
Request details: We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students' digital literacy.  

We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors' and mentors' critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

• ENGL 95 - Academic Reading and Writing Intensive Demonstrate control over some ...  
Assessment Type: CRN-level SLO Assessment  
Submitted: 2016-Jun-04  
CRN: 37332  
Outcome: Demonstrate control over some sentence-combining strategies and most major conventions of standard English grammar.  
Request details: We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students' digital literacy.  

We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors' and mentors' critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

• ENGL 95 - Academic Reading and Writing Intensive Demonstrate control over some ...  
Assessment Type: CRN-level SLO Assessment  
Submitted: 2016-Jun-04  
CRN: 37335  
Outcome: Demonstrate control over some sentence-combining strategies and most major conventions of standard English grammar.
Request details: We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students' digital literacy.

We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors' and mentors' critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

- **ENGL 95 - Academic Reading and Writing Intensive**
  - Demonstrate control over some ...
  - Assessment Type: CRN-level SLO Assessment
  - Submitted: 2016-Jun-04
  - CRN: 37338
  - Outcome: Demonstrate control over some sentence-combining strategies and most major conventions of standard English grammar.
  - Request details: We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students' digital literacy.

  We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors' and mentors' critical evaluation skills, improving their own scholastic performance.

  We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

- **ENGL 95 - Academic Reading and Writing Intensive**
  - Demonstrate control over some ...
  - Assessment Type: CRN-level SLO Assessment
  - Submitted: 2016-Jun-05
  - CRN: 37465
  - Outcome: Demonstrate control over some sentence-combining strategies and most major conventions of standard English grammar.
  - Request details: We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students' digital literacy.

  We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors' and mentors' critical evaluation skills, improving their own scholastic performance.

  We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

- **ENGL 95 - Academic Reading and Writing Intensive**
  - Demonstrate control over some ...
  - Assessment Type: CRN-level SLO Assessment
  - Submitted: 2016-Jun-05
  - CRN: 37341
  - Outcome: Demonstrate control over some sentence-combining strategies and most major conventions of standard English grammar.
  - Request details: We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students' digital literacy.

  We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors' and mentors' critical evaluation skills, improving their own.
We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

• ENGL 96 - Academic Writing and Reading Demonstrate control over a variety of sentence-combining strategies and major conventions of standard English grammar.
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2016-Jun-02
  CRN: 34513
  Outcome: Demonstrate control over a variety of sentence-combining strategies and major conventions of standard English grammar.
  Request details: We would like computer plug-ins and projectors for classes the English department generally uses and more media carts for the department, so we may vary our teaching methods for our students, appealing to a wider range of learning styles and helping to build our students’ digital literacy.

We request more funds for peer tutors and mentors because these tutors and mentors can help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies. This experience also builds the tutors’ and mentors’ critical evaluation skills, improving their own scholastic performance.

We would also like more honorariums for Humanities classes and the Creative Writing Reading Series, as speakers help students learn about the reading and writing process and address important issues that students read and write about, which helps them understand the topics better, all of which help them achieve their SLOs.

• ENGL 96 - Academic Writing and Reading Identify and integrate reliable and relevant sources to support essays, using MLA format.
  Assessment Type: CRN-level SLO Assessment
  Submitted: 2015-Dec-18
  CRN: 70919
  Outcome: Identify and integrate reliable and relevant sources to support essays, using MLA format.
  Request details: Honorariums for Humanities classes and the Creative Writing Reading Series—events open to the entire college
  • 3598 tutors (like the Basic Skills ENGL 91 tutors and ALP tutors)
  • peer tutors
  • peer mentors

Possible reasons
• tutors / mentors help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies
• speakers help students learn about the reading / writing process—strategies to help them achieve their SLOs
• speakers address important issues that students read / write about—helping them understand the topics better, which helps them achieve their SLOs
• speakers initiate student dialogue about important issues—an important part of the student writing/research process, which helps them achieve their SLOs
ENGL 96 - Academic Writing and Reading Identify and integrate reliable and relevant sources to support essays, using MLA format.

Assessment Type: CRN-level SLO Assessment
Submitted: 2016-Jan-04
CRN: 73598
Outcome: Identify and integrate reliable and relevant sources to support essays, using MLA format.
Request details: • honorariums for Humanities classes and the Creative Writing Reading Series--events open to the entire college
  • 3598 tutors (like the Basic Skills ENGL 91 tutors and ALP tutors)
  • peer tutors
  • peer mentors
and add why you think these things would be useful to your students to achieve their SLO(s).

How these resources benefit students:
• tutors / mentors help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies
• speakers help students learn about the reading / writing process--strategies to help them achieve their SLOs
• speakers address important issues that students read / write about--helping them understand the topics better, which helps them achieve their SLOs
• speakers initiate student dialogue about important issues--an important part of the student writing/research process, which helps them achieve their SLOs

ENGL 96 - Academic Writing and Reading Identify and integrate reliable and relevant sources to support essays, using MLA format.

Assessment Type: CRN-level SLO Assessment
Submitted: 2016-Jan-04
CRN: 72055
Outcome: Identify and integrate reliable and relevant sources to support essays, using MLA format.
Request details: • honorariums for Humanities classes and the Creative Writing Reading Series--events open to the entire college
  • 3598 tutors (like the Basic Skills ENGL 91 tutors and ALP tutors)
  • peer tutors
  • peer mentors

How these resources will help students:
• tutors / mentors help students understand and demonstrate the SLOs of their classes more effectively by helping them learn college success strategies
• speakers help students learn about the reading / writing process--strategies to help them achieve their SLOs
• speakers address important issues that students read / write about--helping them understand the topics better, which helps them achieve their SLOs
• speakers initiate student dialogue about important issues--an important part of the student writing/research process, which helps them achieve their SLOs

ENGL 96 - Academic Writing and Reading Identify and integrate reliable and relevant sources to support essays, using MLA format.

