



**Student Learning Outcome 1:** Graduates apply critical thinking in academic and professional environments.

<u>Expected Level of Achievement</u>	<u>Actual Data From Assessment</u>	<u>Actions/Decisions</u>
<p>≥80% of scores on the midpoint critical essay will be 70% or better.</p> <p>≥80% of scores on the critical thinking rubric of the senior portfolio will be “good” or better.</p> <p>≥80% of scores on the research paper rubric of the senior portfolio will be “good” or better.</p> <p>≥80% of scores on the students’ evaluation of their experience with the department rubric of the senior portfolio will be “good” or better.</p>	<p>No data yet. Implementation planned for 2007-2008.</p> <p>94% of scores on the critical thinking rubric of the senior portfolio were “good” or better.</p> <p>76% of scores on the research paper rubric of the senior portfolio were “good” or better.</p> <p>94% of scores on the students’ evaluation of their experience with the department rubric of the senior portfolio were “good” or better.</p>	<p>The department held a meeting discussing levels of proficiency and curriculum mapping. Several changes will be made to help ensure that appropriate levels of achievement are attained throughout the student’s tenure rather than relying solely on course grades and the portfolio. The changes relevant to this SLO are:</p> <ul style="list-style-type: none"> <li>■ a review of the ENGL 102 portfolio</li> <li>■ a midpoint critical essay (after 80 credit hours)</li> <li>■ an essay reflecting literary aesthetic in the senior portfolio</li> <li>■ a new sophomore-level course for English majors will be proposed in which majors will be asked to reflect on the nature of their field of study</li> <li>■ additional prerequisites for 300+ courses to insure that students are prepared for them</li> <li>■ in next year’s master plan the department will incorporate additional SLOs relating to professional applications of the program and to the ability to analyze masterworks of British and American literature. Some data for these SLOs is being collected in spring 2007.</li> </ul> <p>Faculty have been asked to review Bloom’s taxonomy and to consider, if necessary, ways to increase critical thinking in classes.</p> <p>Courses falling under the General Education component of the curriculum (e.g., ENGL 101-102) are being reviewed to ensure that they include critical thinking.</p> <p>The ENGL 410 portfolio course began to be required of majors declaring during or after the fall 2006 semester. This should improve the quality of portfolios, especially with regard to research papers.</p>

**Student Learning Outcome 2:** Graduates formulate and express ideas effectively through oral, written, and/or technological communications in academic and professional environments.

<u>Expected Level of Achievement</u>	<u>Actual Data From Assessment</u>	<u>Actions/Decisions</u>
<p>≥80 of all scores on the mid-point critical essay will be 70% or better.</p> <p>≥ 80% of all scores on the effectiveness of writing rubric of the senior portfolio will be “good” or better.</p> <p>≥ 80% of all scores on the correct use of spoken English rubric of the senior portfolio will be “good” or better.</p>	<p>No data yet. Implementation planned for 2007-2008.</p> <p>83% of all scores on the effectiveness of writing rubric of the senior portfolio scored at “good” or better.</p> <p>83% of all scores on the correct use of spoken English rubric of the senior portfolio scored at “good” or better.</p>	<p>The department offers seminars on teaching composition, especially for its graduate students. Rubrics are now being used in ENGL 101-102 in order to clarify for students their problems with effective writing.</p> <p>The director of freshman composition and the assistant department head reviewed written comments regarding ENGL 101-102. Findings were given to the department head so that recommendations for improvement can be made to faculty. One change being implemented is that students will have more time in the library in order to collect information for their research project(s).</p> <p>In two meetings held in spring 2007 the faculty choose to make the following changes relevant to oral or spoken communication:</p> <ul style="list-style-type: none"><li>■ objective exam on grammar and style in English 102</li><li>■ evaluation of English 102 portfolios of majors</li><li>■ a midpoint critical essay</li><li>■ move up deadlines for the senior portfolio to ensure that members of the faculty have proper time to assess the portfolios.</li><li>■ A sophomore-level course will be developed for majors designed to improve both spoken and oral communication.</li></ul>

**Student Learning Outcome 3:** Graduates analyze the global community to make sound judgments in academic and professional environments.

