1. Please describe your program’s learning-outcomes trajectory since 2006-07: Has there been a transformation of organizational culture regarding the establishment of learning outcomes and the capacity to assess progress toward their achievement? If so, during which academic year would you say the transformation became noticeable? What lies ahead; what is the next likely step in developing a learning-outcomes organizational culture within the program?

[Please limit your response to 200 words or less]

The process of transformation in this program’s culture of assessment began in 2009, when the English department replaced its Graduate and Undergraduate Programs committees with a Curriculum and Assessment Committee, thus putting assessment at the forefront of its single most important committee. This led to a series of department-wide discussions whereby in 2011 the English Department modified its requirements for the BA, and then revised its Assessment Plan, reformulating and consolidating of the learning goals previously outlined for this program. The four new learning outcomes for the BA in English now reflect a number of factors: a desire to align the department’s learning outcomes more explicitly with the university’s Baccalaureate Learning Goals; an awareness that the BA in English is not exclusively for literature students; a wish to concentrate on student-centered learning outcomes that can be measured and assessed regularly (rather than more abstract “goals”); and the awareness that the new departmental Assessment Plan has widened the spectrum of classes (and disciplines) likely to be assessed on a regular basis. The next step in developing a learning-outcomes organizational culture is to implement the new Assessment Plan that foregrounds the four new learning outcomes we have agreed upon.

2. Please list in prioritized order (or indicate no prioritization regarding) up to four desired learning outcomes (“takeaways” concerning such elements of curriculum as perspectives, specific content knowledge, skill sets, confidence levels) for students completing the program. For each stated outcome, please provide the reason that it was designated as desired by the faculty associated with the program.

Please note that these learning outcomes are not prioritized; they each represent something unique and valuable for our students to take away from the BA in English.
a) Students will demonstrate content knowledge appropriate to one or more of our various disciplines.

The reason this outcome was designated was to make explicit our commitment to the Baccalaureate Learning Goals designated “Competence in the Disciplines” and “Integrative Learning.” English majors should be able to show that they can examine, organize, and reveal significant understanding of one of the disciplinary ways of knowing and its specific problems. We did not specify that this field must be any particular one of our five major disciplines (Composition, Creative Writing, English Education, Linguistics/TESOL, or Literature) because we are confident that whichever discipline(s) our students choose to explore will afford them the opportunity to develop and demonstrate meaningful content knowledge of one of our ways of knowing. Moreover, this learning outcome reflects the fact that by eliminating the Area of Interest requirement for the BA in English (which we did in Spring of 2011) we have encouraged our students to explore more than one of our disciplines in depth. In this respect, we feel that this learning outcome (like our major) allows students to demonstrate that they can examine, organize, and integrate a variety of disciplinary perspectives in order to reveal a broad understanding of the relationships between our disciplines and the ways they enrich each other. Finally, since the English BA requires one course in British Literature and one course in American Literature, as well as a class in literature or linguistic history before 1800, this learning outcome relates to the Baccalaureate Learning Goal entitled “Knowledge of Human Cultures.” Historical and cross-cultural awareness is content knowledge valued by all of our disciplines, and thus part of our assessment of this learning goal will be to determine how well our students can articulate and respond to universal and enduring questions in our various fields.

b) Students will demonstrate an ability to apply critical reading strategies to a variety of texts, which may include written, oral, or visual works, and to analyze language and texts using appropriate critical, theoretical, rhetorical, and disciplinary methodologies.

The reason this outcome was designated was that faculty agreed that the ability to read critically and to analyze through appropriate methods was crucial to all the Baccalaureate Learning Goals, indeed fundamental to all educational achievement. First and foremost, reading critically is an “Intellectual and Practical Skill” par excellence, since it demands written communication skills and involves constant inquiry into the meaning of new words, complex ideas, controversial topics, and so forth. Critical reading of an important sort may also occur, however, when works are oral or visual, and thus this learning outcome is a recognition of the importance of oral communication (as cited in the Baccalaureate Learning Goals) and other non-written genres. Secondly, this learning outcome also lays a foundation for “Personal and Social Responsibility,” since critical and analytical ability must form the basis
for meaningful ethical reasoning. Moreover, a sense of rhetorical or disciplinary appropriateness is a portable professional asset in a rapidly changing world, where people change careers multiple times. It is also a strong indicator that the student will enjoy and benefit from lifelong learning, since an ability to adapt and learn from new situations in the “real world” is a product of having had to accept and thrive in multiple disciplinary and intellectual modes.

c) In a process that includes revision based on feedback from peers and instructors, students will produce a variety of written texts that demonstrate an ability to analyze language, ideas, and forms and creatively engage with the writing traditions of our various disciplines.

The reason for this outcome is, first of all, its particular relevance to the Baccalaureate Learning Goals related to Intellectual and Practical Skills. This outcome focuses on the written communication skills which an English major is expected to be able to display in both critical and creative ways, but it also foregrounds the peer-review revision process (which involves both oral and written feedback, and requires teamwork and problem-solving), all of which are crucial skills mentioned in that Baccalaureate Learning Goal. This outcome also touches on the need to work collaboratively with other students, who are often from a wide variety of cultural backgrounds, and thus relates to the BLG entitled “Personal and Social Responsibility.” The variety of sophisticated and peer-reviewed texts expected of English majors also demonstrates the commitment to Integrative Learning in the English BA process and its assessment mechanism, since students are expected to be able to synthesize and learn from feedback in a variety of disciplines (whether they be creative, analytical or interpretive) in order to produce texts that show the “advanced accomplishment in both general and specialized studies” mentioned in this BLG.

d) Students will demonstrate an ability to perform scholarly research that incorporates analysis of primary and secondary sources using appropriate disciplinary methodologies.