Assessment Type: CRN-level SLO Assessment
Submitted: 2016-Jan-04
CRN: 73595
Outcome: Identify and integrate reliable and relevant sources to support essays, using MLA format.
Request details: • honorariums for Humanities classes and the Creative Writing Reading Series--events open to the entire college
  • 3598 tutors (like the Basic Skills ENGL 91 tutors and ALP tutors)
  • peer tutors
  • peer mentors
and add why you think these things would be useful to your students to achieve their SLO(s).

ENGL 96 - Academic Writing and Reading Identify and integrate reliable and relevant sources to support essays, using MLA format.

Assessment Type: CRN-level SLO Assessment
Submitted: 2016-Jan-04
CRN: 70905
Outcome: Identify and integrate reliable and relevant sources to support essays, using MLA format.
Request details: • honorariums for Humanities classes and the Creative Writing Reading Series--events open to the entire college
  • 3598 tutors (like the Basic Skills ENGL 91 tutors and ALP tutors)
  • peer tutors
  • peer mentors

- peer mentors
Resources such as those above will help us support the students more in their learning needs.

- ENGL 96 - Academic Writing and Reading Identify and integrate reliable and relevant sources to support essays, using MLA format.
  
  **Assessment Type:** CRN-level SLO Assessment
  **Submitted:** 2016-Jan-06
  **CRN:** 70917
  **Outcome:** Identify and integrate reliable and relevant sources to support essays, using MLA format.
  **Request details:** Honorariums for Humanities classes and the Creative Writing Reading Series—events open to the entire college.

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**Clear Plan for Evaluation after Implementation**

Through surveys of audience members we will evaluate the effectiveness of the Reading Series.

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**Extent of Benefit**

The Creative Writing Reading Series events are open to the general public and the entire CCSF community, and all of the events have been well attended; currently, in the English Department, we have 6,238 students. Many basic skills instructors have worked the readings into their curriculum to help foreground for students that writing and cultural, social and environmental awareness can be experienced firsthand.

These readings help students connect what they learn in classes to the real world, and they help to promote course completion, transfer, and retention success rates because of the motivational nature of art and literature by writers who have life experiences that mirror those of our students of color and working class students.

For example, approximately 200 students, faculty, and staff attended the Oct. 1, 2014 public reading of Alejandro Murguía, the SF Poet Laureate and a former community college student, who was published in Forum Magazine that fall—students had to be turned away because the room, MUB 140, was not big enough to accommodate the number of students who wanted to attend. This event fostered a dialogue about immigration rights and the role of writing in obtaining a college education. It initiated a conversation that allowed students to connect what they are learning in various classes regarding important societal issues to the importance of writing skills, and civic, social, and environmental responsibility. In addition, ENGL 1B students (a course vital for transfer requirements) who attended the Brenda Hillman reading at the Mission Center in Fall 2015 decided they wanted to expand their study of poetry in 1B by taking a creative writing course next semester. Students suddenly saw the connection between published work and developing their own voice, and they began to understand their 1B studies in a new, powerful way.

Over half of the writers from previous public readings have been writers of color, and the rest have been Anglo writers dealing with global issues from a critical perspective. Past speakers include Alejandro Murguía (SF Poet Laureate), PA Powell (distinguished poet), Maceo Montoya (distinguished author and UC-Davis professor), Jonathan Freedman (Pulitzer Prize winner), Thomas Sayers Ellis (distinguished poet and teacher-in-residence at Sarah Lawrence), and Brenda Hillman (distinguished poet and professor at St. Mary’s College.

We believe these readings increase the awareness of City College course offerings for the general public, thereby increasing enrollment and participants in an academic, social dialogue sponsored by the college. And they encourage students to value diverse voices and participate in global conversation. All of these benefits contribute to CCSF’s exposure and influence in the Bay Area, and because it engages under-represented populations and helps students connect what they learn in English classes to real world applications, their success in English courses in the sequence may increase.

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**Operational Necessity**

To invite writers, specifically writers of color we need to offer a modest honorarium as is the practice at most academic institutions.

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This resource request depends on the following other requests

None selected
Laser Jet Printer for 17 English Faculty and 3598 Tutors with offices in the LAC

Item Description

Item Description: Necessary Laser Jet printer required for English faculty and 3598 Tutors with offices in the LAC to do their work, including printing out curriculum for classes, workshops, and other departmental assigned work and being able to revise that work in an effective manner (studies show writers catch more errors from a printed copy).

Brief Description: This printer is necessary for 17 English faculty and 3598 Tutors to do the work required by the department, including printing out curriculum for classes, workshops, and other departmental assigned work and being able to revise that work in an effective manner (studies show writers catch more errors from a printed copy). They currently are without a department printer, though they have had one in the past. There is already a budget for toner/ink.

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<th>Type of request</th>
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<tr>
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This request is a high priority to ensure/meet Health and Safety requirements: **No**

This request is necessary to meet local, state, federal mandates, or to meet requirements for program-specific accreditation: **No**

Primary Board Priority

Fall 2016: [Student Success]

Secondary Board Priority

Fall 2016: [Enrollment]

Primary link to Approved college plan

Educational Master Plan Goal 2: Transform and sustain College infrastructure.

