

Dalton State College

Detailed Assessment Report

2015-2016 ENGL 4160

As of: 5/16/2016 03:49 PM EDT

(Includes those Action Plans with Budget Amounts marked One-Time, Recurring, No Request.)

Course Description

Surveys British poetry, fiction, and essays since 1900. Typically includes Hardy, Conrad, Joyce, Yeats, Lawrence, Woolf, Auden, and Lessing.

Prerequisites: [ENGL 3010](#).

Program Outcomes

PO 1: Competence in critical thinking

Students will demonstrate the ability to think critically, analyzing and interpreting situations, events, practices, or literary or historical texts.

PO 2: Competence in written communication

Students will demonstrate competence in written communication, producing well-organized writing that meets conventional standards of correctness, exhibits appropriate style and awareness of audience, and presents substantial material.

PO 3: Competence in use of research & technology communication & scholarship

Students will demonstrate an ability to use research and technology effectively in communication and scholarship.

Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

Outc. 1: Utilization of critical thinking to analyze or interpret literary or historical texts

Students will use critical thinking to analyze or interpret literary or historical texts.

Relevant Associations:

Standard Associations

SACSCOC 2012* Principles of Accreditation

2.7.1 The institution offers one or more degree programs based on at least 60 semester credit hours or the equivalent at the associate level; at least 120 semester credit hours or the equivalent at the baccalaureate level; or at least 30 semester credit hours or the equivalent at the post-baccalaureate, graduate, or professional level. If an institution uses a unit other than semester credit hours, it provides an explanation for the equivalency. ... (Program Length)

2.7.2 The institution offers degree programs that embody a coherent course of study that is compatible with its stated mission and is based upon fields of study appropriate to higher education. (Program Content)

2.7.3 In each undergraduate degree program, the institution requires the successful completion of a general education component at the collegiate level that (1) is a substantial component of each undergraduate degree, (2) ensures breadth of knowledge, and (3) is based on a coherent rationale. ... These credit hours are to be drawn from and include at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural science/ mathematics. ... (General Education)

2.7.4 The institution provides instruction for all course work required for at least one degree program at each level at which it awards degrees. ... the institution demonstrates that it controls all aspects of its educational program. (See Commission policy "Core Requirement 2.7.4: Documenting an Alternate Approach.") (Course work for Degrees)

3.3.1.1 educational programs, to include student learning outcomes

3.5.1 The institution identifies college-level general education competencies and the extent to which students have attained them. (College-level competencies)

General Education Goals Associations

9.1 Students will analyze, evaluate, and provide convincing reasons in support of conclusions and arguments.

9.3 Students will demonstrate an ability to evaluate observations, inferences, or relationships in works under investigation.

Institutional Mission Associations

2 Dalton State offers targeted bachelor's degrees, a full range of associate's degrees and career certificate programs, and a wide variety of public service activities.

Strategic Plan Associations

Dalton State College

3.1 Goal I: Renew excellence in undergraduate education to meet students' 21st century educational needs.

4.2 Dalton State will serve as the point of access to higher education and provide targeted academic support services for underserved populations in Northwest Georgia.

Related Measures

M 1: Measurement by a rubric that evaluates the analysis/interpretation components of the final exam

Students' proficiency will be measured by a rubric that evaluates the analysis/interpretation components of the final exam of the course that requires them to write paragraph-length passage identifications. (Spring 2014/Trice)

Source of Evidence: Writing exam to assure certain proficiency level

Target:

Eighty percent of the students will earn 75% or better on the analysis/interpretation components of the final exam of the course that requires them to write paragraph-length passage identifications. (Spring 2014/Trice)

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

Model Adequate Passage Identification

Established in Cycle: 2013-2014

This action plan goes with the finding for M1: Measurement by a rubric that evaluates the analysis/interpretation components of ...

M 5: Comprehensive final exam

Students' competence will be measured by their scores on a comprehensive final examination that requires them to use critical thinking to identify and evaluate relationships between texts and approaches to literature and the changes in those relationships over time.

(Fall 2015/Crisp)

Source of Evidence: Writing exam to assure certain proficiency level

Target:

Seventy-five percent of students will score 75% or better on their scores on the exam.

