**Sinclair Community College**

**Continuous Improvement Annual Update 2014-15**

**Please submit to your Division Assessment Coordinator / Learning Liaison for feedback no later than March 1, 2015**

**After receiving feedback from your Division Assessment Coordinator, please revise accordingly and make the final submission to your dean and the Provost’s Office no later than May 1, 2015**

**Department:** 0330 - English

Year of Last Program Review: FY 2011-2012

Year of Next Program Review: FY 2016-2017

**Section I: Department Trend Data, Interpretation, and Analysis**

**Degree and Certificate Completion Trend Data – OVERALL SUMMARY**

*Please provide an interpretation and analysis of the Degree and Certificate Completion Trend Data (Raw Data is located in Appendix A): i.e. What trends do you see in the above data? Are there internal or external factors that account for these trends? What are the implications for the department? What actions have the department taken that have influenced these trends? What strategies will the department implement as a result of this data?*

As noted in last year’s Annual Update, we have a small program with 143 majors. We currently support the AA with an emphasis in English (Literature) or Creative Writing. We continue to outreach to the current majors we do have, and in 2014 we developed a survey to identify and address their concerns and interests. Thirty-six students replied to the survey, and the survey was sent out to all students who declared ENG/CRWE as their major. The majority of students, 58.33% of those who responded, indicated that their short-term goal as an English major was to transfer to a four-year institution to earn a degree in English. This information is helpful to us as we continue to assess the program and how it meets the demands of transfer. We hope to target this group to determine how prepared they were for their coursework in ENG at their four-year institution.

Also interesting from the survey is the fact that 78% of students responded that they want to write for a living as a journalist, freelance writer, novelist, etc. In addition, students surveyed commented that they would like to have more classes that “go even further into writing,” for example. This desire was echoed by several students throughout the survey as students search for more classes relating to their real-world goals of working in a writing-related field. However, the courses that best addressed these students’ needs were discontinued (Advanced Composition, Non-Fiction Writing, etc.) and are not available any longer. One consequence of the “downsizing” of course offerings has been to lose advanced writing classes such as Advanced Composition and Freelance Writing, both of which are of interest to our majors. The potential loss of future majors due to the lack of courses focusing on writing is a concern for the department and may result in even fewer ENG/CRWE majors in the future.

To better reach the 143 English majors who enrolled for courses during the spring of 2015, the English department faculty have each taken responsibility for contacting between 9-12 majors. Our goal in contacting these students is to provide support for their English studies and give them a contact in the English department. Faculty will answer questions about job opportunities, experiences in the field, as well as any questions regarding Sinclair and transfer. Faculty have been given the tools to answer questions pertaining to financial aid and withdrawal, as well. A one-page handout with ENG courses and pathways has been developed to disseminate to students. In the fall, faculty will follow-up with their assigned students.

While the two ENG major programs are vital to our department identity, our composition sequence remains the center of our department. It is required for our program and many others, and maintaining its excellence is paramount to the health of the department and the college at large. ENG 1101 is the number one Top 45 enrolled course at the college, and as such, it receives constant and attention and monitoring. During the cycle of this annual update, we have focused on our composition sequence to create a coherent writing program, complete with a mission statement and philosophy. This work is crucial as we continue to support the college’s programs that require ENG 1101 and 1201.

**Course Success Trend Data – OVERALL SUMMARY**

*Please provide an interpretation and analysis of the Course Success Trend Data (Raw Data is located in Appendix A). Looking at the success rate data provided in the Appendix for each course, please discuss trends for high enrollment courses, courses used extensively by other departments, and courses where there have been substantial changes in success.*

The whole department success rate has risen a statistically insignificant amount -- a few percentage points -- over the past academic year. However, it is still higher than both the LCS division and the college-wide success rates. Several of the ENG courses have maintained their high levels of student completion (i.e., ENG 1131 and ENG 1199), and ENG 1101 has risen, again by a statistically insignificant amount, from 65.9 to 67.9% over the reporting period.

