

2015-2016 Annual Assessment Report Template

For instructions and guidelines visit our [website](#)
or [contact us](#) for more help.

Report: BA English

Question 1: Program Learning Outcomes

Q1.1.

Which of the following Program Learning Outcomes (PLOs) and Sac State Baccalaureate Learning Goals (BLGs) **did you assess?** [Check all that apply]

- ☐ 1. Critical Thinking
- ☐ 2. Information Literacy
- ☐ 3. Written Communication
- ☐ 4. Oral Communication
- ☐ 5. Quantitative Literacy
- ☐ 6. Inquiry and Analysis
- ☐ 7. Creative Thinking
- ☐ 8. Reading
- ☐ 9. Team Work
- ☐ 10. Problem Solving
- ☐ 11. Civic Knowledge and Engagement
- ☐ 12. Intercultural Knowledge and Competency
- ☐ 13. Ethical Reasoning
- ☐ 14. Foundations and Skills for Lifelong Learning
- ☐ 15. Global Learning
- ☐ 16. Integrative and Applied Learning
- ☐ 17. Overall Competencies for GE Knowledge
- ☐ 18. Overall Competencies in the Major/Discipline
- ☒ 19. Other, specify any assessed PLOs not included above:

a. Scholarly research

b.

c.

Q1.2.

Please provide more detailed background information about **EACH PLO** you checked above and other information such as how your specific PLOs are **explicitly** linked to the Sac State BLGs:

Related to these parts of the Baccalaureate Learning Goals: Competence in the Disciplines; Intellectual and Practical Skills including *inquiry and analysis, critical, philosophical, and creative thinking, written and oral communication, quantitative literacy, information literacy, teamwork and problem solving*; Personal and Social Responsibility including *intercultural knowledge and competence, ethical reasoning and action, foundations and skills for lifelong*

Q1.2.1.

Do you have rubrics for your PLOs?

☒ 1. Yes, for all PLOs

☐ 2. Yes, but for some PLOs

☐ 3. No rubrics for PLOs

☐ 4. N/A

☐ 5. Other, specify:

Q1.3.

Are your PLOs closely aligned with the mission of the university?

☒ 1. Yes

☐ 2. No

☐ 3. Don't know

Q1.4.

Is your program externally accredited (other than through WASC Senior College and University Commission (WSCUC))?

☐ 1. Yes

☒ 2. No (skip to **Q1.5**)

☐ 3. Don't know (skip to **Q1.5**)

Q1.4.1.

If the answer to Q1.4 is **yes**, are your PLOs closely aligned with the mission/goals/outcomes of the accreditation agency?

☐ 1. Yes

☐ 2. No

☐ 3. Don't know

Q1.5.

Did your program use the *Degree Qualification Profile* (DQP) to develop your PLO(s)?

☐ 1. Yes

☐ 2. No, but I know what the DQP is

☒ 3. No, I don't know what the DQP is

☐ 4. Don't know

Q1.6.

Did you use action verbs to make each PLO measurable?

☒ 1. Yes

☐ 2. No

☐ 3. Don't know

(Remember: Save your progress)

Question 2: Standard of Performance for the Selected PLO

Q2.1.

Select **ONE(1)** PLO here as an example to illustrate how you conducted assessment (be sure you *checked the correct box* for this PLO in Q1.1):

Q2.1.1.

Please provide more background information about the **specific PLO** you've chosen in Q2.1.

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

Q2.2.

Has the program developed or adopted **explicit** standards of performance for this PLO?

- ☒ 1. Yes
☐ 2. No
☐ 3. Don't know
☐ 4. N/A

Q2.3.

Please **provide the rubric(s)** and **standards of performance** that you have developed for this PLO here or in the appendix.



Rubric for Research.doc
29.5 KB



No file attached

Q2.4. PLO	Q2.5. Stdnd	Q2.6. Rubric	Please indicate where you have published the PLO , the standard of performance, and the rubric that was used to measure the PLO:
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. In SOME course syllabi/assignments in the program that address the PLO
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. In ALL course syllabi/assignments in the program that address the PLO
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. In the student handbook/advising handbook
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. In the university catalogue
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. On the academic unit website or in newsletters
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6. In the assessment or program review reports, plans, resources, or activities
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. In new course proposal forms in the department/college/university
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8. In the department/college/university's strategic plans and other planning documents
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9. In the department/college/university's budget plans and other resource allocation documents
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10. Other, specify: <input type="text"/>

Question 3: Data Collection Methods and Evaluation of Data Quality for the Selected PLO

Q3.1.

Was assessment data/evidence **collected** for the selected PLO?