(Fall 2015/Crisp)

Finding (2015-2016) - Target: Met

In English 4160-01, a traditional class taught on the Dalton campus during Fall Semester 2015, 75% of the students who completed the course (18 out of 24) earned a 75% or better on their scores on the exam. The essay component of the exam asked students to compare several works over time, and the identification component asked students to discuss the significance of a quotation in context in addition to identifying it. The class average score was 80%. Students were familiar with the assessment of the exam because they had been working with the same rubric for the entire term as they submitted individual paragraphs. Those students who were not successful either misidentified more than one quotation, forgot to complete one or more questions on the exam, or, in one case, arrived late and apparently neglected to read the instructions which I had emphasized to everyone at the beginning; that student composed a paragraph rather than an essay, and due to its brevity it lacked the depth or support to truly demonstrate the student's ability to evaluate the relationships between texts.

(Crisp/ Fall 2015)

Outc. 2: Production of formal academic writing that is conventionally correct and appropriate in style

Students will produce formal academic writing that is conventionally correct and appropriate in style.

Relevant Associations:**Standard Associations****SACSCOC 2012* Principles of Accreditation**

2.7.1 The institution offers one or more degree programs based on at least 60 semester credit hours or the equivalent at the associate level; at least 120 semester credit hours or the equivalent at the baccalaureate level; or at least 30 semester credit hours or the equivalent at the post-baccalaureate, graduate, or professional level. If an institution uses a unit other than semester credit hours, it provides an explanation for the equivalency. ... (Program Length)

2.7.2 The institution offers degree programs that embody a coherent course of study that is compatible with its stated mission and is based upon fields of study appropriate to higher education. (Program Content)

2.7.3 In each undergraduate degree program, the institution requires the successful completion of a general education component at the collegiate level that (1) is a substantial component of each undergraduate degree, (2) ensures breadth of knowledge, and (3) is based on a coherent rationale. ... These credit hours are to be drawn from and include at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural science/ mathematics. ... (General Education)

2.7.4 The institution provides instruction for all course work required for at least one degree program at each level at which it awards degrees. ... the institution demonstrates that it controls all aspects of its educational program. (See Commission policy "Core Requirement 2.7.4: Documenting an Alternate Approach.") (Course work for Degrees)

3.3.1.1 educational programs, to include student learning outcomes

3.5.1 The institution identifies college-level general education competencies and the extent to which students have attained them. (College-level competencies)

General Education Goals Associations

1.2 Students will use technology and gather data to conduct research from various sources, including electronic media, and demonstrate an understanding of plagiarism by acknowledging and citing informational sources correctly.

9.2 Students will use technology and gather data to conduct research from various sources, including electronic media, and demonstrate an understanding of plagiarism by acknowledging and citing informational sources correctly.

Institutional Mission Associations

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Strategic Plan Associations**Dalton State College**

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Related Measures

M 2: Measurement by a rubric that evaluates the conventions and style components of a 10-12 page research paper

Students' competence will be measured by a rubric that evaluates the conventions and style components of a 10-12 page research paper. (Spring 2014/Trice)

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:

Eighty percent of the students will earn 75% or better on the conventions and style components of the 10-12 page research paper of the course. (Spring 2014/Trice)

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

Review the Requirements of the Assignment

Established in Cycle: 2013-2014

This action plan goes with the finding for M2: Measurement by a rubric that evaluates the conventions and style components of a ...

M 6: Grammar/mechanics rubric component

Students' competence will be measured by rubric criteria evaluating the grammar and mechanics of an analytical research essay examining a work of Modern British literature.

(Crisp/ Fall 2015)

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:

Seventy-five percent of students will score 75% or better on the grammar and mechanics components of the analytic essay.

(Fall 2015/Crisp)

Finding (2015-2016) - Target: Not Met

In English 4160-01, a traditional class taught on the Dalton campus during Fall Semester 2015, 50% of the students who completed the course (12 out of 24) earned a 75% or better on the grammar and mechanics criteria of the analytic essay rubric. The class average score was 59%. Based on student writing I saw in other contexts such as the weekly paragraph write-ups students completed, I believe much of the difficulty was not due to a lack of ability but to several students' self-reported last minute writing.