The reason this outcome was designated was that it represents the most advanced and challenging standard by which our students’ abilities and achievements can be measured, and relates to multiple Baccalaureate Learning Goals. First of all, an ability to do scholarly research in one of our fields is the best way to display “Competence in the Disciplines,” since successful research must be shaped by an awareness of the competencies and values of the field in which it occurs. Such an ability also shows a “Knowledge of Human Cultures and the Physical and Natural World” insofar as these cultures (and perhaps the world as a whole) are illuminated by the “big questions” that students are encouraged to seek out and redefine through their research. Successful research also calls for advanced “Intellectual and
Practical Skills,” especially inquiry and analysis, critical thinking, written communication, quantitative literacy, information literacy and problem solving. There is also an element of “Personal and Social Responsibility” involved in research, and since honest, rigorous scholarship involves ethical reasoning and action, since ideas must be attributed to their originators if plagiarism (even of an unintentional sort) is to be avoided. Moreover, since our faculty are themselves active researchers and scholars, and since many of our students go on to further studies in English, we feel strongly that research constitutes an important foundation for lifelong learning. Finally, research is the most challenging and immediate way to allow students to work on creating the kinds of syntheses (especially of primary and secondary sources) that form the basis of “Integrative Learning.” If students can maintain the integrity and clarity of their own ideas while incorporating and respecting other authoritative voices, they can do nearly any type of integrative thinking that will be required of them in future studies or work.

[Please limit your response per outcome to 300 words or less]

3. For undergraduate programs only, in what ways are the set of desired learning outcomes described above aligned with the University’s Baccalaureate Learning Goals? Please be as specific as possible.

As will already be clear from the response to question 2, the four learning outcomes for the English BA were formulated with a full awareness of the University’s Baccalaureate Learning Goals. The department was presented with the Baccalaureate Learning Goals at its retreat in August of 2011, and the four learning outcomes were developed and refined in consultation with the faculty over the course of the Fall 2011 semester. Although the language of these four learning outcomes is of course indigenous to the English major, the unifying, inclusive, cross-disciplinary spirit expressed in the BLGs is also reflected in the learning goals for the English BA. Thus, while the number of learning outcomes for the English BA has been reduced from fourteen to four, their scope and ambition has not diminished. Instead, the English Department has sought ways of articulating the text-centered skills valued by all of its programs so that they will be more closely aligned with those of the University as a whole, and so that individual programs within the Department may set the standards by which student achievement in its courses will be measured. For instance, when assessing the learning outcome which concerns “content knowledge” from one or more of our disciplines, and which aligns very closely with the Baccalaureate Learning Goal “Competence in the Disciplines,” each of the five disciplines in the department (Composition, Creative Writing, English Education, Linguistics/TESOL, or Literature) will choose one class from which to take samples of student work, and will be responsible for evaluating how well the student work shows awareness of and/or mastery of the competencies and values of its subject matter.
4. For each desired outcome indicated in item 2 above, please:
   a) Describe the method(s) by which its ongoing pursuit is monitored and measured.

   Just as the English Department has been careful to articulate its learning goals for the BA in English in the past, and has been conscientious in assessing them according to a published Assessment Plan, the Department will continue to monitor and measure its students’ success with diligence. Thus each of our four new learning outcomes will be assessed across a spectrum of classes in the major, according to a newly updated 5-year departmental Assessment Plan, which will be explained in detail below.

   b) Include a description of the sample of students (e.g., random sample of transfer students declaring the major; graduating seniors) from whom data were/will be collected and the frequency and schedule with which the data in question were/will be collected.

   We will be collecting data relevant to our learning outcomes from entering freshmen and transfers, graduating seniors, and alumni. We plan to examine each one of these groups in turn, on a rotating basis, with each group being evaluated once in a four-year cycle of assessment, per our new Assessment Plan (please see below for more details on this new plan). We will also be assessing work from students enrolled in classes selected through our Assessment Plan on an annual basis.

   c) Describe and append a sample (or samples) of the “instrument” (e.g., survey or test), “artifact” (e.g., writing sample and evaluative protocol, performance review sheet), or other device used to assess the status of the learning outcomes desired by the program.

   During the early part of Spring 012, we will be designing a new alumni survey, a new entering student survey and a new senior survey relevant to the four learning outcomes for the new English BA. New scoring rubrics specifically developed to evaluate all of our four current English BA learning outcomes have already been created, and are appended to this document. Also appended to this report are some older rubrics used in previous assessment reports, including the CSUS English Department’s Writing Assessment Scoring Rubric, rubrics for assessing GE Learning Outcomes in ENG 50A, ENG 50B, and ENG 40B, the rubric for evaluating presentations at the first English Department Student Conference, and a copy of the survey administered to graduating seniors in the English BA program in Spring 2008 and Spring 2009.
d) Explain how the program faculty analyzed and evaluated (will analyze and evaluate) the data to reach conclusions about each desired student learning outcome.

The department’s Curriculum and Assessment Committee will use rubrics similar to those used in the past to evaluate individual samples of student work (samples selected according to the department’s newly updated Assessment Plan—please see the response immediately below for more details). This committee will compile the results of its evaluations to reach conclusions about how successfully each desired student learning outcome has been met.

[Please limit your response to 200 words or less per learning outcome]

(If the requested data and/or analysis are not yet available for any of the learning outcomes, please explain why and describe the plan by which these will occur. Please limit your response to 500 words or less.)