Secondary link to Approved college plan

Technology Plan Goal 1: Provide appropriate technology support for learning outcomes and assessment, equity, enrollment, collaboration and instructional delivery.

Link to Institutional accreditation requirements

Objective 4: INCREASE EFFICIENCY AND FUNCTIONALITY OF THE ENGLISH LAB.

The English Tutoring work in the LAC of the 3598 Tutors is an extension and expansion of the work done in the English Lab. These tutors provide direct resources for increasing student success and retention as a supplemental support resource and as such are trained by English Lab faculty. Their workload does not permit them to travel to other locations to print their work because they must provide drop-in tutoring, attend class, and attend a weekly training...
session. They have intervals in between these duties to complete administrative work but need to be present in the tutoring center during those times. Therefore, they need to be close to a computer and printer in order to do their administrative duties and provide excellent support for the students in the English Dept. In addition, busy faculty need quick access to do their work as well.

OBJECTIVE 2: INCREASE STUDENT SUCCESS IN BASIC SKILLS COURSES AND THROUGHPUT IN THE SEQUENCE

By acquiring a functional printer, we will be able to serve students in basic skills classes effectively, thereby increasing student success and retention.

Link to Your Unit Planning Objectives

Link to Learning, Service, and/or Program Outcomes (i.e. Outcome Statements)

The English Department's primary mission is to serve the college by training students to achieve GE Area B: Written Composition. We are the only department in which students can fulfill this essential GELO. The Learning outcomes for Area B are as follows:

Upon completion of this coursework, a student will be able to:
1. read critically to annotate, analyze, synthesize, and evaluate primarily non-fiction, college-level texts.
2. compose organized and coherent source-based essays that demonstrate critical thinking and rhetorical strategies.
3. demonstrate control over all major conventions of standard English grammar and punctuation.
4. select and integrate reliable, credible, and scholarly sources to support essays, using a standardized citation format.

Although the English Department does not have a specific "Program" with defined outcomes for remedial education, as a major or certificate would have, community colleges have a state mandate to provide remedial education to students. The English Department’s primary purpose, in fact, is as service department to the larger institution, providing a sequence of reading, writing, and critical thinking courses that prepare students to successfully complete college level coursework necessary for all degrees, certificates, and for transfer. This printer will help faculty and tutors to achieve these ends.

Supplementary links to Outcome Assessments

None selected

Clear Plan for Evaluation after Implementation

Our IT tech advisor will monitor the use of the printer regularly, including putting limits on how many pages may be printed at a time. He will make sure the printer is being used properly and is needed for future work.

Extent of Benefit

The English faculty and 3598 Tutors in the LAC serve over 1500 students collectively. The curriculum they create is vital for the success of these students. Staff also create documents to inform students of their services and resources. Photocopies are sent to Duplicating, but in order to complete documents and revise them, our staff needs immediate access to a printer.

Operational Necessity

Without a printer, faculty and tutors are unable to print, or they must spend valuable time finding printing resources elsewhere in the school - time that would be better spent working with students.

This resource request depends on the following other requests

None selected
Contextualized Teaching and Learning Professional Development for Basic Skills

<table>
<thead>
<tr>
<th>Item Description</th>
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<tbody>
<tr>
<td>Contextualized Teaching and Learning has shown to help students disproportionately impacted by achievement gaps find success in basic English, ESL, and Math courses at higher rates than those students in non-contextualized basic skills. This initiative will work over the next year to train a group of English and Math faculty in contextualized teaching and learning (CTL). The initiative will train faculty in these high impact practices, while providing a community of practice in which to share ideas about teaching and curriculum. The professional development will focus the first semester in training basic skills English and Math faculty teaching in the lowest level basic skills classes in ways to contextualize their classes to career exploration for students specifically living in the SF Bay Area.</td>
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(.25) Faculty Coordinator reassigned time to plan Professional Development events for faculty 6 Professional Development Events ($3250/event: $500 facilitator/speaker, food($10 per person), $100 faculty stipend for 25 faculty)

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<th>Type of request</th>
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<td>• Basic Skills, Student Equity, SSSP</td>
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<tr>
<td>• Other Grant</td>
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This request is a high priority to ensure/meet Health and Safety requirements: No

This request is necessary to meet local, state, federal mandates, or to meet requirements for program-specific accreditation: No

Primary Board Priority

Fall 2016: [Student Success]

Secondary Board Priority

Fall 2016: [Enrollment]

Primary link to Approved college plan

Student Equity Plan Goal C: ESL and Basic Skills Completion

Secondary link to Approved college plan

Educational Master Plan Goal 1: Advance student achievement in meeting educational goals.

Link to Institutional accreditation requirements

II.A1
II.A2
II.A4
II.A6
II.A7
II.B1

Link to Your Unit Planning Objectives

OBJECTIVE 1: RE-ENVISIONING THE SEQUENCE
The English Department has developed new course outlines for Basic Skills courses. This initiative will further the departmental conversations around improving the success of students in basic skills classes through the use of high impact teaching practices.

OBJECTIVE 2: INCREASE STUDENT SUCCESS IN BASIC SKILLS COURSES AND THROUGHPUT IN THE SEQUENCE
To further improve student success in basic skills classes, Contextualized Teaching and Learning has been identified by the CCCCO as a high-impact practice that is successful in narrowing achievement gaps in traditionally underserved populations.