In the last annual update, we addressed the fact that instruction must take some of the responsibility for the falling rates. Temperament, pedagogy, syllabus tone, sequencing of assignments, variance in policies, and variance in assessment practices of our full-time instructors may be contributing to the drop. To address this issue, the department instituted a policy of distributing success rates each term to each instructor for ENG 1101 and 1201 courses. Knowing one's rates is the first step to improving them. This past year, only full-year success rates were distributed to full-time faculty. If success rates were more than 20% lower than the entire department’s rates, those numbers were addressed in FPRs and targeted as an area of improvement for the coming year. The adjunct faculty continue to receive their success rates each semester. Success rates and student evaluations are taken into consideration when scheduling adjuncts, and improvement plans have been implemented for at-risk adjuncts.

ENG 1201 success rates rose four percent this past year, which we attribute to the normalizing of the 1201 curriculum. In other words, after semester conversion the department struggled with the demarcation between the 1101 and 1201 sequence; now, that issue has been addressed through several different mediums and the delivery of the course is more standardized. We have also started the development of an ENG 1201 repository of assignments and class activities from which faculty, especially adjuncts, can draw.

*Please provide any additional data and analysis that illustrates what is going on in the department (examples might include accreditation data, program data, benchmark data from national exams, course sequence completion, retention, demographic data, data on placement of graduates, graduate survey data, etc.)*

Dual enrollment sections have grown during the past year, and the implementation of CCP in the fall of 2015 will likely bring more sections of ENG 1101 to be offered as dual enrollment. In order to prepare for this likelihood, we have a team of five faculty working on observing classes in high schools and mentoring high school teachers.

**Section II: Progress Since the Most Recent Review**

Below are the goals from Section IV part E of your last Program Review Self-Study. Describe progress or changes made toward meeting each goal over the last year.

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| **GOALS** | **Status** | **Progress or Rationale for No Longer Applicable** |
| The department’s goals and rationale for expanding include continuing to offer sections of composition at all locations and at all times (WPAFB, Courseview, Englewood, and Huber Heights Learning Centers, Centerville High School, Prisons, etc.). | In progress  Completed  No longer applicable | We have continued to offer sections of composition at all locations, and have made concerted efforts to staff low-enrolled courses at learning centers.  As noted below, dual enrollment offerings are expanding. |
| We plan to explore new courses after we convert to semesters, including a class on writing/publishing in the electronic media. | In progress  Completed  No longer applicable | This plan is really no longer applicable as our program is maxed at 61 credits and we do not have the latitude to propose 2297s or other new courses for consideration at this time. |
| We plan to continue to modernize our curriculum to serve students as they transfer and graduate in greater numbers. | In progress  Completed  No longer applicable | We are modernizing our curriculum not only through the repositories, but also by creating an Open Educational Resource as a textbook for the ENG 1101 and 1201 courses. This text will be accompanied by a teacher’s guide and will serve as a free textbook, which decreases the cost of the courses for students up to $90 a term. |
| The department is working through the AQIP initiative to build stronger connections with ACA and area high schools. | In progress  Completed  No longer applicable | Although not currently part of the AQIP project, the English department is constantly encouraging the DLA department to align more closely with the writing curriculum of the English department. As the DLA department combines their reading course with the writing course, the alignment remains a variable.  We have built stronger connections with area high schools through the dual enrollment courses that we offer, and also through the Dayton Public Schools (DPS) Alignment Program. The Director of Curriculum for DPS and Lisa Mahle-Grisez developed a series of three work sessions with 12 DPS teachers and 12 Sinclair teachers with the goal of aligning high school and college writing expectations. The results of this collaboration were encouraging; all teachers reported in the end of series survey that they would like to continue the collaboration with combined in-services and continued professional development. |
| In the next five years, we plan to establish a stronger assessment program for students and faculty by exploring e-Portfolios and routine assessment norming for faculty. | In progress  Completed  No longer applicable | An assessment program has been instituted and course assessments from AY 2012-13 and 2013-14 are related to three program outcomes:  Based on the ENG 1101 course assessment, the student writing samples demonstrated that students are weakest in control over conventions and relating to personal experience in ENG 1101. They need the least help in control over electronic environment and intended purpose. In ENG 1201, students are weakest in audience awareness and control over conventions.  By running the ENG 1101 and 1201 assessments each semester, we have been able to track and strengths and weaknesses of our program in terms related to outcomes. |
| We plan to take action on the “opportunities” list presented in Section IV A of the FY 2011-12 Program Review. | In progress  Completed  No longer applicable | * We have established an improvement plan for faculty with poor success rates in ENG 1101 and 1201, including the distribution of those rates, the discussion of the factors contributing to the rates, and the mentoring of faculty with low rates. * As stated above, we have developed stronger linkages with area K-12 programs and DLA department. * Secretarial and staffing needs have been addressed and completed. * Communication between faculty and departments through the LCS bullets has been accomplished. * Department workload, resources, and communication have been more equitably spread. * An advisory board has been established. * *Musings* has been published regularly. * The Writing Center is undergoing a study with RAR to institute positive change. * ENG 1131 (business communication) is more closely aligned with other schools as the result of the work of an 1131 coordinator. * Student evaluations are routinely used and will be taken under consideration to inform us of global weaknesses. |