As indicated above, the four learning outcomes for the BA in English are new, and such have not yet been assessed in their current form. However, in Fall of 2011 the English Department voted to implement a 5-year plan for how this assessment will proceed. This Assessment Plan is as follows:

Years 1-4
— The English Department’s Curriculum and Assessment Committee (CAC) will assess work from 3-5 courses related to one of the department’s four learning outcomes. CAC will examine a different learning outcome in each of the first four years of the plan.
— Each year, CAC will read a sample of the students’ work and will prepare a summary of their findings to be presented to the department.
— The department will discuss the implications of that year’s findings and changes that could be implemented in response to them.
— The English Department’s Student Activities and Outreach Committee (SAOC) will administer one of the following surveys each year, with each survey happening once in a four year-rotation:
  — entering students (freshmen and transfers)
  — graduating seniors
  — graduating MA students
  — alumni

Year 5
The department will (a) synthesize and holistically discuss findings from the four previous years, (b) identify possible curricular revisions that emerge from those findings, (c) determine which revisions will be implemented and develop a plan for doing so, and (d) review the assessment plan and revise it as necessary.
5. Regarding each outcome and method discussed in items 2 and 4 above, please provide examples of how findings from the learning outcomes process have been utilized to address decisions to revise or maintain elements of the curriculum (including decisions to alter the program's desired outcomes). If such decision-making has not yet occurred, please describe the plan by which it will occur.

[Please limit your response to 200 words or less per item]

To make decisions about curriculum arising from the findings from the learning outcomes process, the English Department will implement its new Assessment Plan, which stipulates that findings about individual learning outcomes will be discussed on an annual basis as the four learning outcomes are assessed in successive years, and that findings from that four-year learning outcomes process will be synthesized and discussed in the fifth year of the cycle. This new Assessment Plan ensures that we will be reflective and responsive to data about the learning outcomes for the BA in English.

Although the four new learning outcomes for the English BA have not yet been assessed, the English Department has relied on assessment-based findings to make many decisions about the need to maintain or change aspects of its curriculum. For instance, the centrality of research in the sequence of two required upper-division classes in the English BA (ENG 120A and ENG 198T) has been underlined by recent assessment reports (especially the last one, for 2010-11) that showed that some students in these classes lack confidence in their ability to think independently about scholarly topics, and struggle to integrate primary and secondary materials in their individual research papers. This finding has reinforced the department's determination to maintain a focus on independent research skills in both classes, and indeed shaped the discussion of the four new learning outcomes for the BA in English.

Another example of how data gleaned from assessment efforts has been used to drive departmental discussions about the curriculum for the BA in English may be found in the surveys administered to graduating seniors in Spring 2008 and Spring 2009. These surveys showed that, while students were very satisfied overall with their experiences and learning in the BA program, they were less satisfied with the availability of courses in their required Area of Interest. In 2008, 55.9% of the students surveyed were either very satisfied or satisfied with the availability of courses in their Area of Interest, while roughly 25% were very dissatisfied or dissatisfied with the availability of courses in their Area of Interest, figures which caused significant concern. This concern was deepened when, in 2009, only 37% were very satisfied or satisfied with the availability of courses in their Area of Interest, and 57% were very dissatisfied or dissatisfied with the availability of courses in their Area of Interest. Thus the department chose to reconsider the Area of Interest requirement. The surveys also showed that in one year no students had
chosen the Poetry or Race, Nation and Ethnicity Areas of Interest, and in the other year no students had chosen the Drama or Race, Nation and Ethnicity Areas, so the department consolidated its Areas of Interest, grouping smaller areas together and allowing for greater flexibility for students. Ultimately, in part because of the concerns voiced by students about the restrictions placed on them by the Area of Interest requirement, the department chose to eliminate the requirement in order to focus the BA in English around a smaller group of required courses and common learning goals.

6. Has the program systematically sought data from alumni to measure the longer-term effects of accomplishment of the program's learning outcomes? If so, please describe the approach to this information-gathering and the ways in which the information will be applied to the program’s curriculum. If such activity has not yet occurred, please describe the plan by which it will occur.

[Please limit your response to 300 words or less]

As indicated in the response to 4., we plan to create and administer an alumni survey centered on the four new learning outcomes for the English BA as part of our new Assessment Plan. We also plan to administer a survey to our graduating MA students that measures how well their learning in the BA program prepared them for our graduate program.

7. Does the program pursue learning outcomes identified by an accrediting or other professional discipline-related organization as important? Does the set of outcomes pursued by your program exceed those identified as important by your accrediting or other professional discipline-related organization?

[Please limit your response to 300 words or less]

The English BA is not governed by an accrediting body. The curriculum that allows some English majors to qualify for an English Single-Subject Matter Pre-Credential waiver, however, has a curriculum mandated and approved by the California Commission on Teacher Credentialing. The learning outcomes for the English BA are compatible with, but do not exceed, the outcomes specified by the CCTC. (N.B. According to the list of official programs and criteria provided by Academic Affairs, the English Single-Subject Matter curriculum is considered a subset of the English BA for the purposes of this Instructional Program Priorities process).

8. Finally, what additional information would you like to share with the Senate Committee on Instructional Program Priorities regarding the program's desired learning outcomes and assessment of their accomplishment?

[Please limit your response to 200 words or less]
The English Department has long been committed to assessing and improving all of its programs, in particular the BA in English. The department has submitted annual assessment reports that monitor student achievement, focusing in recent years on required classes for the BA such as 120A and 198T (in which it has also piloted portfolio-based assessment projects). It has also recently administered two senior surveys, in 2008 and 2009, both of which obtained extensive student feedback on the requirements and options for the BA in English. Information from these assessment tools has informed many decisions concerning the requirements for the BA in English, notably the Spring 2011 revisions to the requirements for the BA. In other words, assessment and responses to assessment have already had a crucial effect on the BA in English. Now that the English Department has a new undergraduate major, has officially adopted four new learning outcomes more explicitly aligned with the Baccalaureate Learning Goals, and has a new Assessment Plan that reflects the need to focus on those learning outcomes, it will do some things differently, but the same commitment to following through with assessment and its implications will remain in effect.
**Learning Outcome A**

Students will demonstrate content knowledge appropriate to one or more of our various disciplines.