Link to Learning, Service, and/or Program Outcomes (i.e. Outcome Statements)

CRITICAL THINKING AND INFORMATION COMPETENCY
1. Locate, evaluate, synthesize, and appropriately use multiple forms of information

COMMUNICATION
1. Communicate effectively
2. Demonstrate respectful interpersonal and intercultural communication

PERSONAL AND CAREER DEVELOPMENT
1. Identify and develop helpful resources and opportunities
2. Demonstrate self-reflection and confidence
3. Use technology in pursuit of intellectual growth and career development.

Upon completion of the Contextualized Teaching and Learning Professional Development faculty will:
* Understand the research and success of using CTL in basic skills classes
* Develop strategies for developing curriculum contextualized to career exploration and discipline-specific content
* Establish a Community of Practice

Supplementary links to Outcome Assessments

None selected

Clear Plan for Evaluation after Implementation

After each event, faculty will evaluate the event in order to inform the development of the follow-up event. At the end of the year, the sequence of events will be evaluated by all faculty participants for the benefits and relevancy to their practice. Each faculty will conclude the training with sample contextualized curriculum that can be modified to fit different contexts and disciplines.

Extent of Benefit

Nearly 60% of incoming CCSF students declared their major was undecided before this option was removed as an option. Contextualizing basic skills classes will help students find an educational focus and set career goals that are realistic and set around their interests and strengths. Ultimately, this will help students to complete their educational goals at higher rates, lose less units as they try to find their goals, while helping students to succeed and persist through the basic skills sequence at higher rates.

Operational Necessity
The contextualized teaching and learning professional development needs a coordinator with dedicated time to get the program up and running. The initiative will also need funding to support 3 professional development events per semester for up to 25 faculty.

This resource request depends on the following other requests

None selected

### Career and Transfer Pathways Coordinator

**Item Description**

The Career and Transfer Pathways Coordinator (at 0.80-1.00 reassigned time) will serve as the bridge between non-CTE and CTE Pathways efforts, ensuring that pathway development efforts are coordinated and not unnecessarily overlapping. The Pathways Coordinator will also serve as the committee chair or member for the Career and Transfer Pathways Committee, an Advisory Committee of the Academic Senate, will organize Professional development events for faculty, staff, and administrators to learn about pathways, will serve on the FanFive work group, meet regularly with the Associate Deans of Perkins, CCPT, SWP, ABEG, and Equity to ensure non-CTE pathways efforts led by faculty and deans across the campus are included in pathway development conversations. The Pathways Coordinator will work closely with the Basic Skills Coordinator to organize trainings and professional development opportunities around contextualized teaching and learning in basic skills classes. This person will also convene meetings faculty, administrators, and staff working in pathways to share best practices and resources. In addition, the pathways coordinator will be tasked with serving as a communication bridge between Pathways and Student Development, ensuring that all counselors are knowledgeable about the pathways offered at CCSF. The coordinator will also work with the college efforts to inform the community about CCSF Pathways to careers and transfer.

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<th>Type of request</th>
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Type(s) of Funding

- Basic Skills, Student Equity, SSSP

This request is a high priority to ensure/meet Health and Safety requirements: No

This request is necessary to meet local, state, federal mandates, or to meet requirements for program-specific accreditation: No

Primary Board Priority

Fall 2016: [Student Success]

Secondary Board Priority

Fall 2016: [Enrollment]

Primary link to Approved college plan

Student Equity Plan Goal E: Transfer

Secondary link to Approved college plan
Basic Skills Goal 2: Increase the success, retention and/or persistence of students with basic skills needs enrolled in general education, career and technical education, degree-applicable and certificate courses and programs, both credit and noncredit.

Link to Institutional accreditation requirements

II.A1
II.A2
II.A4
II.A6
II.A7
II.B1

Link to Your Unit Planning Objectives

Objective 2: Increase student success in basic skills and throughput in the sequence. Pathways start from basic skills onramps and help guide students through course requirements for degrees, certificates, and transfer.

Link to Learning, Service, and/or Program Outcomes (i.e. Outcome Statements)

The Pathways Coordinator will serve to bridge non-CTE and CTE Pathways development efforts and lead training of more basic skills faculty in contextualized teaching and learning.

Supplementary links to Outcome Assessments

None selected

Clear Plan for Evaluation after Implementation

At the end of the year, the Pathways Coordinator will be evaluated in the following ways:
* Professional development evaluations for each event
* Self-evaluation: assessing how the coordinator met their stated goals for the terms.
* Pathways program coordinators and students will assess the communication about pathways through a survey
* The Career and Transfer Pathways committee members will review the coordinator’s self-evaluation and provide feedback.

Extent of Benefit

There are many pathways efforts currently underway at CCSF. However, because many of the funding streams are housed in CTE, the General Education Pathways and departments are being left out of this work despite the fact that many uncoordinated and unsupported efforts are in development. Furthermore, the state has growing excitement around the CCRC’s research on Guided Pathways/Meta-majors. These guided pathways are an all college effort with a career pathway in mind. Because these guided pathways include both non-CTE and CTE departments, we need to begin to build the infrastructure to support the discussions, program development, and professional development needed to measure the potential for non-CTE pathways at CCSF. This coordinator will lead these all-college conversations.

Operational Necessity

This resource request depends on the following other requests

None selected
# Student Services in Basic Skills Classrooms Coordinator

**Item Description**

This request is for a coordinator who will work with both Student Services personnel (Counseling, Career, Health, Library, Financial Aid, Student Ambassadors) and English faculty to coordinate class visits that will systematically bring Student Services into the Basic Skills classroom.