(Crisp/ Fall 2015)

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

Logistics and data sharing

Established in Cycle: 2015-2016

Half of the students did not meet this outcome. As an upper-division English class, I think it is important to emphasize clear g...

Outc. 3: Production of formal academic writing that demonstrates insight into the drama, prose, or poetry of Modern British Lit

Students will produce formal academic writing that demonstrates insight into the drama, prose, or poetry of Modern British Literature through evidence of careful close reading and explication.

Relevant Associations:

Standard Associations

SACSCOC 2012* Principles of Accreditation

2.7.1 The institution offers one or more degree programs based on at least 60 semester credit hours or the equivalent at the associate level; at least 120 semester credit hours or the equivalent at the baccalaureate level; or at least 30 semester credit hours or the equivalent at the post-baccalaureate, graduate, or professional level. If an institution uses a unit other than semester credit hours, it provides an explanation for the equivalency. ... (Program Length)

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2.7.4 The institution provides instruction for all course work required for at least one degree program at each level at which it awards degrees. ... the institution demonstrates that it controls all aspects of its educational program. (See Commission policy "Core Requirement 2.7.4: Documenting an Alternate Approach.") (Course work for Degrees)

3.3.1.1 educational programs, to include student learning outcomes

3.5.1 The institution identifies college-level general education competencies and the extent to which students have attained them. (College-level competencies)

General Education Goals Associations

9.1 Students will analyze, evaluate, and provide convincing reasons in support of conclusions and arguments.

9.3 Students will demonstrate an ability to evaluate observations, inferences, or relationships in works under investigation.

Institutional Mission Associations

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Strategic Plan Associations

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4.2 Dalton State will serve as the point of access to higher education and provide targeted academic support services for underserved populations in Northwest Georgia.

Related Measures

M 3: Measurement by a rubric evaluating the close reading/explication component of their journal of reading responses

Students' proficiency will be measured by a rubric evaluating the close reading/explication component of their journal of reading responses (2-3 pgs. each), demonstrating insight into the prose or poetry of Modern British Literature. (Spring 2014/Trice)

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:

Eighty percent of the students will earn 75% or better on the close reading/explication component of their journal of reading responses (2-3 pgs. each), demonstrating insight into the prose or poetry of Modern British Literature. (Spring 2014/Trice)

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

Offer Initial Feedback and Chances In-class to Generate Ideas

Established in Cycle: 2013-2014

This action plan goes with the finding for M3: Measurement by a rubric evaluating the close reading/explication component of the...

M 7: Explication/logic/support

Students' competence will be measured by rubric criteria evaluating the explication/ logic and close reading/support components of an analytical research essay examining a work of Modern British literature. (Crisp/ Fall 2015)

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:

Seventy-five percent of students will score 75% or better on explication/ logic and close reading/support components of the analytic essay.

(Crisp/ Fall 2015)

Finding (2015-2016) - Target: Met

In English 4160-01, a traditional class taught on the Dalton campus during Fall Semester 2015, 95.8% of the students who completed the course (23 out of 24) earned a 75% or better on the explication/ logic and close reading/support components of the analytic essay rubric. The class average score was 87.3%. I believe most students were successful in this outcome because the course is scaffolded to allow the development of in-depth analysis, with an initial discussion of one source, then a research prospectus two weeks later, then a draft with peer and instructor feedback, and then the final paper.

(Crisp/ Fall 2015)

Outc. 4: Production of formal academic writing that demonstrates an ability to use research and technology

Students will produce formal academic writing that demonstrates an ability to use research and technology effectively in communication and scholarship and an ability to engage with that research to produce a synthesis of others' ideas and the student's own insights.