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<tr>
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<tbody>
<tr>
<td>Content knowledge appropriate to one or more of our various disciplines</td>
<td>Demonstrates thorough understanding of content knowledge appropriate to one or more of our various disciplines</td>
<td>Demonstrates adequate understanding of content knowledge appropriate to one or more of our various disciplines</td>
<td>Demonstrates limited understanding of content knowledge appropriate to one or more of our various disciplines</td>
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<td></td>
<td></td>
<td></td>
<td>Demonstrates inadequate understanding of content knowledge appropriate to one or more of our various disciplines</td>
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</table>

**Learning Outcome B**

Students will demonstrate an ability to apply critical reading strategies to a variety of texts, which may include written, oral, or visual works, and to analyze language and texts using appropriate critical, theoretical, rhetorical, and disciplinary methodologies.

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<th>4</th>
<th>3</th>
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<tbody>
<tr>
<td>Application of critical reading strategies</td>
<td>Ability to read texts in a sophisticated and nuanced way</td>
<td>Ability to read texts in an adequate way</td>
<td>Demonstrates an inconsistent or limited ability to read texts in an adequate way</td>
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<td></td>
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<td></td>
<td>Fails to apply critical reading strategies</td>
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<tr>
<td>Analysis of language and texts</td>
<td>Demonstrates sophisticated and nuanced ability to thoroughly analyze texts</td>
<td>Demonstrates ability to analyze texts in an adequate way</td>
<td>Demonstrates an inconsistent or limited ability to analyze texts</td>
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<td>Shows little or no analysis</td>
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Learning Outcome C

In a process that includes revision based on feedback from peers and instructors, students will produce a variety of written texts that demonstrate an ability to analyze language, ideas, and forms and creatively engage with the writing traditions of our various disciplines.

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<th>4</th>
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<tbody>
<tr>
<td>Writing Process, including revision based on feedback</td>
<td>The text shows a comprehensive command and use of the process of revision based on feedback</td>
<td>The text shows adequate command and use of the process of revision based on feedback</td>
<td>The text shows a limited command and use of the process of revision based on feedback</td>
<td>The text shows inadequate command and use of the process of revision based on feedback</td>
</tr>
<tr>
<td>Analysis of language, ideas, and forms</td>
<td>Demonstrates sophisticated and nuanced ability to thoroughly analyze language, ideas, and forms</td>
<td>Demonstrates ability to analyze language, ideas, and forms in an adequate way</td>
<td>Demonstrates an inconsistent or limited ability to analyze language, ideas, and forms</td>
<td>Shows little or no analysis</td>
</tr>
<tr>
<td>Engagement with writing traditions of one or more disciplines</td>
<td>Demonstrates sophisticated and nuanced ability to thoroughly engage with writing traditions of one or more disciplines</td>
<td>Demonstrates ability to engage with writing traditions of one or more disciplines in an adequate way</td>
<td>Demonstrates an inconsistent or limited ability to engage with writing traditions of one or more disciplines in an adequate way</td>
<td>Shows little or no engagement with writing traditions of one or more disciplines</td>
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</table>
**Learning Outcome D**

Students will demonstrate an ability to perform scholarly research that incorporates analysis of primary and secondary sources using appropriate disciplinary methodologies.

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<tbody>
<tr>
<td><strong>Incorporate analysis of sources</strong></td>
<td>The text thoroughly integrates primary, and when appropriate, secondary texts.</td>
<td>The text adequately analyzes texts and adequately develops ideas with supporting details.</td>
<td>The text shows limited analysis and development and limited supporting details.</td>
<td>The text shows little or no analysis or development of ideas and supporting evidence, if present, is inadequate.</td>
</tr>
<tr>
<td><strong>Use of appropriate disciplinary methodologies</strong></td>
<td>Demonstrates sophisticated use of appropriate disciplinary methodologies</td>
<td>Demonstrates ability to use appropriate disciplinary methodologies</td>
<td>Demonstrates an inconsistent or limited ability to use appropriate disciplinary methodologies</td>
<td>Shows little or no ability to use appropriate disciplinary methodologies.</td>
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## CSUS English Department Writing Assessment Scoring Rubric

<table>
<thead>
<tr>
<th>Purpose and Audience</th>
<th>4</th>
<th>3</th>
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<th>1</th>
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</thead>
<tbody>
<tr>
<td>The paper thoroughly fulfills the purpose and is wholly appropriate for the intended audience of the assignment.</td>
<td>The paper adequately fulfills the purpose and is generally appropriate for the intended audience of the assignment.</td>
<td>The paper partially fulfills the purpose and may not always be appropriate for the intended audience of the assignment.</td>
<td>The paper fails to fulfill the purpose and may be inappropriate for the intended audience of the assignment.</td>
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</table>