Typically, the model is that students are asked to seek out student services like tutoring and counseling on their own. However, the most at-risk students, those who take English 91, for instance, are the least likely to seek out that support. Historical in-house data suggests that of the 50% of 91 students who fail or drop the course, many cite life circumstances and responsibilities as the cause and many feel “lost” on campus. While our 91 Tutoring Program is serving these students’ academic (and in some cases affective) needs, this program will help to address the extracurricular issues 91 students face. Currently, counselors and tutors sometimes come into the classrooms, inviting students to take advantage of the different academic support services. However, these arrangements are based on scattered relationships between faculty and student services staff and do not happen consistently across the campus.

The Student Services in Basic Skills Classroom Coordinator will handle the logistics to ensure that student services can be institutionally and programatically brought into the classrooms where Basic Skills students are already learning and have connections teachers, in a way that increases knowledge and use of services, and systematizes the process while taking the burden of coordination off faculty and staff.

The Leading from the Middle group designed this pilot program in order to test the idea, and then potentially scale it to serve more basic skills students in English and other disciplines or become part of a learning community or pathway model.

Preliminary data is positive:
* After one semester of piloting the program, 87% of the surveyed students said presentations were “helpful” or “extremely helpful”.
* 68% made an appointment, saw a counselor and/or created an Education Plan (Control group reported 60%).
* 49% completed FAFSA and/or met with Financial Aid counselor (Control group reported 42%).
* 31% used Health Services (Control group reported 13%).

It should be noted that one of the control group sections was a Gateway to College class that also counts on wraparound services and embedded counselors.

The Coordinator will continue to evaluate the model, facilitate plans for scale-up including the possibility of hard-linking basic skills courses to LERN or IDST college success courses (where some of these connections with campus resources already exist), create best practices, and orient new faculty and participants to the program.

<table>
<thead>
<tr>
<th>Type of request</th>
<th>Other</th>
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<tbody>
<tr>
<td>Approximate Costs</td>
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<tr>
<td>District (U)</td>
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<td>Basic Skills, Student Equity, SSSP</td>
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This request is a high priority to ensure/meet Health and Safety requirements: **No**

This request is necessary to meet local, state, federal mandates, or to meet requirements for program-specific accreditation: **No**

Primary Board Priority
Fall 2016: [Student Success]

Secondary Board Priority

Fall 2016: [Enrollment]

Primary link to Approved college plan

Basic Skills Goal 1: Increase the success, retention and/or persistence of students enrolled in basic skills courses and programs in Mathematics, English, ESL and/or Transitional Studies, both credit and noncredit.

Secondary link to Approved college plan

Basic Skills Goal 3: Increase the integration of instruction to and student services for students with basic skills needs.

Link to Institutional accreditation requirements

II. A. 7. The institution effectively uses delivery modes, teaching methodologies, and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

II. C. 4. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.

Link to Your Unit Planning Objectives

OBJECTIVE 2: INCREASE STUDENT SUCCESS IN BASIC SKILLS COURSES AND THROUGHPUT IN THE SEQUENCE
The English Department is committed to increasing student success in Basic Skills courses in the English Department sequence, of which English 91 is one of the most critical because of its low success rates (historically 50% success). The Student Services in Basic Skills Classrooms Coordinator will facilitate visits from student services and an embedded counselor in order to put a face to the various resources, make them more accessible to students, and increase their use of services they need. The program will help students navigate the college, in particular make close connections with counselors, and make use of available resources while helping to prevent that students “fall through the cracks” for non-academic reasons.

By helping English 91 students complete this course more successfully, this will also increase throughput in our English Department Sequence. Historical data shows that students who place in English 91 have only an 18% chance of completing the sequence within eight years. (see CCSF’s College Performance Indicators 2008-2009). If we can increase the success at the English 91 level, the throughput percentage should also increase, which will mean more students getting through 1A, completing their transfer, degree, or certificate goals, and being more successful in college in general.

OBJECTIVE 3: INCREASE INTEGRATION OF INSTRUCTION AND STUDENT SERVICES FOR STUDENTS WITH BASIC SKILLS NEEDS
By exposing all students (particularly those deemed as “struggling” early in the semester) to caring and concerned representatives of campus resources, embedding counselors in the classrooms, and making the services an integral aspect of the course, the department hopes to help them navigate the campus and better face their individual challenges as they pursue their academic goals.

Link to Learning, Service, and/or Program Outcomes (i.e. Outcome Statements)

Although the English Department does not have a specific “Program” with defined outcomes for remedial education, as a major or certificate would have, community colleges have a state mandate to provide remedial education to students. The English Department’s primary purpose, in fact, is as service department to the larger institution, providing a sequence of reading, writing, and critical thinking courses that prepare students to successfully complete college level coursework necessary for all degrees, certificates, and for transfer. The College Services in Basic Skills Classrooms program (facilitated by the Coordinator) will help 91 students to connect to useful campus resources in a more personal...
way and use them to better address non-academic challenges. This should lead to more successful throughput in our entire sequence, which, ultimately, will help the English Department to better provide remedial education for the entire institution.

Supplementary links to Outcome Assessments

None selected

Clear Plan for Evaluation after Implementation

Through the use of pre and post surveys of students’ knowledge and use of student services and data collection methods, the department will measure the effects of the College Services in Basic Skills Classrooms Coordinator on:
* Increasing English 91 students’ knowledge and use of campus resources
* Retaining English 91 students;
* Retaining struggling English 91 students (defined as those flagged by teachers in the first six weeks);
* Helping English 91 students improve their grades and pass their English classes;
* Helping struggling English 91 students improve their grades and pass their English classes;
* Helping English 91 students persist through the English sequence.

