

Mission


English students study written, aural, and visual forms of communication, including a wide range of texts: film, stage, and other media; fiction and non-fiction; poetry and prose. The English B.A. degree provides students with written and oral communication skills, helps develop their creativity, and hones their persuasive and critical thinking abilities. The program prepares students to be successful in a wide variety of endeavors. The writing, research and critical thinking skills students acquire from the major and the Writing minor are essential to high-level work in virtually every business or institution. The uses to which students can put the skills they learn, the fields in which they can excel, are limited only by their imaginations.

Academic Year 2024

Bachelor of Arts in English Learning Outcomes

PLO 1 Analytical Skills MET


Demonstrate transferable analytical skills such as the ability to summarize, interpret, and evaluate complex texts.

MEASURES	RESULTS	ACTIONS
<p><b>PLO 1 Analytical Skills Assessment</b></p> <p>We will use capstone portfolios from AY 2023-2024 to assess this outcome. Faculty will assess this outcome as part of the Portfolio evaluation process. At least two faculty will assess each portfolio using the portfolio assessment guidelines attached. We will focus on the ANALYTICAL SKILLS outcomes.</p> <p>Direct - Portfolio</p> <p><i>Eng Major Portfolio Capstone: ENG 4910</i></p> <p><b>Target</b></p> <p>70% of the students meet or exceed expectations</p> <p><a href="#">Instructions for portfolio evaluators.pdf</a></p>	<p><b>MET</b></p> <p>PLO 1 Analytical Skills Assessment</p> <p>■ Exceeded ■ Met</p>  <p>0% 100%</p> <p><small>Values are not shown when too close to each other. Click or use arrow keys to see details.</small></p> <p>Exceeded: 70% Met: 30%</p> <p>Met Total: 100% Not Met Total:</p> <p><a href="#">AY 2023-2024 Assessment PLO1.docx</a></p> <p><b>Analysis</b></p> <p>Overall: All students met or exceeded expectations, meeting our target. 30% were rated in the 2-2.75 range or Meets-Meets/Exceeds, and 70% as Exceeds. The precise breakdown is as follows: 2 = 20%, 2.5 = 10%, and 3 = 70%.</p> <p>Several of the individual comments (see attached results) recognize an improvement in skill of students' work over time, specifically referring to the most recently written papers and the senior seminar papers as the strongest works of analysis. HUM 3900 and research papers are also singled out as demonstrating strong work. This suggests that the more time the student spends practicing analysis, the stronger the skills become, with research papers being a common successful assignment. There is no trend of a single skill (summary, interpretation, or evaluation) being a weaknesses across the portfolios.</p> <p>The 2018-2019 assessment had similar results, with 30.8% in the Meets range and 61.5% in the Exceeds range.</p>	<p><b>Maintain Assessment Strategy</b></p> <p>We will maintain this assessment strategy and continue offering students opportunities to practice these skills across the major requirements.</p>

	Overall the assessment indicates that students are consistently performing at or above expectations in regards to <i>developing transferable analytical skills such as the ability to summarize, interpret, and evaluate complex texts</i> , and that the English Program provides ample opportunity for students to practice these skills.	
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## PLO 8 Theoretical Approaches **MET**

Articulate or identify important theoretical concepts and approaches and apply them in interpreting or analyzing texts.

MEASURES	RESULTS	ACTIONS
<p><b>PLO 8 Theoretical Approaches Assessment</b></p> <p>We will use capstone portfolios from AY 2023-2024 to assess this outcome. Faculty will assess this outcome as part of the Portfolio evaluation process. At least two faculty will assess each portfolio using the portfolio assessment guidelines attached. We will focus on the THEORETICAL APPROACHES outcomes.</p> <p>Direct - Portfolio</p> <p><i>Eng Major Portfolio Capstone: ENG 4910</i></p> <p><b>Target</b></p> <p>70% of the students meet or exceed expectations</p> <p><a href="#">Instructions for portfolio evaluators.pdf</a></p>	<p><b>MET</b></p> <p>PLO 8 Theoretical Approaches Assessment</p> <p>■ Exceeded ■ Met ■ Approached</p>  <p>0% 100%</p> <p>Exceeded: 30%  Met: 60%  Approached: 10%</p> <p>Met Total: 90%  Not Met Total: 10%</p> <p><a href="#">AY 2023-2024 Assessment PLO8.docx</a></p> <p><b>Analysis</b></p> <p><b>Overall:</b> 90% of students met or exceeded expectations, meeting our target. 10% were rated in 1-1.75 range or Approaches Expectations, 60% were rated in the 2-2.75 range or Meets-Meets/Exceeds, and 30% as Exceeds. The precise breakdown is as follows:</p> <p>1.5 = 10%  2 = 40%  2.5 = 20%  3 = 30%</p> <p>Several of the individual comments (see attached results) cite papers written in the senior seminar courses as the ones most strongly demonstrating application of theory; however, work from WRI 3510 is also mentioned. It is clear that students are being exposed to and asked to use different theories in multiple classes, and we would expect the strongest work to be at the 4000-level and in the senior year, which is demonstrated in the portfolio. In general, the work from courses in which</p>	<p><b>Maintain Assessment Strategy</b></p> <p>We will maintain this assessment strategy and continue offering students opportunities to engage with theory across the major requirements.</p> <p><b>Revise Measurement / Assessment</b></p> <p><b>IN PROGRESS</b></p> <p>We will follow through with an earlier effort to tweak the assessment rubric to make it clearer for evaluators. This is a minor change.</p> <p>Recommended Due Date: 12/01/2024</p>

	<p>theory was a subject are noted as the strongest examples of this outcome.</p> <p>A wide range of theoretical approaches and specific works of theory are mentioned in the comments. It is not always clear from the comments if the reviewer is identifying the theoretical approach or if the student is, except in the case of the use of titles and theorists' names. A tweaking of the portfolio evaluation guidelines could make this clearer in the future.</p> <p>Overall the assessment indicates that students are being introduced to different theoretical approaches and given multiple opportunities to apply them.</p> <p>We should continue to monitor the course scheduling to make sure courses emphasizing theory are regularly scheduled, and faculty should continue to emphasize this outcome in courses where applicable. We should also follow through with our earlier attempt to revise the portfolio evaluation guidelines for this outcome for greater consistency across evaluations.</p>	
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