<table>
<thead>
<tr>
<th>Organization and Coherence</th>
<th>4</th>
<th>3</th>
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<tbody>
<tr>
<td>The paper is well organized, unified, and coherent throughout.</td>
<td>The paper is adequately organized and generally unified and coherent.</td>
<td>The paper shows limited organization and may not be unified or coherent.</td>
<td>The paper is poorly organized and lacks unity and coherence.</td>
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<thead>
<tr>
<th>Analysis and Support</th>
<th>4</th>
<th>3</th>
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<tbody>
<tr>
<td>The paper thoroughly analyzes the text(s) and fully develops the topic with comprehensive supporting details.</td>
<td>The paper adequately analyzes the text(s) and adequately develops the topic with supporting details.</td>
<td>The paper shows limited analysis and development and limited supporting details.</td>
<td>The paper shows little or no analysis or development of the topic and supporting evidence, if present, is inadequate.</td>
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<table>
<thead>
<tr>
<th>Integration of Texts</th>
<th>4</th>
<th>3</th>
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<th>1</th>
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</thead>
<tbody>
<tr>
<td>The paper thoroughly integrates primary, and when appropriate, secondary texts.</td>
<td>The paper adequately integrates primary, and when appropriate, secondary texts.</td>
<td>The paper only partially integrates primary, and when appropriate, secondary texts.</td>
<td>The paper fails to integrate texts.</td>
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<thead>
<tr>
<th>Grammar, Mechanics, and Syntax</th>
<th>4</th>
<th>3</th>
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</thead>
<tbody>
<tr>
<td>The paper shows a comprehensive command of vocabulary, syntax, and grammar and contains appropriate and effective sentence structures. There is accuracy in mechanics and, when</td>
<td>The paper demonstrates an adequate command of vocabulary, syntax, and grammar and contains satisfactory sentence structures. Errors in mechanics and/or citations do not interfere with</td>
<td>The paper shows limited command of vocabulary, syntax, and grammar and may contain flawed or ineffective sentence structures. There are errors in mechanics and/or citations that may</td>
<td>The paper shows inadequate command of vocabulary, syntax, and grammar and contains ineffective sentence structures. There are frequent errors in mechanics and/or citations that interfere with</td>
<td></td>
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</tbody>
</table>
Rubric for assessing GE Learning Outcomes in ENG 50A (2008-9):

<table>
<thead>
<tr>
<th>GE Learning Outcome</th>
<th>Course Specific Learning Outcome</th>
<th>Course-Embedded Assessment Tool</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify and explain the principal values and/or traditions reflected in one area of emphasis within this category</td>
<td>Students will demonstrate familiarity with some significant and culturally diverse examples, both canonical and non-canonical, of American literature between the 17th and mid-19th centuries</td>
<td>The course offers a rich selection of readings ranging from traditional choices such as Ralph Waldo Emerson’s “Nature” to less obvious choices such as Phyllis Wheatley’s “On Being Brought from Africa to America,” which students will respond to in exams, essays, and class discussions</td>
</tr>
<tr>
<td>Students will reveal an understanding the major literary genres and modes employed by writers of the period</td>
<td>Among the selections students will read stories or novels by Nathaniel Hawthorne, Herman Melville, poems by Walt Whitman and Emily Dickinson, and essays by Benjamin Franklin, sections from autobiographies such as Frederick Douglass’s and demonstrate their understanding in midterms, final exam, papers, and class discussions</td>
<td></td>
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<tr>
<td>Students will show an understanding of some recurring themes in the</td>
<td>Faculty introduce themes such as the American Adam, the reverence for nature, the movement into the</td>
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<tr>
<td>Students will reveal an understanding of the relevance of the literature of past to the modern world</td>
<td>Faculty will draw comparisons between these writers and those in later centuries, thus students might be asked to compare Emerson’s transcendental view of nature with Robert Frost’s more austere vision of nature or asked to consider Puritan notion of redemption that 20th century scholar Max Weber ties to America’s commercial obsessions. Faculty will assess students’ comprehension through exams, papers, and class discussions.</td>
<td>literature of the period</td>
</tr>
<tr>
<td>Students will practice analyzing, discussing, and writing about the literature</td>
<td>Faculty will require essay midterms, final exam, a variety of papers, and brief written response papers. Additionally faculty will require student participation in group discussions. A representative example of such practice can be seen in the following paper topic: “Compare Poe’s attitude toward science in ‘Sonnet--To Science’ to Hawthorne’s in ‘Rappacini’s Daughter.’ Once again ask yourself how each writer conceives of science, what his or his characters’ relationships with it may be, and what benefits or problems it presents.”</td>
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</table>
Rubric for Assessing GE Learning Outcomes in ENG 50B (2008-9):

<table>
<thead>
<tr>
<th>GE Learning Outcome</th>
<th>Course Specific Learning Outcome</th>
<th>Course-Embedded Assessment Tool</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify and explain the principal values and/or traditions reflected in one area of emphasis within this category</td>
<td>Students will demonstrate familiarity with some significant and culturally diverse examples, both canonical and non-canonical, of American literature between the 17th and mid-19th centuries</td>
<td>The course offers a rich selection of readings ranging from traditional choices such as Mark Twain’s “Jumping Frog” to less obvious choices such as Zora Neale Hurston’s “Gilded Six Bits,” which students will respond to in exams, essays, and class discussions</td>
</tr>
<tr>
<td>Students will reveal an understanding the major literary genres and modes employed by writers of the period</td>
<td>Among the selections students will read stories or novels by F. Scott Fitzgerald and Theodore Dreiser, poems by William Carlos Williams and Ezra Pound, and plays by Eugene O’Neill and Susan Glaspell and demonstrate their understanding in midterms, final exam, papers, and class discussions</td>
<td></td>
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<tr>
<td>Students will show an understanding of some recurring themes in the literature of the period</td>
<td>Faculty introduce themes such as war as a threat to romanticism, the recovery of the past, American individualism, and personal alienation, etc., and evaluate students’ understanding of through graded materials such as exams, papers, and class discussions. A representative example can be seen in the following essay topic: “Dreiser describes Almerting toward the end as ‘a natural animal”</td>
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<td>Students will reveal an understanding of the relevance of the literature of past to the modern world</td>
<td>Faculty will draw comparisons between these writers and those in later centuries, thus students might be asked to compare the treatment of World War I to what students know about Vietnam or the position of women in American society in the 19th century and that position in contemporary America. Faculty will assess students’ comprehension through exams, papers, and class discussions</td>
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<td>Students will practice analyzing, discussing, and writing about the literature</td>
<td>Faculty will require essay midterms, final exam, a variety of papers, and brief written response papers. Additionally faculty will require student participation in group discussions. A representative example of such practice can be seen in the following final exam topic: “Compare the use of time and space as well as the arrangement of scenes, or the writing styles of two playwrights in two plays we have studied this term.”</td>
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Rubric for Assessing GE Learning Outcomes in ENG 40B (2008-9):