<u>Expected Level of Achievement</u>	<u>Actual Data From Assessment</u>	<u>Actions/Decisions</u>
<p>≥ 80% of all scores on the diversity in language paper in English 475 will be 70% or better.</p> <p>≥ 80% of all scores on the students' evaluation of their experience with the department rubric of the senior portfolio will be "good" or better.</p> <p>≥ 80% of all scores on the plans after graduation component of the senior portfolio will score "good" or better.</p>	<p>No data yet. Implementation planned for 2007-2008.</p> <p>94% of all scores on the students' evaluation of their experience with the department rubric of the senior portfolio were "good" or better.</p> <p>94% of all scores on the plans after graduation component of the senior portfolio were "good" or better.</p>	<p>One faculty member is preparing to implement the English majors' component of the new Freshman Foundations program.</p> <p>The ENGL 410 course, which is designed to help students develop their portfolio and prepare for careers or future education, has been offered both semesters and is being further developed by one professor. This course is now required for all majors entering the program at or after fall 2006.</p> <p>The department continues to encourage travel abroad. One teacher who has offered study abroad in previous years is planning to offer study abroad to Greece next year. English majors who know Spanish can also take advantage of the travel course in Mexico, which was offered this year.</p> <p>The department continues to promote clubs for foreign languages. Phi Sigma Iota is currently being revived.</p>

**Student Learning Outcome 4:** Students will demonstrate knowledge of and be able to critique and evaluate works of literature.

<u>Expected Level of Achievement</u>	<u>Actual Data From Assessment</u>	<u>Actions/Decisions</u>
<p>≥80 of all scores on the mid-point critical essay will be 70% or better.</p> <p>≥ 80% of scores on the research paper rubric of the senior portfolio will be “good” or better.</p> <p>≥70% of English majors will score at least 60% on the embedded questions in English 201-202.</p> <p>≥ 70% of English majors will score at least 60% on the embedded questions in English 301-302.</p> <p>≥ 70% of English majors will score at least 60% on the embedded questions in English 401-402.</p>	<p>No data yet. Implementation planned for 2007-2008.</p> <p>76% of scores on the research paper section of the senior portfolio were “good” or better.</p> <p>(The department is just beginning to implement the process of embedding questions. Benchmarks listed to the left may be revised.)</p>	<p>Currently being implemented.</p> <p>ENGL 410 is now required for majors and undergoes development. One student with a very low score on the research paper had not been required to take ENGL 410, since he entered the program before the requirement had been implemented.</p> <p>During meetings in spring 2007 on curriculum development and establishing levels of proficiency the department elected to:</p> <ul style="list-style-type: none"><li>-- begin the process of embedding questions</li><li>-- develop a mid-point examination for majors</li><li>-- develop a mid-point critical essay</li><li>-- develop a sophomore-level course specifically for majors.</li></ul> <p>As noted above, these actions will help in assessment throughout the program rather than at the send of a student’s coursework.</p>

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**Resources Allocated:** The department will continue to examine its allocation of resources, particularly with regard to offering an appropriate number of upper-level courses for its majors. The department intends to ask permission to fill the position left by 1 faculty member who recently died. The filling of this position would help greatly with course offerings and work on assessment.

The department will continue to staff its writing lab and will seek funds as needed from TASC and other sources to maintain equipment. Teachers also inform students of the university's tutoring center.

Partially in response to some comments regarding limited undergraduate offerings in creative writing, the department began offering separate courses for writing poetry and fiction. The department is also considering offering a course in Old-English, which has also been requested by some students. The department will take advantage of the new Freshman Foundations course by channeling its majors into special sessions. As mentioned above, the department also intends to create a sophomore-level course to help introduce students to the nature of upper-level English studies.

ENGL 410, the senior portfolio course, is now required of students entering the program and has been offered in both the fall and spring semesters. So far the course has been helpful in ameliorating the problem of carelessly prepared portfolios. The course continues to be developed.

The department continues to use its resources to offer extra-curricular opportunities to enrich students. These include student organizations in English and the foreign languages, study abroad, and readings by students and guests of the M.F.A. program in Creative Writing. One professor is planning informal seminars for faculty and students to discuss influential articles on literature.

Faculty members also encourage students to take part in initiatives that will enhance their careers. One faculty member encouraged a student to apply for a \$1000 research grant and mentored the student after she was granted the award. Another faculty member mentored a student in editing a student journal.

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