**Academic Assessment Report - AY 2011-2012**

**College, School/Department, Name of Program:** English Department, Standard (Literature) Option

**Program SLOs:**

*(List Program SLOs)* Students who graduate with a B.A. in English (Standard, or Literature Option) should demonstrate proficiency in the following areas:

**SLO 1: Evidence of Close Reading:** In thesis-driven essays, students will demonstrate the ability to analyze text, showing sensitivity to the nuances of language and expression. (WO1, WO2); (S1); (KU1)

**SLO 2: Evidence of Independent Thought/Original Insights:** In written essays, students will demonstrate original, creative, and connective thinking and an understanding of literary texts that surpasses mere reiteration of conventional readings. (WO1, WO3, WO5); (K3); (S1); (V4); (KU1)

**SLO 3: Mastery of Disciplinary Protocols:** In written essays, students will demonstrate knowledge and proper utilization of a) principal literary terms, theoretical lenses, and concepts; b) accepted bibliographic and research protocols; and c) presentation of and conventions of writing within the field of Literary Studies. (WO1, WO2, WO3); (S1); (KU1)

**SLO 4: Integration of Texts and Contexts:** In written essays, students will demonstrate a) an understanding of literary texts within varied contexts and discourses (e.g., cultural, historical, aesthetic, sociological, philosophical, psychological, etc.); and b) the ability to relate/connect meaningfully outside sources with literary text to support reading and analysis. (WO1, WO2, WO3); (K3); (S1, S4, S5); (V4); (KU1)

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<tr>
<th>Program Level Student Learning Outcomes (Add rows for additional SLOs)</th>
<th>Assessment Measure(s) (Add rows if necessary)</th>
<th>Assessment Criteria (Describe how data is collected--rubric, survey, etc.)</th>
<th>Results of Assessment (Specific to Data Collected)</th>
<th>Action Taken (Closing the Loop: New action or follow up from last Assessment Report)</th>
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| **SLO #1: Evidence of Close Reading.** | Direct: Normed baseline reading of randomly selected final papers from ENG 2000 and ENG 4800. 37 from 2000, 20 from 4800. Spring Semester, 2012. Assessment of papers based on critical thinking rubric developed for this reading. (see attached). Reading over two day period. Seven readers first day; six readers, second day. | Rubric with 5 point scale (5 the highest, 1 the lowest). Proficiency = 3-5 level. Poor performance=1-2. Descriptor focusing on comprehensive interpretation, support of thesis and sensitivity to nuances of literary expression | **Eng 2000. 76% proficient**  
No grades of 5.  
35% in 4-4.9 category.  
41% in 3-3.9 category.  
24% in 2-2.9 category.  
**ENG 4800. 85% proficient**  
5% in 5 category  
40% in 4-4.9 category.  
40% in 3-3.9 category.  
15% in 2-2.9 category | 1. Schedule convocation of all English majors in October 2012, as means of introducing students to Department’s mission statement, curriculum map, SLO’s, values, and standards. Encourage use of rubric as a teaching tool in selected classes in subsequent semesters.  
2. In 2012-2013 reconvene and continue work of department subcommittees to establish conformity in learning objectives and curricular focus.  
| SLO #2: Evidence of Independ. Thought/Original Insights | Each SLO measured separately. But total scores tabulated. Two readers; a third if more than one point discrepancy. Scores averaged. | Indirect: No indirect measure at present time | 4. in 2012-2013 fully articulate the major courses where specific SLO’S are introduced, reinforced, mastered, and assessed as a means of ensuring development of critical thinking skills at each stage of the curriculum. 

Departmental consensus on actions 1-4 reached at Department meeting, August 30, 2012. |
|---|---|---|---|
| Direct: Normed baseline reading of randomly selected final papers from ENG 2000 and ENG 4800. 37 from 2000, 20 from 4800. Spring Semester, 2012. Assessment of papers based on critical thinking rubric developed for this reading (see attached). Reading over two day period. Seven readers, first day; six readers, second day. Each SLO measured separately. But total scores tabulated. Two readers; a third if more than one point discrepancy. Scores averaged. | Rubric with 5 point scale (5 the highest, 1 the lowest). Proficiency = 3-5 level Poor performance=1-2. Descriptor focusing on individual investment in an interpretation | **ENG 2000. 57% proficient** 
No grade of 5. 
16% in 4-4.9 category. 
41% in 3-3.9 category. 
41% in 2-2.9 category. 
2% in 1-1.9 category | Please see proposed actions 1-4 for SLO 1. 
Given what appears to be only slight improvement in this area between the baseline and the exit course, the department will give special consideration to SLO 2 in the Fall 2012 and Spring 2012 semesters. We will focus on modification of those required courses in which the concern should be addressed. |
| SLO #3: Mastery of Disciplinary Protocols | Direct: Normed baseline reading of final papers from ENG 2000 and ENG | Indirect: No direct measure at present time | Develop student survey for students exiting ENG 2000 and ENG 4800 as a complement to direct measures. |
| | Rubric with 5 point scale (5 the highest, 1 the lowest). | **ENG 4800. 60% proficient** 
5% in category 5 
20% in 4-4.9 category. 
35% in 3-3.9 category. 
40% in 2-2.9 category. | Please see proposed actions 1-4 for SLO 1. |
<p>| SLO #4: Integration of Texts and Contexts | Direct: Normed baseline reading of final papers from ENG 2000 and ENG 4800. 37 from 2000, 20 from 4800. Spring Semester, 2012. Assessment of papers based on rubric developed for this reading. Reading over two day period. Seven readers, first day; six readers second day. Each SLO measured separately. But total scores tabulated. Two readers; a third if more than one point discrepancy. Scores averaged. | Proficiency=3-5 Poor Performance=1-2. Descriptor focusing on connection of literary text to supplemental contexts. | Rubric with 5 point scale (5 the highest, 1, the lowest). Proficiency=3-5 Poor performance=1-2. Descriptor focusing on connection of literary text to supplemental contexts. | ENG 2000. 46% proficient No grade of 5. 16% in 4-4.9 category. 30% in 3-3.9 category. 24% in 1-1.9 category. Please see proposed actions 1-4, for SLO 1. | ENG 4800. 65% proficient No grade of 5. 15% in 4-4.9 category. 50% in 3-3.9 category. 35% in 2-2.9 category. | Develop student survey for students exiting ENG 2000 and ENG 4800 as a complement to direct measures. |</p>
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