Relevant Associations:

Standard Associations

SACSCOC 2012* Principles of Accreditation

2.7.1 The institution offers one or more degree programs based on at least 60 semester credit hours or the equivalent at the associate level; at least 120 semester credit hours or the equivalent at the baccalaureate level; or at least 30 semester credit hours or the equivalent at the post-baccalaureate, graduate, or professional level. If an institution uses a unit other than semester credit hours, it provides an explanation for the equivalency. ... (Program Length)

2.7.2 The institution offers degree programs that embody a coherent course of study that is compatible with its stated mission and is based upon fields of study appropriate to higher education. (Program Content)

2.7.3 In each undergraduate degree program, the institution requires the successful completion of a general education component at the collegiate level that (1) is a substantial component of each undergraduate degree, (2) ensures breadth of knowledge, and (3) is based on a coherent rationale. ... These credit hours are to be drawn from and include at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural science/ mathematics. ... (General Education)

2.7.4 The institution provides instruction for all course work required for at least one degree program at each level at which it awards degrees. ... the institution demonstrates that it controls all aspects of its educational program. (See Commission policy "Core Requirement 2.7.4: Documenting an Alternate Approach.") (Course work for Degrees)

3.3.1.1 educational programs, to include student learning outcomes

3.4.12 The institution's use of technology enhances student learning and is appropriate for meeting the

objectives of its programs. Students have access to and training in the use of technology. (Technology use)
4.2 The institution's curriculum is directly related and appropriate to the mission and goals of the institution and the diplomas, certificates, or degrees awarded. (Program curriculum)

General Education Goals Associations

- 1.2 Students will use technology and gather data to conduct research from various sources, including electronic media, and demonstrate an understanding of plagiarism by acknowledging and citing informational sources correctly.
- 3.1 Students will exhibit expertise necessary to research, organize, and present an oral report or speech.
- 9.1 Students will analyze, evaluate, and provide convincing reasons in support of conclusions and arguments.
- 9.2 Students will use technology and gather data to conduct research from various sources, including electronic media, and demonstrate an understanding of plagiarism by acknowledging and citing informational sources correctly.

Institutional Mission Associations

- 2 Dalton State offers targeted bachelor's degrees, a full range of associate's degrees and career certificate programs, and a wide variety of public service activities.

Strategic Plan Associations

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Related Measures

M 4: Measurement by a rubric evaluating the scholarly research and synthesis components of their researched PowerPoint presentation

Students' proficiency will be measured by a rubric evaluating the scholarly research and synthesis components of their researched PowerPoint presentation and accompanying report, synthesizing their scholarly research with their own insights into literature. (Spring 2014/Trice)

Source of Evidence: Presentation, either individual or group

Target:

Eighty percent of the students will earn 75% or better on the scholarly research and synthesis components of their researched PowerPoint presentation and accompanying report, synthesizing their scholarly research with their own insights into literature. (Spring 2014/Trice)

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

Emphasize the Importance of the Written Element of the Assignment

Established in Cycle: 2013-2014

This action plan goes with the finding for M4: Measurement by a rubric evaluating the scholarly research and synthesis compone...

M 8: Research

Students' competence will be measured by a rubric criterion evaluating the research component of an analytical research essay examining a work of British literature.

(Crisp/ Fall 2015)

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:

Seventy-five percent of students will score 75% or better on the research component of the essay rubric.

(Crisp/ Fall 2015)

Finding (2015-2016) - Target: Met

In English 4160-01, a traditional class taught on the Dalton campus during Fall Semester 2015, 83.3% of the students who completed the course (20 out of 24) earned a 75% or better on the research component of the essay rubric related to locating suitable sources. The class average on that rubric criterion was 81%. Furthermore, 91.6% of the students who completed the course (22 out of 24) earned a 75% or better on the research component of the essay rubric related to synthesizing those sources. The class average on that rubric criterion was 86%. Therefore, the overall class success rate on SLO 4 was 83.3%, or 20 of 24 students.