Below are the Recommendations for Action made by the review team. Describe the progress or changes made toward meeting each recommendation over the last year.

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| **RECOMMENDATIONS** | **Status** | **Progress or Rationale for No Longer Applicable** |
| From the self-study, it was not apparent that there was a lot of feedback being collected from other academic departments regarding how well the English Department is meeting their needs. The department is encouraged to dialogue to a greater extent with other departments at the college for the purpose of seeking feedback. | In progress  Completed  No longer applicable | To address this recommendation, an advisory committee was established in the spring of 2013 to advise the department, and an introductory luncheon was held on May 1, 2013. The advisory committee met again in March 2015.  The main goals for the workgroups include:   * Review features of program outcomes to meet business, industry, government, and stakeholder needs * Ensure readiness to support dual enrollment offerings * Establish process for soliciting annual feedback from academic departments * Strengthen assessment of Writing Center |
| The department should seriously consider reviewing the Program Outcomes, incorporating a greater focus on outcomes specific to English and the skills and outcomes associated with English courses. | In progress  Completed  No longer applicable | We have considered this recommendation seriously, and we have decided that it is not applicable at this time. Our outcomes, specifically for the composition sequence, are driven by the State of Ohio. At this time, the outcomes both reflect and enact the philosophy of the state and our department as a whole. |
| It appears that there may be room to create more of a climate of expectation with adjuncts in terms of professional development. Adjuncts should be made explicitly aware of the expectations involving workshops, attendance at in-service meetings, etc. | In progress  Completed  No longer applicable | All adjuncts are made aware of expectations and concerns about professional development at the interview during which they are hired. Regular correspondence also informs adjuncts of their responsibilities to the department. Further, Aaron Moyer has assumed administrative leadership for adjunct faculty and has composed several informative documents for adjunct faculty. An Adjunct Faculty outreach team comprised of four full-time professors (Charles Freeland, Kay Berg, and Furaha Henry-Jones, Lisa Mahle-Grisez and adjunct Whitney Larson) continues to meet to address adjunct concerns and plan in-services in the spring semester, as well as maintain a shell in Angel for dissemination of adjunct information. This work is also vital to the English adjunct community. |
| Dual enrollment is being strongly encouraged by the state. Some of the challenges regarding dual enrollment arrangements were discussed in the review meeting, and the department should proactively discuss strategies for dealing with these challenges and overseeing the offering of dual enrollment sections with area high schools. | In progress  Completed  No longer applicable | Dual Enrollment will move to the state-mandated College Credit Plus (CCP) as of Fall 2015, and the chair has been involved in that process by serving on the dual enrollment task force and the GED 45 initiative in which the processes regarding dual enrollment have been re-examined and established in preparation for the fall of 2015.  The ENG department chair has been tasked with developing a Chair’s Toolkit for CCP that contains the expectations and for chairs in staffing and scheduling CCP courses and faculty. This 20-page document will be housed on the Sinclair intranet and used as a guide for all chairs working with CCP. |
| The Writing Center appears to be a valuable resource for students, but the benefit to students has not been documented to the extent that it could be. The department is encouraged to find ways to strengthen assessment of the Writing Center, demonstrating how students benefit from using the resources there. This may entail capturing more data than is currently captured from users of the Writing Center. Research, Analytics, and Reporting (RAR) may be a resource the department could use in its efforts to better assess the impact of the Writing Center. | In progress  Completed  No longer applicable | The Writing Center, in conjunction with RAR, has instituted a study to assess its effectiveness. With the help of Research, Analytics and Reporting (RAR), the Writing Center has started looking for more detailed demographic data on the students who visit the Center, how their grades are affected, and if these students persist to the next English class.  