<table>
<thead>
<tr>
<th>GE Learning Outcome</th>
<th>Course Specific Learning Outcome</th>
<th>Course-Embedded Assessment Tool</th>
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<tr>
<td>Identify and explain the principal values and/or traditions reflected in one area of emphasis within this category</td>
<td>Students will demonstrate familiarity with some significant and culturally diverse examples, both canonical and non-canonical, of British literature between the 18th and 20th centuries</td>
<td>The course offers a rich selection of readings ranging from Wordsworth’s verse to James Joyce’s “The Dead” Rossetti’s “Goblin Market,” which students will respond to in exams, essays, quizzes, and class discussions. A representative example can be seen in the following final exam topic, “Compare and contrast the handling of wasteland themes in any two of the following for weeks: Rossetti’s ‘Goblin Market,’ Lawrence’s ‘Horse Dealer’s Daughter,’ Lessing’s ‘To Room Nineteen,’ Joyce’s ‘The Dead.’”</td>
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<td>Students will reveal an understanding the major literary genres and modes employed by writers of the period</td>
<td>Among the selections students will read a novel, Jane Austen’s Sense and Sensibility, stories by D. H. Lawrence and James Joyce, and poems by Coleridge, Keats, and Yeats and John Gay and demonstrate their understanding in midterms, final exam, papers, and class discussions</td>
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<td></td>
<td>Students will show an understanding of some recurring themes in the literature of the period</td>
<td>Faculty introduce themes such relating to Romanticism, Victorianism, and Modernism and ideas such as the Self and the relationship of Self to</td>
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<tr>
<td>Students will reveal an understanding of the relevance of the literature of past to the modern world</td>
<td>Faculty will draw comparisons between these writers and those in later centuries, thus students might be asked to compare concepts of nature in Wordsworth and the later works of T. S. Eliot. A representative example can be seen in this final exam question, “Trace the five existential themes (absurdity, isolation, failure of communication, lack of freedom, problem of commitment) through two Eliot poems we read.” Faculty will assess students’ comprehension through exams, papers, and class discussions</td>
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<td>Students will practice analyzing, discussing, and writing about the literature</td>
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</table>
Additionally faculty will require student participation in group discussions. A representative example of such practice can be seen in the following final exam topic: “Discuss the role of narrative irony in at least three of Tennyson’s poems.”
**Rubric for assessing presentations at the first English Department Student Conference (2008-9)**

<table>
<thead>
<tr>
<th>Ability to engage in a scholarly conversation, both within the presentation and in the follow-up discussion/Q&amp;A.</th>
<th>Outstanding</th>
<th>Adequate</th>
<th>Developing</th>
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<tr>
<td>Ability to articulate a well-framed argument with a clearly stated premise.</td>
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<td>Ability to provide appropriate support</td>
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<tr>
<td>Ability to present material professionally (i.e. stayed within the time limit; spoke clearly and loudly; made eye contact with the audience; etc.)</td>
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California State University, Sacramento (Department of English)  
Graduating Senior Survey, Spring 2009

Please help us evaluate our undergraduate program by answering this survey, which covers the requirements of the English Major, and a possible new Introduction to English Studies course. You have the experience to help shape the major for future students; we would really appreciate your time and consideration. Since this survey is intended to assess the entire program rather than individuals, please refrain from mentioning the names of specific professors or instructors.

**General Questions**

1) Are the number of overall units required for an English major (i.e., 45 units)…
   a. the right amount
   b. not enough to give a real grounding in the field
   c. too many
   d. other __________

2) Are the number of lower-division surveys required for an English major (i.e., 4 out of 5 of the lower-division surveys)…
   a. the right amount
   b. not enough to give a real grounding in the field
   c. too many
   d. other __________

3) Are the number of upper-division elective units required for an English major (i.e., 9 units)…
   a. the right amount
   b. not enough to give a real grounding in the field
   c. too many
   d. other __________

4) Which of the following best describes the area where you expect to find employment after graduating?
   a. teaching
   b. publishing
   c. business
   d. government
   e. other __________

5) How often did you meet with your advisor?
   a. More than once a semester
   b. Once a semester
   c. Once a year
   d. Once
   e. What?!? I had an advisor?

6) Do you think that all English majors should be required to take a Shakespeare course? Yes/No

7) Please rate your satisfaction with the following on a scale of 1 to 5.
   (1=very satisfied, 2=satisfied, 3=neutral, 4=dissatisfied, 5=very dissatisfied, N/A=not applicable)
   a) The overall quality of instruction provided by English faculty  1  2  3  4  5  N/A
b) Faculty members’ availability and willingness to help me outside of the classroom 1 2 3 4 5 N/A

c) Opportunity for students to evaluate faculty 1 2 3 4 5 N/A
d) Availability of career planning 1 2 3 4 5 N/A
e) Your experience with academic advising in the English major 1 2 3 4 5 N/A
f) Availability of fieldwork and internships in this department 1 2 3 4 5 N/A
g) Inclusion of appropriate computer technology in English courses 1 2 3 4 5 N/A