(Crisp/ Fall 2015)

Details of Action Plans for This Cycle (by Established cycle, then alpha)

Emphasize the Importance of the Written Element of the Assignment

This action plan goes with the finding for M4: Measurement by a rubric evaluating the scholarly research and synthesis components on their researched PowerPoint presentation. Since only fifteen of the sixteen students received a grade of "75" or above, in future semesters, I plan to emphasize the importance of the report that accompanies the presentation even more. Some students could have been a little more thorough with their stated connections between the research and the primary literature while one student in particular did not provide adequate parenthetical citations or Works Cited entries in her written work. I think that sometimes students are focused on doing successful and engaging presentations in front of their colleagues and as a result place less emphasis on the written report of their research findings. Nonetheless, all elements of an assignment should be given their due attention and be held to the required standards. More emphasis will be placed on the written

component of the assignment in subsequent semesters and the assignment sheet will be reviewed to make sure that adequate emphasis is placed on all components of this research project to help meet the target.

Established in Cycle: 2013-2014

Implementation Status: Planned

Priority: High

Relationships (Measure | Student Learning Outcome):

Measure: Measurement by a rubric evaluating the scholarly research and synthesis components of their researched PowerPoint presentation | **Student Learning Outcome:** Production of formal academic writing that demonstrates an ability to use research and technology

Implementation Description: In addition to placing more emphasis on the importance of the written report in class discussion, the assignment sheet will be revised to place the criteria for the report before other components of the assignment. I will also stress that the connection between the research findings and the literary text must be explicitly stated both within the presentation itself and the written report. Lastly, I will reiterate that correct parenthetical citations and Works Cited entries are required.

Projected Completion Date: 05/2016

Responsible Person/Group: Myself (Natalie Trice)

Model Adequate Passage Identification

This action plan goes with the finding for M1: Measurement by a rubric that evaluates the analysis/interpretation components of the final exam. As stated in the findings, all of the sixteen students earned a 75% (or better) by close reading the texts throughout the course and making note of several of the quotes when they came up during class discussions. I plan to meet this measure in the future by continuing to discuss numerous significant passages from each literary text as well as by continuing to make it clear what I am looking for in each paragraph-length response (author, title, and context of the passage within the larger work). I also have found it to be beneficial from past experience to remind students to make sure they have memorized the exact author names and titles of the texts before arriving for the exam (an important task regardless of the exam). This will help with meeting the target next time I teach this course because I will have modeled for students how to provide adequate context for a passage within class discussion and made it clear what the expectations are for providing a successful paragraph-length identification.

Established in Cycle: 2013-2014

Implementation Status: Planned

Priority: High

Relationships (Measure | Student Learning Outcome):

Measure: Measurement by a rubric that evaluates the analysis/interpretation components of the final exam | **Student Learning Outcome:** Utilization of critical thinking to analyze or interpret literary or historical texts

Implementation Description: I will explicitly state what I am looking for in each paragraph-length identification (author, title, and context). I will model for students how to provide adequate context by using an example from a literary text and thoroughly discuss what would make a response "excellent," "very good," etc.

Projected Completion Date: 05/2016

Responsible Person/Group: Myself (Natalie Trice)

Offer Initial Feedback and Chances In-class to Generate Ideas

This action plan goes with the finding for M3: Measurement by a rubric evaluating the close reading/explication component of their journal of reading responses. While 100% (all sixteen) of the students submitted insightful journal entries, earning a 75 "C" or better on the assignment, in the future, I want to encourage students to go even deeper with their journal entries and be even more creative with the connections that they make in them. Furthermore, I plan to ask students to turn in a draft of a single journal entry at the beginning of the semester and to give more daily, in-class assignments that require students to make unique connections to other texts and their own life experiences. This should provide students with initial feedback and subsequent opportunities to generate ideas prior to turning in the more formal journal entries, which should, in turn, help with meeting the target for demonstrating quality insight into prose or poetry.

Established in Cycle: 2013-2014

Implementation Status: Planned

Priority: High

Relationships (Measure | Student Learning Outcome):

Measure: Measurement by a rubric evaluating the close reading/explication component of their journal of reading responses | **Student Learning Outcome:** Production of formal academic writing that demonstrates insight into the drama, prose, or poetry of Modern British Lit

Implementation Description: Students will be asked to submit a draft of a single journal entry earlier in the semester. I will respond in the margins with subsequent questions to promote deeper analysis in the final, graded version. (Hopefully, this will result in submissions for the latter texts with similar depth of insight.) In-class activities will also be given to provide students with the opportunity to make interesting connections between our works and those read for other classes and current news topics.