Extent of Benefit

English 91 serves approximately 900 high-risk students per year and has historically had a 50% pass rate overall. Groups suffering particularly disproportionate impact are African Americans (at 37% success), Pacific Islanders (at 37% success), Latinos (at 48% success), two or more races (at 41% success) and foster youth (at 40% success). In addition, historical data from the Research Office shows that students who place in English 91 have only an 18% chance of completing the sequence within eight years, which likely impacts students affected by the achievement gap more than others.

Retention programs like Tulay, APASS, LSN, and Writing Success Project, typically provide student services to participating students. A comparison of the Fall 2014 English 91 classes, showed that students who received additional Student Services support through a retention program succeeded at 67% versus 57% for non-participating classes. These findings would indicate that additional student services support in Basic Skills classrooms accounted for a 10% increase in retention. The College Services in Basic Skills Classrooms Coordinator will impact a large number of our highest risk students, and should help close the achievement gap not only in this one course, but also in the English sequence in general.

Operational Necessity

All the literature points to good relationships being the number one reason students choose to persist, and the Student Services in Basic Skills Classrooms program equips students with important relationships on campus. As City College is so large and sometimes labyrinth-like, an accessible person to answer questions and offer assistance allows an additional lifeline. The hope is that fewer students will “give up,” and more will feel they have the support to continue their studies.

This resource request depends on the following other requests

None selected

Computer Equipment for the English Lab – Ocean Campus

Item Description

“Smart” TV screen for projecting computer and other devices in English lab workshop classroom (R205A), and ceiling-mounted projector for better projection in English computer classroom (Art Extension 265).

In order to create technology-enabled learning environments for English Lab workshops, the workshop room, R205A, needs a screen that can be used to project from a computer or other device. The English computer classroom in Art
Extension 265 also needs a central projection system to allow instructors in that room to model and facilitate computer work for English in that classroom.

Smart TV: $700  
Ceiling-Mounted Projector: $800

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This request is a high priority to ensure/meet Health and Safety requirements: **No**

This request is necessary to meet local, state, federal mandates, or to meet requirements for program-specific accreditation: **No**

Primary Board Priority

Fall 2016: [Student Success]

Secondary Board Priority

Fall 2016: [Enrollment]

Primary link to Approved college plan

Technology Plan Goal 3: Foster effective and transformative uses of technology.

Secondary link to Approved college plan

Educational Master Plan Goal 2: Transform and sustain College infrastructure.

Link to Institutional accreditation requirements

II.B.1. The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include but are not limited to library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services.

Link to Your Unit Planning Objectives

**OBJECTIVE 4: INCREASE EFFICIENCY AND FUNCTIONALITY OF THE ENGLISH LAB**

The English lab workshops offer small-group skill-building opportunities, led by English instructors, to support in their English classes. These workshops help students to achieve the outcomes for their courses, including communicating effectively, thinking critically, and using multiple forms of information.

Similarly for the Art Extension English computer classroom, a projection system is necessary to more effectively allow...
instructors to share examples and model the use of programs and skills at the lab. The current tabletop projector at the Art Extension computer classroom is insufficient for clear projection for the whole classroom.

OBJECTIVE 2: INCREASE STUDENT SUCCESS IN BASIC SKILLS COURSES AND THROUGHPUT IN THE SEQUENCE

By acquiring more functional projection equipment, we will be able to serve students effectively in our English Lab and in the English computer classroom, thereby increasing student success and throughput in our sequence courses.

Link to Learning, Service, and/or Program Outcomes (i.e. Outcome Statements)

ILO I. Critical Thinking and Information Competency
Locate, evaluate, synthesize, and appropriately use multiple forms of information.

ILO II. Communication
Communicate effectively

Functional projection equipment allows us to better introduce students to our learning software and model targeted skills and activities in the lab. This technology-assisted instruction helps students to achieve the outcomes for their courses, including communicating effectively, thinking critically, and using multiple forms of information. For example, the English Lab offers and supports software and sites that help students organize ideas and edit content.

Supplementary links to Outcome Assessments

None selected

Clear Plan for Evaluation after Implementation

Instructors who teach workshops and lead class work in the computer classroom will conduct this assessment of how well the new projection systems facilitate interactions with students. 2) Students will complete a student satisfaction survey to communicate about the effectiveness of technology in the English lab workshops and in the computer classrooms.

Extent of Benefit

Because much of the interaction in an English lab workshop involves instructor modeling (of reading and writing skills) we need a means of sharing and projecting work from a computer or document camera. The classroom space is too small for an overhead projector, so a large “smart” TV screen would be optimal for projecting work and workshop content.

In the English computer classroom, Art Extension 265, instructors need updated projection systems in order to be able to effectively introduce students to particular resources and programs for the class. Without a way to project from the instructor computer for the benefit of the whole class, the instructor cannot effectively demonstrate steps and processes for the students. (Having students follow a demonstration through the “broadcast” function in the computer monitoring program is less effective because it doesn’t allow students to follow the steps with the instructor.)

The English Lab is a vibrant learning resource center that is available to 6,237 English students. While the college’s enrollment has been in a steady decline, English Lab usage has remained good in comparison. As of October 15, 2016, the English Lab has had 2,635 visitors and 8,087 visits, for a total of 9,218 hours of usage in the fall semester. In addition, we are expanding our tutoring and support at all centers where English classes are offered, to ensure that students in all classes and at all locations have equal access to support for their English classes.