In the first phase of the study, we learned that the Writing Center has seen consistent growth since 2009. This growth is especially evident in the fall terms, in which there is a large spike in the number of visits. For example, in fall of 2011, 798 students visited the Writing Center. This does not include the “walk-in student,” who simply used a computer, or asked a quick formatting question.    The first phase of the RAR study also showed that many more English 1101 students than 1201 students visit the Writing Center, sometimes to an almost 2:1 margin.  **Student Success**  In the second phase of the study, students were asked if they were more likely to succeed in an English class if they visited the Writing Center. A total of 681 students were followed, and the data demonstrated a significant, positive association between the number of times that a student visits the Writing Center and the final grade that the student earns in the class.  The study showed that a student could expect to improve his or her grade by .10 for each visit that is made to the Writing Center; thus, a student would need to visit the Writing Center four times to bring his or her grade above the 3.00 threshold necessary to earn a B. For example, a student whose grade is a 2.00 would need to visit the Writing Center ten times to improve his or her grade to a 3.00 (i.e., 2.00 +(.10) 10 = 3.00). Of course, visits to the Writing Center may serve as a proxy for a student’s motivation to do well in a course and/or to seek out additional resources to help them succeed in a class, too.  **Persistence**  Finally, we asked if students who visited the Writing Center were more likely to persist to their next English class. The data suggests that students who have been successful in ENG-1101 in a fall term in which they received assistance at the Writing Center generally persist to attempt the next class in the English sequence. In fall 2009, nearly every Writing Center student (95.5%) who was successful in ENG 111 that term attempted ENG 112.  When successful Writing Center students do attempt either ENG-111 or ENG-1201, they typically do so within two years of the term in which they earned their successful grade in ENG-111. More than 95% of Writing Center students who were successful in a specified fall term attempted ENG-1201 within two years; over 85% of successful Writing Center students do so within one year.    However, the results may be due to the transition from the quarters to semesters “push.” The study will need to be replicated this year in order to find out if these results are reliable.  **The Next Phase**  In the next phase of the study, we will examine individual tutor strategies that lead to effectiveness. |
| Work has been ongoing in the department to find more ways to help students succeed – it is strongly recommended that the department continue and enhance these efforts. The department is encouraged to explore the implementation of an attendance policy to determine whether that might increase student success, and is generally encouraged to generate additional innovative strategies designed to impact success. There are some faculty in the department who have consistently higher success rates than the average - it is recommended that strategies used by these instructors be identified and scaled up for use in other sections of English to increase student success. | In progress  Completed  No longer applicable | A “Success Team” was instituted comprised of the faculty with the consistently highest success rates in the department. These teachers met to determine policies that would encourage student persistence and presented those policies to the department. A suggested attendance policy was established and distributed.  In addition, the tone of syllabi has been reviewed, and faculty have been encouraged to revise their language to encourage student completion. Those faculty with completion rates 20 points lower than the department average have been asked to reconsider their policies, especially, and have written goals on their FPR to increase student completion in their courses.  Adjunct faculty success rates and student evaluations continue to be examined to create the best learning environment for students. Adunct faculty out of line with the rest of the department are considered last for assignment of courses. |
| While some data is being collected and the Assessment Team has done some initial work Spring 2012, it is recommended that the department increase its work on assessment of student learning. Further development of the assessment approached piloted in Spring 2012 is encouraged, and the department should work to expand any successful efforts to as many sections as possible. The department is strongly encouraged to develop an assessment plan that clearly lays out what they are going to measure, how they are going to do it, who is going to do it, and how they will process, analyze, report, and use the data that is collected. | In progress  Completed  No longer applicable | We have developed an assessment plan, and are revising it continuously. Please see the attached document for this year’s results. |