Projected Completion Date: 05/2016

Responsible Person/Group: Myself (Natalie Trice)

Review the Requirements of the Assignment

This action plan goes with the finding for M2: Measurement by a rubric that evaluates the conventions and style components of a 10-12 page research paper. The one student (6%) who did not make a 75 ("C") or better did not meet the expectation for the required length. The next time I teach this course, I plan to remind students of the length requirement as well as the necessity of including adequate analysis of the literary works. I will also provide examples of adequate analysis of literary texts with secondary sources incorporated. Furthermore, I intend to review MLA citation requirements with students. Making sure that students know the level of analysis (supported by appropriate evidence from secondary sources) expected of them as well as correct MLA citation formatting will help meet the target. Simply reminding them of the importance of following directions thoroughly should also help.

Established in Cycle: 2013-2014

Implementation Status: Planned

Priority: High

Relationships (Measure | Student Learning Outcome):

Measure: Measurement by a rubric that evaluates the conventions and style components of a 10-12 page

research paper | **Student Learning Outcome:** Production of formal academic writing that is conventionally correct and appropriate in style

Implementation Description: Assignment sheets will include highlighted page-length requirements, a reminder about adequately including material from the primary literary work, and models of proper MLA citation guidelines. These expectations will also be discussed in class to insure clarity. Furthermore, examples of the appropriate length and level of analysis for a senior-level course will be given and discussed.

Projected Completion Date: 05/2016

Responsible Person/Group: Myself (Natalie Trice)

Logistics and data sharing

Half of the students did not meet this outcome. As an upper-division English class, I think it is important to emphasize clear grammar and mechanics, but for most of the students, any direct grammar instruction would be a review at best. Also, in the writing that I saw from the students as they produced weekly paragraphs, they did not struggle with this sort of grammatical issue. Therefore, I believe the issue to have been one of time rather than one of ability. A number of the students waited until the very last minute to complete their essays, and those who had a tremendous number of grammatical problems either had them at the end of the paper, where they had not gotten feedback on the draft, or had not ever looked at my feedback on the rough drafts at all – since I provide that feedback in an online service, I can see which students have reviewed it and which have not. Therefore, to help the students next time, both in this course and in other upper-division English courses, I will take three steps: first, perhaps counterintuitively, I intend to make the final paper due sooner. Almost all upper-division English classes seem to have papers due the very last week of class. I will move the due date up by two weeks to try to spread the workload out a bit. Second, while I have been requiring students to turn in at least six pages of a rough draft, many this semester turned in only two or three pages and accepted a grade penalty for it. Next time, I have determined to set word limits rather than page limits, and I will not accept a rough draft of less than 2000 words. That should enable students to get feedback on more of their writing. Finally, I intend to share these data with students. I think there can be an overconfidence when one is a senior English major. I will not share any identifying information, of course, but telling students the percentage of their peers who failed in this criterion may very well inspire them to greater efforts.

Established in Cycle: 2015-2016

Implementation Status: Planned

Priority: High

Relationships (Measure | Student Learning Outcome):

Measure: Grammar/mechanics rubric component | **Student Learning Outcome:** Production of formal academic writing that is conventionally correct and appropriate in style

Implementation Description: Will apply if I have the opportunity to teach this course again, but also will apply in other upper-division English courses.

Responsible Person/Group: Jenny Crisp

Analysis Questions and Analysis Answers

What strengths and weaknesses did your assessment results show? In addition, please describe 2 to 3 significant improvements or continuous improvement measures you'll put in place as a result of your assessment findings.

Grammar seems to be a tremendous weakness. And it is grammar – although that SLO 2 addresses both grammar and mechanics, almost all of the problems that I saw in student papers are simple grammatical errors. Truthfully, based on the students' other writing, I believe this reflects more logistical difficulties than comprehension ones. Therefore, I'm going to change the logistics surrounding the final paper so that it does not come due at the very end of the semester.

This assessment also shows significant strengths. I built this scaffolded final paper assignment with the idea of encouraging increased analysis, logic, and support, and I believe those efforts are paying off in the results for SLO 3.