8) Please rate your satisfaction with the following on a scale of 1 to 5.
(1=very satisfied, 2=satisfied, 3=neutral, 4=dissatisfied, 5=very dissatisfied, N/A=not applicable)
a) Your understanding of literary genres (fiction, poetry, drama) 1 2 3 4 5 N/A
b) Your exposure to a diversity of writers 1 2 3 4 5 N/A
c) Your improvement in literary analysis 1 2 3 4 5 N/A
d) Your understanding of literary (historical) periods 1 2 3 4 5 N/A
e) Your continuing appreciation of literature and arts 1 2 3 4 5 N/A
f) Your understanding of the critical perspectives used in the study of literary and related forms of discourse 1 2 3 4 5 N/A
g) Your understanding of how theoretical and ideological assumptions shape interpretation of texts 1 2 3 4 5 N/A
h) The improvement of your writing skills 1 2 3 4 5 N/A
i) The improvement of your critical thinking skills 1 2 3 4 5 N/A
j) Your growth as a creative writer of poetry, fiction, etc., if applicable 1 2 3 4 5 N/A
k) Your increased awareness of a range of creative writing styles and models, if applicable 1 2 3 4 5 N/A
l) Your understanding of the structure of the language from linguistic courses (e.g. 110 series courses), if applicable 1 2 3 4 5 N/A
m) Your awareness of the issues involved in teaching literature and composition, if applicable 1 2 3 4 5 N/A
n) Your understanding of ways to give and get feedback during the writing process 1 2 3 4 5 N/A
o) Your understanding of your own reading and writing processes as a producer and a consumer of texts 1 2 3 4 5 N/A
p) Your understanding of a variety of ways to interpret and analyze a variety of texts, including print, visual, and electronic discourse 1 2 3 4 5 N/A
q) Your understanding of ways to write for a variety of audiences 1 2 3 4 5 N/A
r) Your understanding of ways to write using a variety of genres 1 2 3 4 5 N/A

9) Please rate your satisfaction with the following on a scale of 1 to 5.
(1=very satisfied, 2=satisfied, 3=neutral, 4=dissatisfied, 5=very dissatisfied, N/A=not applicable)
a) Holdings in the CSUS library 1 2 3 4 5 N/A
b) Adequacy of the facilities in Calaveras Hall and Douglass Hall for learning (i.e. space, heat, AC, etc.) 1 2 3 4 5 N/A
c) Cleanliness of Calaveras Hall and Douglass Hall 1 2 3 4 5 N/A
d) Conduciveness of the facilities in Calaveras Hall and Douglass Hall to multimedia learning (i.e. AV equipment, internet etc) 1 2 3 4 5 N/A
e) Adequacy of office equipment (i.e. Xerox, fax, phones) 1 2 3 4 5 N/A
f) Availability of office staff for assistance 1 2 3 4 5 N/A

Open-Ended General Questions
(Please be as specific as possible; vague answers won’t give us the opportunity to continue what we’re doing well or to make adjustments in areas for where we can improve.)

1) What are the English Department undergraduate program’s strengths?

2) What are the English Department undergraduate program’s weaknesses?

3) How might the English Department improve its undergraduate program?

4) What are the most valuable things you learned from your undergraduate English courses overall?

Area-Specific Questions

1) What was your Area of Interest?
   a) American Literature   g) English Education
   b) British Literature   h) English Language
   c) Fiction            i) Race, Nation and Ethnicity
   d) Poetry            j) Gender and Sexuality
   e) Drama            k) Literary Theory and Cultural Studies
   f) Creative Writing   l) Rhetoric and Writing

2) Please rate your satisfaction with the following on a scale of 1 to 5.
   (1=very satisfied, 2=satisfied, 3=neutral, 4=dissatisfied, 5=very dissatisfied, N/A=not applicable)
   a) Your awareness of subject matter and understanding demanded by your Area of Interest
      1 2 3 4 5 N/A
   b) The availability of courses in your Area of Interest
      1 2 3 4 5 N/A
   c) The overall quality of courses in your Area of Interest
      1 2 3 4 5 N/A
   d) Your enjoyment of the courses in your Area of Interest
      1 2 3 4 5 N/A
   e) The usefulness of the courses in your Area of Interest
      1 2 3 4 5 N/A

Open-Ended Area-Specific Questions

(Please be as specific as possible; vague answers won’t give us the opportunity to continue what we’re doing well or to make adjustments in areas for where we can improve.)
1) What were your Area of Interest’s strengths?

2) What were your Area of Interest’s weaknesses?

3) How might your Area of Interest improve its offerings?

4) What are the most valuable things you learned from your Area of Interest courses?

Questions about Lower-Division Surveys (40A, 40B, 50A, 50B, 65)

1) While at Sac State, did you take any large-lecture format classes (i.e. classes with 60-120 students enrolled in them) to satisfy your English lower-division survey requirements? Yes/No

N. B. Questions 2-8 pertain only to large-lecture format classes. If you answered No to the previous question, please skip to question 9.

2) Please rate your satisfaction with the following on a scale of 1 to 5. (1=very satisfied, 2=satisfied, 3=neutral, 4=dissatisfied, 5=very dissatisfied, N/A=not applicable)

   How well did the large-lecture format course(s) provide an overview of varied and diverse writers in British, American and/or World Literature? 1 2 3 4 5 N/A
   b) enhance your view of literary history? 1 2 3 4 5 N/A
   c) enhance your writing skills? 1 2 3 4 5 N/A
   d) enhance your understanding of poetry? 1 2 3 4 5 N/A
   e) enhance your understanding of fiction? 1 2 3 4 5 N/A
   f) enhance your understanding of drama? 1 2 3 4 5 N/A
   g) enhance your understanding of other genres? 1 2 3 4 5 N/A

3) Did interns assist the instructor in any of your English classes? Yes/No
   (If “No” please skip to question 9 below)

4) In what capacity did interns assist in the class? (Please circle all that apply)
   a) They took attendance
   b) They graded quizzes and exams
   c) They responded to informal writing or webct postings
   d) They graded formal papers
   e) They led discussion sections
   f) They facilitated group work in class
   g) They lectured in the large class
   h) They held office hours
   i) They were available via email
   j) Other: ____________
5) How often did the interns lead discussion sections in each semester? (Please circle all that apply.)
   a) Some led discussions 1-5 times
   b) They all led discussions 1-5 times
   c) Some led discussions 6-10 times
   d) They all led discussions 6-10 times
   e) Some led discussions 10 or more times
   f) They all led discussions 10 or more times

6) Did you feel that your contact with the interns was:
   a) Very helpful
   b) Somewhat helpful
   c) Not helpful

7) Would you say that:
   a) You would have liked to have more contact with the interns and less with the professor
   b) You would have liked to have more contact with the professor and less with the interns
   c) The contact split between the professor and the interns was about right.