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| Please respond to the following items regarding external program accreditation. | |
| **Date of Most Recent Program Accreditation Review** | Date of most recent accreditation review: \_\_\_\_\_\_\_\_\_\_\_\_\_  **OR**  Programs in this department do not have external accreditation |
| **Please describe any issues or recommendations from your last accreditation review (if applicable)** |  |
| **Please describe progress made on any issues or recommendations from your last accreditation review (if applicable)** |  |

**Section III: Assessment of General Education & Degree Program Outcomes**

The Program Outcomes for the degrees are listed below. **All program outcomes must be assessed at least once during the 5 year Program Review cycle, and assessment of program outcomes must occur each year**.

**PLEASE NOTE – FOR THE NEXT TWO YEARS, GENERAL EDUCATION OUTCOME ASSESSMENT WILL BE TEMPORARILY POSTPONED. WE WOULD ASK THAT IN THIS ANNUAL UPDATE YOU IDENTIFY AT LEAST ONE COURSE IN YOUR DEGREE PROGRAM(S) WHERE ASSESSEMENT AT THE MASTERY LEVEL WILL OCCUR FOR THE FOLLOWING THREE GENERAL EDUCATION OUTCOMES:**

* **CRITICAL THINKING/PROBLEM SOLVING**
* **INFORMATION LITERACY**
* **COMPUTER LITERACY**

**NOTE THAT THERE WILL NEED TO BE AT LEAST ONE EXAM / ASSIGNMENT / ACTIVITY IN THIS COURSE THAT CAN BE USED TO ASSESS MASTERY OF THE COMPETENCY.**

**YOU MAY ALSO SUBMIT ASSESSMENT RESULTS FOR THESE GENERAL EDUCATION COMPETENCIES IF YOU HAVE THEM, BUT IT WILL BE CONSIDERED OPTIONAL**.

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| **General Education Outcomes** | To which degree(s) is this program outcome related? | Year courses identified where mastery of general education competency will be assessed. | PLEASE INDICATE AT LEAST ONE COURSE WHERE MASTERY OF THE COMPETENCY WILL BE ASSESSED FOR EACH OF YOUR DEGREE PROGRAMS | What were the assessment results for this General Education competency?  (Please provide brief summary data)  **NOTE: - THIS IS OPTIONAL FOR THE FY 2014-15 AND FY 2015-16 ANNUAL UPDATES** |
| Critical Thinking/Problem Solving | | All programs | **2014-2015** | ENG 1101 | ENG 1101 requires an argument and a short research paper assignment. These assignments, as well as the self-assessment assignments in the course, require critical thinking and problem solving through the development of logical structures and reasoning in argument. Students are required to critique their own arguments and those of their peers in class, and they are asked to develop writing goals and strategies to achieve successful arguments. In order to measure the competence of our ENG 1101 students in this outcome, we specifically studied the assessment of “logical structure” in our semester assessments. We have found that in relation to the seven program outcome assessment categories, competence in the “logical structure” student learning outcome was ranked third out of the seven categories. |
| Information Literacy | | All programs | **2014-2015** | ENG 1201 | In ENG 1201, students are required to evaluate sources and analyze the credentials of writers making arguments. Students are required to repeatedly assess the value of statistics, qualitative studies, and other forms of research to determine the credibility of the information they find and use in their writing. Again, to assess the competence of our ENG 1201 students in the category of “information literacy,” we studied the SLO of “critical analysis of source material.” This category was ranked sixth in competence by faculty. |
| Computer Literacy | | All programs | **2014-2015** | ENG 1101 | In ENG 1101, students become literate with software programs such as Microsoft Word in order to produce a final draft of their papers. Their computer skills are also assessed as they search for sources and regularly use the course management tool to access class materials. The SLO of “control over electronic environment” was ranked first in both ENG 1101 and 1201, indicating that this is an area of strength. |
| Values/Citizenship/Community | | All programs | **2015-2016** | Due in FY 2015-16 |  |
| Oral Communication | | All programs | **N/A** | COM 2206/2211 |  |
| Written Communication | | All programs | **N/A** | ENG 1101 |  |
| Are changes planned as a result of the assessment of general education outcomes? If so, what are those changes | | **OPTIONAL FOR FY 2014-15** | | | |
| How will you determine whether those changes had an impact? | | **OPTIONAL FOR FY 2014-15** | | | |