- ☒ 1. Yes
- ☐ 2. No (skip to **Q6**)
- ☐ 3. Don't know (skip to **Q6**)
- ☐ 4. N/A (skip to **Q6**)

Q3.1.1.

How many assessment tools/methods/measures **in total** did you use to assess this PLO?

2

Q3.2.

Was the data **scored/evaluated** for this PLO?

- ☒ 1. Yes
- ☐ 2. No (skip to **Q6**)
- ☐ 3. Don't know (skip to **Q6**)
- ☐ 4. N/A (skip to **Q6**)

Q3.2.1.

Please describe how you collected the assessment data for the selected PLO. For example, in what course(s) or by what means were data collected:

Faculty members were queried as to whether or not they were requiring scholarly research in their courses during AY 2015-2016. Among those who did, 4 volunteered to collect data for the report.

(Remember: Save your progress)

Question 3A: Direct Measures (key assignments, projects, portfolios, etc.)

Q3.3.

Were direct measures (key assignments, projects, portfolios, course work, student tests, etc.) used to assess this PLO?

- ☒ 1. Yes
- ☐ 2. No (skip to **Q3.7**)
- ☐ 3. Don't know (skip to **Q3.7**)

Q3.3.1.

Which of the following direct measures were used? [Check all that apply]

- ☐ 1. Capstone project (e.g. theses, senior theses), courses, or experiences
- ☒ 2. Key assignments from required classes in the program
- ☒ 3. Key assignments from elective classes
- ☒ 4. Classroom based performance assessment such as simulations, comprehensive exams, or critiques
- ☐ 5. External performance assessments such as internships or other community-based projects

☐ 6. E-Portfolios

☐ 7. Other Portfolios

☐ 8. Other, specify:

Q3.3.2.

Please **explain** and **attach** the direct measure you used to collect data:

There is more than a single file. They will be emailed to you separately.



Rubric for Research.doc
29.5 KB



No file attached

Q3.4.

What tool was used to evaluate the data?

- ☐ 1. No rubric is used to interpret the evidence (skip to Q3.4.4.)
- ☒ 2. Used rubric developed/modified by the faculty who teaches the class (skip to Q3.4.2.)
- ☐ 3. Used rubric developed/modified by a group of faculty (skip to Q3.4.2.)
- ☐ 4. Used rubric pilot-tested and refined by a group of faculty (skip to Q3.4.2.)
- ☐ 5. The VALUE rubric(s) (skip to Q3.4.2.)
- ☐ 6. Modified VALUE rubric(s) (skip to Q3.4.2.)
- ☐ 7. Used other means (Answer Q3.4.1.)

Q3.4.1.

If you used other means, which of the following measures was used? [Check all that apply]

- ☐ 1. National disciplinary exams or state/professional licensure exams (skip to Q3.4.4.)
- ☐ 2. General knowledge and skills measures (e.g. CLA, ETS PP, etc.) (skip to Q3.4.4.)
- ☐ 3. Other standardized knowledge and skill exams (e.g. ETC, GRE, etc.) (skip to Q3.4.4.)
- ☐ 4. Other, specify: (skip to Q3.4.4.)

Q3.4.2.

Was the **rubric** aligned directly and explicitly **with the PLO**?

- ☐ 1. Yes
- ☐ 2. No
- ☒ 3. Don't know
- ☐ 4. N/A

Q3.4.3.

Was the **direct measure** (e.g. assignment, thesis, etc.) aligned directly and explicitly **with the rubric**?

- ☐ 1. Yes
- ☐ 2. No
- ☒ 3. Don't know
- ☐ 4. N/A

Q3.4.4.

Was the **direct measure** (e.g. assignment, thesis, etc.) aligned directly and explicitly **with the PLO**?

- ☐ 1. Yes
- ☒ 2. No
- ☐ 3. Don't know
- ☐ 4. N/A

Q3.5.

How many faculty members participated in planning the assessment data **collection** of the selected PLO?

4

Q3.5.1.

How many faculty members participated in the **evaluation** of the assessment data for the selected PLO?

5

Q3.5.2.

If the data was evaluated by multiple scorers, was there a norming process (a procedure to make sure everyone was scoring similarly)?

- ☒ 1. Yes
- ☐ 2. No
- ☐ 3. Don't know
- ☐ 4. N/A

Q3.6.

How did you **select** the sample of student work (papers, projects, portfolios, etc.)?

instructor selection

Q3.6.1.

How did you **decide** how many samples of student work to review?

Committee decision

Q3.6.2.

How many students were in the class or program?

Q3.6.3.

How many samples of student work did you evaluated?

many

Q3.6.4.

Was the sample size of student work for the direct measure adequate?