8) Please write in any additional comments that you would like to share about the interns.

N.B. Questions 9-10 pertain only to lecture-discussion format lower division courses (40 or fewer students enrolled). If you did not take any of these courses, please skip to the section of questions about 120A

9) Please rate your satisfaction with the following on a scale of 1 to 5.
   (1=very satisfied, 2=satisfied, 3=neutral, 4=dissatisfied, 5=very dissatisfied, N/A=not applicable)
   How well did lecture-discussion format lower division surveys taken at CSUS (excluding large-lecture format classes)
   a) provide an overview of varied and diverse writers in British, American and/or World Literature?  1  2  3  4  5  N/A
   b) enhance your view of literary history?          1  2  3  4  5  N/A
   c) enhance your writing skills?        1  2  3  4  5  N/A
   d) enhance your understanding of poetry?  1  2  3  4  5  N/A
   e) enhance your understanding of fiction?  1  2  3  4  5  N/A
   f) enhance your understanding of drama?  1  2  3  4  5  N/A
   g) enhance your understanding of other genres?  1  2  3  4  5  N/A

10) Please use the space below to make further comments you might have about large-lecture format survey classes and their relationship to lecture-discussion format lower-division survey classes taken at CSUS

Questions about 120A

1) Please rate your satisfaction with the following on a scale of 1 to 5. (1=very dissatisfied, 2=dissatisfied, 3=neutral, 4=satisfied, 5=very satisfied, N/A=not applicable)
   a) How well 120A promoted awareness of important tools for research  1  2  3  4  5  N/A
   b) How well 120A enhanced your ability to integrate primary and secondary source material into critical arguments  1  2  3  4  5  N/A
   c) How well 120A enhanced your ability to write focused, well-organized, well-supported, and well-argued essays  1  2  3  4  5  N/A
d) How well 120A enhanced your understanding of writing as a recursive process (i.e. a process involving drafting, peer reviewing, revising, etc.)  1  2  3  4  5  N/A

2) Please use the space below to make further comments you might have about 120A.

Questions about 198T (Senior Seminar)

1) Please rate your satisfaction with the following on a scale of 1 to 5. (1=very dissatisfied, 2=dissatisfied, 3=neutral, 4=satisfied, 5=very satisfied, N/A=not applicable)
   a) How well 198T promoted awareness of important tools for research  1  2  3  4  5  N/A
   b) How well 198T enhanced your ability to integrate primary and secondary source material into critical arguments  1  2  3  4  5  N/A
   c) How well 198T enhanced your ability to write focused, well-organized, well-supported, and well-argued essays  1  2  3  4  5  N/A
   d) How well 198T enhanced your understanding of writing as a recursive process (i.e. a process involving drafting, peer reviewing, revising, etc.)  1  2  3  4  5  N/A
   e) How well 198T enhanced your understanding of the area of research and writing its topic dealt with  1  2  3  4  5  N/A

2) Do you feel the Senior Seminar (198T) should be a requirement for English majors? Yes/No.

3) Please use the space below to make any further comments you might have about 198T.

Questions About the Writing Intensive Requirement

1) Did you take your Writing Intensive Requirement in the English Department? Yes/No.
   If you answered “No” to the previous question, please skip to the Questions about a Possible Introduction to English Studies Class.

2) Did the English class you took to satisfy the Writing Intensive Requirement include research? Yes/No
   If you answered “No” to the previous question, please skip to Question #5.

3) If you answered “Yes” to the previous question, did the English class you took to satisfy the Writing Intensive Requirement enhance your ability to integrate primary and secondary materials into your arguments? Yes/No

4) Please rate your satisfaction with the following on a scale of 1 to 5. (1=very dissatisfied, 2=dissatisfied, 3=neutral, 4=satisfied, 5=very satisfied, N/A=not applicable)
   a) How well the writing intensive course promoted awareness of important tools for research, if applicable  1  2  3  4  5  N/A
   b) How well the writing intensive course enhanced your ability
to integrate primary and secondary material into arguments, if applicable

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c) How well the writing intensive course enhanced your ability to write focused, well-organized, well-supported essays

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d) How well the writing intensive course enhanced your understanding of writing as a recursive process (i.e. a process involving drafting, peer reviewing, revising, etc.)

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<th>3</th>
<th>4</th>
<th>5</th>
<th>N/A</th>
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</table>

5) Please use the space below to make any further comments you might have about the English course you took to satisfy the Writing Intensive requirement.

**Questions about a Possible Introduction to English Studies Class**

Please pretend you are still an undergraduate student in the English Department at Sac State, and imagine that you could take a class that would introduce you to the ways in which all programs of the English Department approach their disciplines (these programs include Literature, Creative Writing, TESOL, English Education, Linguistics and Rhetoric/Composition).

1) How interested would you be in taking such an Intro to English Studies class, if you were still an undergraduate student?
   a) Very interested
   b) Somewhat interested
   c) Undecided
   d) Not at all interested

2) Should such an Intro to English Studies class be required for all English majors?
   a) Yes, it should be added as an extra requirement to the current major
   b) Yes, but only if the current number of required units for English majors remains the same
   c) No, but it should be offered as a class that could count for all Areas of Interest in the major
   d) No, it should only be offered as a regular class

3) Please use the space below to offer any further thoughts concerning this hypothetical Introduction to English Studies Class:

   Thank you!