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| **Program Outcomes** | To which course(s) is this program outcome related? | Year assessed or to be assessed. | Assessment Methods  Used | What were the assessment results?  (Please provide brief summary data) |
| Demonstrate ability to think logically and solve problems using analysis, synthesis and evaluation. | ENG 1201 | 2013-14 | Written assignments | Based on the ENG1101 course assessment from AY 2013-2014, the student writing samples demonstrated that students were “proficient” in their critical thinking skills in relation to connecting their own experiences and source material to their writing. |
| Recognize and articulate an understanding of the increasing interdependence of world cultures and their consequences. | LIT 2234 | 2013-14 | Written assignments | Students are asked to write about their understanding of other cultures and social issues. This requirement forces them to recognize and articulate understanding of interdependence of world cultures. |
| Achieve group goals in a variety of social contexts. | ENG 1101, 1201 | 2013-14 | Written assignments | In a syllabus review of all faculty, it was determined that at least 80 percent of faculty use group work to accomplish classroom and program goals. |
| Demonstrate responsibility and accountability in accomplishing goals. | ALL | 2013-14 | Written assignments | The responsibility for accomplishing goals is perhaps best reflected in the success rate of the courses, which remains consistent. |
| Communicate effectively in a variety of ways with varied audiences through writing skills, oral communication skills, listening skills, reading skills, computer literacy and information literacy. | ENG 1101, 1201, ENG 1131 | 2013-14 | Written assignments | Students are required to communicate within various genres to achieve proficiency in this outcome. |
| Identify and discuss major authors and works in American and British literature. | LIT 2211, 2212, 2201, 2202, | 2013-14 | Written assignments | This outcome is targeted by assigning forums and writing assignments regarding major works in British and American Literature |
| Analyze literary works of American, British and world cultures in terms of major literary themes and devices. | LIT 2211, 2212, 2201, 2202, 2230, 2234 | 2013-14 | Written assignments | The outcome of analysis is achieved through writing assignments pertaining to analyzing the reading material. |
| Demonstrate skills in multiple creative writing genres. i.e.: poetry, script writing, fiction writing. | ENG 2255, 2256, 2259 | 2013-14 | Written assignments | This outcome is achieved through following the course outlines and requiring students to write in a variety of genres. |
| Create works that are polished enough to submit for consideration of publication. | ENG 2255, 2256, 2259 | 2013-14 | Written assignments | This outcome is essential to students in our CRWE program, and assignments are assessed with the goal of eventual publication. |

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| **Are changes planned as a result of the assessment of program outcomes? If so, what are those changes?** | No |
| **How will you determine whether those changes had an impact?** |  |