The lab needs tools that will help tutors and instructors support and instruct groups of students (in workshops and whole-class settings). Demonstrations and projected step-by-step instructions are helpful for all students, and are particularly helpful for Basic Skills students who may be less experienced with programs, software, and procedures that the lab offers. It only takes one unproductive experience at the English Lab for a student to become frustrated enough not to use our services for the rest of the semester, even if the problem is resolved later that same day—CCSF students have busy lives, often working PT or FT, and they do not have time or energy for computers that don’t work properly, especially if they are just learning how to use computers, which is frequently the case with Basic Skills students.
Operational Necessity

These projection systems are necessary for effective English Lab workshops, which make use of exercises, handouts, and modeling to address questions of a group of students. The English Lab is a computer Lab with sophisticated learning software available for the success of students enrolled in English classes, and we need means of effectively guiding students in learning how to use our technology and for sharing information between teachers and students within a workshop and computer-classroom environment.

This resource request depends on the following other requests

None selected

### Proctorio

**Item Description**

Proctorio is software that will assist instructors of fully online courses to maintain integrity in examinations. The Ed Technology Department and the English Department are currently working together to develop a fully online English 1A course to participate in the Online Education Initiative (OEI). In moving English courses fully online, the department would use proctorio to proctor mid-term and final exams.

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**Type(s) of Funding**

- District (U)
- Basic Skills, Student Equity, SSSP

This request is a high priority to ensure/meet Health and Safety requirements: **No**

This request is necessary to meet local, state, federal mandates, or to meet requirements for program-specific accreditation: **No**

**Primary Board Priority**

Fall 2016: [Enrollment]

**Secondary Board Priority**

Fall 2016: [Student Success]

**Primary link to Approved college plan**

Technology Plan Goal 1: Provide appropriate technology support for learning outcomes and assessment, equity, enrollment, collaboration and instructional delivery.

**Secondary link to Approved college plan**

Educational Master Plan Goal 2: Transform and sustain College infrastructure.
II.B.1. The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include but are not limited to library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services.

OBJECTIVE 2: INCREASE STUDENT SUCCESS IN BASIC SKILLS COURSES AND THROUGHPUT IN THE SEQUENCE

By increasing our ability to offer online classes effectively, the English Department can help more students achieve their educational goals.

Having an effective method of offering online classes with the ability to maintain the integrity of examinations will help us to achieve the outcomes for English courses that offer online sections, currently English 1A, 1B, and 1C.

Ultimately, the English Department's primary mission is to serve the college by training students to achieve GE Area B: Written Composition. We are the only department in which students can fulfill this essential GELO. The Learning outcomes for Area B are as follows:

Upon completion of this coursework, a student will be able to:
1. read critically to annotate, analyze, synthesize, and evaluate primarily non-fiction, college-level texts.
2. compose organized and coherent source-based essays that demonstrate critical thinking and rhetorical strategies.
3. demonstrate control over all major conventions of standard English grammar and punctuation.
4. select and integrate reliable, credible, and scholarly sources to support essays, using a standardized citation format.

Our online classes support the achievement of GE Area B by students who may be unable to attend, or otherwise have great difficulty attending, face to face classes.

Therefore, this request will ultimately assist in helping students to meet not only English course SLOs and PLOs, but also the SLOs and PLOs of other departments as well, as well as CCSF’s ILOs.

Supplementary links to Outcome Assessments

None selected

Clear Plan for Evaluation after Implementation

Once implemented in online classes, the instructors will evaluate the effectiveness of the software in assuring that it helps instructors maintain the integrity of online examinations.

Extent of Benefit

This software will initially help us to offer fully online classes to over 500 students. If it proves effective, it could open the door to increasing the number of fully online classes offered, which could have a positive impact on enrollment at CCSF as a whole.

Operational Necessity

The English Department does not feel comfortable offering fully online classes without a system to monitor students who are taking tests. Without Proctorio, we will likely not go ahead with online classes.
This resource request depends on the following other requests

None selected

Instructional Materials

Item Description

This is a request for materials that will be used for teaching and learning in the classroom: poster paper, flip chart markers, dry erase markers, double-sided tape.

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Type(s) of Funding

- District (U)
- Other Grant

This request is a high priority to ensure/meet Health and Safety requirements: **No**

This request is necessary to meet local, state, federal mandates, or to meet requirements for program-specific accreditation: **No**

Primary Board Priority

Fall 2016: [Student Success]

Secondary Board Priority

Fall 2016: [Enrollment]

Primary link to Approved college plan

Educational Master Plan Goal 1: Advance student achievement in meeting educational goals.

Secondary link to Approved college plan

Basic Skills Goal 4: Establish effective practices in basic skills Mathematics, English, ESL and/or Transitional Studies courses and programs by providing professional development of faculty/staff serving students with basic skills needs.

Link to Institutional accreditation requirements

Standard II.A.2. Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.
OBJECTIVE 2: INCREASE STUDENT SUCCESS IN BASIC SKILLS COURSES AND THROUGHPUT IN THE SEQUENCE

The English Department is committed to helping students succeed in individual Basic Skills courses and increase throughput in the remedial sequence as a whole since this is a major factor in the achievement gap and in overall college completion and success. In order to do this, we need to provide essential supplies and training in Basic Skills education best practices to our faculty, as well as to provide Early Alert support so that students can be quickly identified and supported before they fail or drop out.

The English Department's primary mission is to serve the college by training students to achieve GE Area B: Written Composition. We are the only department in which students can fulfill this essential GELO. The Learning outcomes for Area B are as follows:

Upon completion of this coursework, a student will be able to:
1. read critically to annotate, analyze, synthesize, and evaluate primarily non-fiction, college-level texts.
2. compose organized and coherent source-based essays that demonstrate critical thinking and rhetorical strategies.
3. demonstrate control over all major conventions of standard English grammar and punctuation.
4. select and integrate reliable, credible, and scholarly sources to support essays, using a standardized citation format.