**APPENDIX – PROGRAM COMPLETION AND SUCCESS RATE DATA**

**Degree and Certificate Completion**

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| Division | Department | Department Name | Program | FY 07-08 | FY 08-09 | FY 09-10 | FY 10-11 | FY 11-12 | FY 12-13 | FY 13-14 |
| LCS | 0330 | English | CRWE.AA | 3 | 1 | 1 | 2 | 5 | 7 | 2 |
| LCS | 0330 | English | CRWE.S.AA | . | . | . | . | . | 2 | 11 |
| LCS | 0330 | English | ENGE.AA | 2 | 1 | 1 | 5 | 4 | 2 | . |
| LCS | 0330 | English | ENGE.S.AA | . | . | . | . | . | . | 2 |

**Course Success Rates**

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| **Department** | **Department Name** | **Course** |  | **FY 07-08** | **FY 08-09** | **FY 09-10** | **FY 10-11** | **FY 11-12** | **FY 12-13** | **FY 13-14** |
| 0330 | English | ENG-1101 |  | . | . | . | . | . | 65.9% | 67.9% |
| 0330 | English | ENG-111 |  | 71.6% | 70.7% | 70.1% | 69.3% | 71.3% | 70.0% | . |
| 0330 | English | ENG-112 |  | 65.7% | 67.7% | 67.6% | 66.8% | 68.1% | 72.4% | . |
| 0330 | English | ENG-113 |  | 76.5% | 75.3% | 74.4% | 74.1% | 77.7% | 82.3% | . |
| 0330 | English | ENG-1131 |  | . | . | . | . | . | 76.4% | 77.4% |
| 0330 | English | ENG-116 |  | 64.4% | 61.0% | 52.8% | 54.8% | 78.6% | . | . |
| 0330 | English | ENG-1160 |  | . | . | . | . | . | 100.0% | . |
| 0330 | English | ENG-1199 |  | . | . | . | . | . | 87.3% | 88.5% |
| 0330 | English | ENG-1201 |  | . | . | . | . | . | 67.0% | 71.3% |
| 0330 | English | ENG-121 |  | 69.2% | 85.2% | 88.2% | 100.0% | 90.9% | . | . |
| 0330 | English | ENG-122 |  | . | . | 100.0% | 100.0% | 100.0% | . | . |
| 0330 | English | ENG-131 |  | 74.4% | 76.1% | 70.6% | 72.6% | 72.6% | 87.8% | . |
| 0330 | English | ENG-132 |  | 50.3% | 59.3% | 63.1% | 64.1% | 64.7% | 90.5% | . |
| 0330 | English | ENG-199 |  | 84.1% | 81.3% | 77.4% | 82.1% | 80.8% | 100.0% | . |
| 0330 | English | ENG-2255 |  | . | . | . | . | . | 78.4% | 80.0% |
| 0330 | English | ENG-2256 |  | . | . | . | . | . | 75.2% | 73.0% |
| 0330 | English | ENG-2257 |  | . | . | . | . | . | 84.2% | . |
| 0330 | English | ENG-2259 |  | . | . | . | . | . | 81.8% | 76.9% |
| 0330 | English | ENG-245 |  | 82.1% | 86.7% | 95.0% | 76.5% | 100.0% | . | . |
| 0330 | English | ENG-247 |  | 92.0% | . | 87.5% | 73.3% | 88.9% | . | . |
| 0330 | English | ENG-250 |  | 100.0% | . | 100.0% | 70.6% | 88.9% | . | . |
| 0330 | English | ENG-2500 |  | . | . | . | . | . | 90.9% | . |
| 0330 | English | ENG-255 |  | 76.7% | 76.8% | 82.8% | 76.5% | 73.6% | . | . |
| 0330 | English | ENG-256 |  | 69.2% | 73.5% | 71.3% | 73.1% | 74.4% | 60.7% | . |
| 0330 | English | ENG-257 |  | 100.0% | . | 85.7% | 75.0% | 100.0% | 100.0% | . |
| 0330 | English | ENG-258 |  | 76.0% | 91.7% | 78.3% | 91.7% | 92.3% | . | . |