Supplementary links to Outcome Assessments

None selected

Clear Plan for Evaluation after Implementation

Supplies will be made available to instructors.

Extent of Benefit

These materials are needed to improve guided practice of reading comprehension and pre-writing strategies. Approximately 1200 students will benefit from instructors' use of these materials.

Operational Necessity

Instructional supplies are necessary for classroom instruction.

This resource request depends on the following other requests

None selected

Catering for providing snacks for the Creative Writing Reading Series

Item Description

This funding provides for catering for the Creative Writing Reading Series, readings that provide a way for students in under-represented populations to engage in their education, which has the potential to enhance their success in other English courses. One of the most well attended poetry readings sponsored by the CCSF creative writing program included lite snacks, cookies, and water. Lite snacks are an important attraction for any event and increases the likelihood for good attendance. Stable funding of $250 per year would assist greatly in growing the influence of this vital Reading Series. Costs are $400 annually, ongoing.
Type of request: Other

Approximate Costs: $400.00

Type(s) of Funding:
- District (U)
- Basic Skills, Student Equity, SSSP

This request is a high priority to ensure/meet Health and Safety requirements: No

This request is necessary to meet local, state, federal mandates, or to meet requirements for program-specific accreditation: No

Primary Board Priority

Fall 2016: [Student Success]

Secondary Board Priority

Fall 2016: [Enrollment]

Primary link to Approved college plan

Educational Master Plan Goal 1: Advance student achievement in meeting educational goals.

Secondary link to Approved college plan

Student Equity Plan Goal B: Course Completion

Link to Institutional accreditation requirements

II.A.7 The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

Link to Your Unit Planning Objectives

OBJECTIVE 5: SUPPORT THE CREATIVE WRITING PROGRAM

This project furthers the English Department's objective to promote the Creative Writing Certificate by attracting students to its events, supports Forum Magazine as a way to attract sales, and because Forum students engage in event planning for the Reading Series, it promotes the Creative Writing Reading Series. In particular, this project furthers the English Dept's commitment (through attracting students to its programs) 1) to offer a culminating achievement and career pathway for English majors and creative writing students, 2) to connect concepts taught in the English sequence and the electives with real world applications to enhance student learning/success and course completion, and 3) to offer opportunities for under-represented student populations to develop their voice, a breadth of writing skills, and an awareness of social, civic, and environmental responsibility.

Link to Learning, Service, and/or Program Outcomes (i.e. Outcome Statements)

Increasing attendance at the Creative Writing Lecture Series ensures the possibility that many CCSF students have an opportunity to meet ILO #3:
*Demonstrate an understanding of the history and values of other people and cultures
*Demonstrate an understanding of civic, social, and environmental responsibility
*Demonstrate civic, social, and environmental responsibility
*Collaborate effectively in diverse social, cultural, and global settings

Supplementary links to Outcome Assessments

None selected

Clear Plan for Evaluation after Implementation

Surveys at Creative Writing Lectures readings will be conducted, including, “What attracted you to attend this event?”

Extent of Benefit

The Creative Writing Reading Series events are open to the general public and the entire CCSF community, and all of the events have been well attended; currently, in the English Department, we have 6,238 students. Many basic skills instructors have worked the readings into their curriculum to help foreground for students that writing and cultural, social and environmental awareness can be experienced firsthand.

Providing refreshments plays an important role in attracting students and other members of the public to events, demonstrating to the public that CCSF values such events that generate a public dialogue about important societal issues. Providing refreshments is a way to give legitimacy and prestige to such events.

Participation in the event planning for the Forum readings in the Creative Writing Reading Series is a role for students in the ENGL 35 LM course, and the Creative Writing Reading Series is important for promoting the creative writing program and the creative writing certificate, expected to be approved in Fall 2015, because it promotes the program and increases City College’s presence in the Bay Area. The readings provide students in under-represented populations an opportunity to experience an exchange of ideas in dialogue, and the venue for putting their ideas and voices into public action. In Oct 2014, approximately 200 students, faculty, and staff attended a public reading of Alejandro Murguía, the SF Poet Laureate and former community college student, who was published in Forum that fall—students had to be turned away because the room, MUB 140, was not big enough to accommodate the number of students who wanted to attend. Some students specifically stayed for the event because they saw refreshments being put out on tables before we began.

This event, which fostered a dialogue about immigration rights and the role of writing in obtaining a college education, is a great example of the impact the CCSF creative writing program has on the community—the public reading initiated a conversation that allowed students to connect what they are learning in different classes regarding important societal issues, writing skills, and civic, social, and environmental responsibility. These events require collaboration, and they promote students to value diverse voices and participate in global conversation.

While providing refreshments does not create the dialogue, it is an attraction for some students who might be hesitant to participate in something that is not required by their college courses. The element of food also attracts students who do not have a lot of money and cannot stay on campus because their budget does not allow them to buy food on campus—food at CCSF events encourages students to stay and participate in an event that could be transformative. All of these benefits contribute to CCSF’s exposure and influence in the Bay Area, and because it engages under-represented populations and helps students connect what they learn in English class to real world applications, their success in English courses in the sequence may increase.

Operational Necessity

Refreshments for the Creative Writing Reading Series is essential to demonstrate that CCSF is serious about promoting social dialogue and taking its place in the literary world and promoting the creative writing program in a committed way.

This resource request depends on the following other requests

None selected
Attached Files

- Table 1
- Table 2