| 0330 | English | ENG-259 |  | 88.9% | 80.0% | 88.0% | 81.8% | 86.4% | . | . |
| 0330 | English | ENG-260 |  | 100.0% | . | . | . | . | . | . |
| 0330 | English | ENG-264 |  | 80.0% | 78.9% | 81.8% | . | 93.3% | 100.0% | . |
| 0330 | English | ENG-297 |  | 95.0% | 61.5% | 57.1% | 100.0% | . | . | . |
| 0330 | English | ENG-9112 |  | . | . | . | . | . | 59.9% | 58.3% |
| 0330 | English | ENG-9113 |  | . | . | . | . | . | 71.7% | 81.4% |
| 0330 | English | LIT-201 |  | 57.9% | 58.1% | 58.8% | 67.4% | 82.7% | 100.0% | . |
| 0330 | English | LIT-202 |  | 76.7% | 66.7% | 87.5% | 64.5% | 66.7% | . | . |
| 0330 | English | LIT-203 |  | 60.0% | 64.7% | 73.1% | 68.8% | 78.9% | . | . |
| 0330 | English | LIT-205 |  | 70.0% | 66.7% | 73.5% | 65.7% | 72.4% | 78.6% | . |
| 0330 | English | LIT-211 |  | 89.2% | 83.3% | 73.8% | 66.7% | 87.9% | 100.0% | . |
| 0330 | English | LIT-212 |  | 85.2% | 89.5% | 72.7% | 80.0% | 85.2% | 100.0% | . |
| 0330 | English | LIT-213 |  | 86.2% | 83.8% | 76.4% | 76.3% | 76.5% | . | . |
| 0330 | English | LIT-217 |  | 96.0% | 59.1% | 81.7% | 83.6% | 91.7% | . | . |
| 0330 | English | LIT-2201 |  | . | . | . | . | . | 55.6% | 72.5% |
| 0330 | English | LIT-2202 |  | . | . | . | . | . | 71.4% | 94.4% |
| 0330 | English | LIT-2205 |  | . | . | . | . | . | 67.5% | 76.0% |
| 0330 | English | LIT-2211 |  | . | . | . | . | . | 77.4% | 84.1% |
| 0330 | English | LIT-2212 |  | . | . | . | . | . | 78.9% | 88.9% |
| 0330 | English | LIT-2217 |  | . | . | . | . | . | 88.9% | 85.0% |
| 0330 | English | LIT-2220 |  | . | . | . | . | . | . | 84.8% |
| 0330 | English | LIT-2230 |  | . | . | . | . | . | 89.2% | 78.8% |
| 0330 | English | LIT-2234 |  | . | . | . | . | . | 62.7% | 81.7% |
| 0330 | English | LIT-2236 |  | . | . | . | . | . | 57.1% | 84.6% |
| 0330 | English | LIT-2267 |  | . | . | . | . | . | 50.0% | . |
| 0330 | English | LIT-227 |  | 79.6% | 57.9% | 68.6% | 81.0% | 75.9% | 100.0% | . |
| 0330 | English | LIT-2270 |  | . | . | . | . | . | 70.4% | 81.3% |
| 0330 | English | LIT-230 |  | 85.4% | 84.7% | 85.8% | 85.0% | 84.8% | 100.0% | . |
| 0330 | English | LIT-234 |  | 77.8% | 61.6% | 71.9% | 61.0% | 73.9% | 78.3% | . |
| 0330 | English | LIT-236 |  | 96.7% | 88.6% | 85.0% | 78.3% | 85.7% | . | . |
| 0330 | English | LIT-238 |  | . | . | . | 100.0% | 100.0% | . | . |
| 0330 | English | LIT-240 |  | 91.7% | 91.8% | 94.4% | 82.4% | 83.6% | 95.5% | . |
| 0330 | English | LIT-2400 |  | . | . | . | . | . | 88.9% | 87.9% |
| 0330 | English | LIT-259 |  | 71.4% | 61.9% | 74.1% | 81.0% | 93.8% | . | . |
| 0330 | English | LIT-267 |  | 45.5% | 54.5% | 45.0% | 65.7% | 81.3% | . | . |
| 0330 | English | LIT-297 |  | . | 65.0% | . | 76.9% | . | . | . |