- ☐ 1. Yes
- ☐ 2. No
- ☒ 3. Don't know

(Remember: Save your progress)

Question 3B: Indirect Measures (surveys, focus groups, interviews, etc.)

Q3.7.

Were indirect measures used to assess the PLO?

- ☐ 1. Yes
- ☐ 2. No (skip to **Q3.8**)
- ☒ 3. Don't Know (skip to **Q3.8**)

Q3.7.1.

Which of the following indirect measures were used? [Check all that apply]

- ☐ 1. National student surveys (e.g. NSSE)
- ☐ 2. University conducted student surveys (e.g. OIR)
- ☐ 3. College/department/program student surveys or focus groups
- ☐ 4. Alumni surveys, focus groups, or interviews
- ☐ 5. Employer surveys, focus groups, or interviews
- ☐ 6. Advisory board surveys, focus groups, or interviews
- ☐ 7. Other, specify:

Q3.7.1.1.

Please explain and attach the indirect measure you used to collect data:

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 No file attached

Q3.7.2.

If surveys were used, how was the sample size **decided**?

Q3.7.3.

If surveys were used, how did you **select** your sample:

Q3.7.4.

If surveys were used, what was the response rate?

Question 3C: Other Measures (external benchmarking, licensing exams, standardized tests, etc.)

Q3.8.

Were external benchmarking data, such as licensing exams or standardized tests, used to assess the PLO?

- ☐ 1. Yes
- ☒ 2. No (skip to **Q3.8.2**)
- ☐ 3. Don't Know (skip to **Q3.8.2**)

Q3.8.1.

Which of the following measures was used? **[Check all that apply]**

- ☐ 1. National disciplinary exams or state/professional licensure exams
- ☐ 2. General knowledge and skills measures (e.g. CLA, ETS PP, etc.)
- ☐ 3. Other standardized knowledge and skill exams (e.g. ETC, GRE, etc.)
- ☐ 4. Other, specify:

Q3.8.2.

Were other measures used to assess the PLO?

- ☐ 1. Yes
- ☐ 2. No (skip to **Q4.1**)
- ☒ 3. Don't know (skip to **Q4.1**)

Q3.8.3.

If other measures were used, please specify:



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(Remember: Save your progress)

Question 4: Data, Findings, and Conclusions

Q4.1.

Please provide simple tables and/or graphs to summarize the assessment data, findings, and conclusions for the selected PLO for Q2.1:



2015-2016 English Dept Assessment Data, Compiled 2015.07.01.xlsx
28.76 KB



No file attached

Q4.2.

Are students doing well and meeting the program standard? If not, how will the program work to improve student performance of the selected PLO?

Yes. We have a more than satisfactory Very Good rate (40%), an exceedingly strong Excellent rate (32%), and low Satisfactory rate (22%). We have 6% Unsatisfactory rate, which is acceptable.



No file attached



No file attached

Q4.3.

For the selected PLO, the student performance:

- ☒ 1. **Exceeded** expectation/standard
- ☐ 2. **Met** expectation/standard
- ☐ 3. **Partially** met expectation/standard
- ☐ 4. Did not meet expectation/standard
- ☐ 5. No expectation/standard has been specified
- ☐ 6. Don't know

Question 4A: Alignment and Quality

Q4.4.

Did the data, including the direct measures, from all the different assessment tools/measures/methods directly align with the PLO?

- ☐ 1. Yes
- ☐ 2. No
- ☒ 3. Don't know

Q4.5.

Were **all** the assessment tools/measures/methods that were used good measures of the PLO?

- ☐ 1. Yes
- ☐ 2. No
- ☒ 3. Don't know

Question 5: Use of Assessment Data (Closing the Loop)

Q5.1.

As a result of the assessment effort and based on prior feedback from OAPA, do you anticipate *making any changes* for your program (e.g. course structure, course content, or modification of PLOs)?

- ☐ 1. Yes
- ☒ 2. No (skip to Q5.2)
- ☐ 3. Don't know (skip to Q5.2)

Q5.1.1.

Please describe *what changes* you plan to make in your program as a result of your assessment of this PLO. Include a description of how you plan to assess the impact of these changes.

Q5.1.2.

Do you have a plan to assess the *impact of the changes* that you anticipate making?

- ☐ 1. Yes
- ☐ 2. No
- ☐ 3. Don't know

Q5.2.

How have the assessment data from the last annual assessment been used so far? **[Check all that apply]**

	1. Very Much	2. Quite a Bit	3. Some	4. Not at All	5. N/A
1. Improving specific courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
2. Modifying curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

3. Improving advising and mentoring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
4. Revising learning outcomes/goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
5. Revising rubrics and/or expectations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
6. Developing/updating assessment plan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
7. Annual assessment reports	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
8. Program review	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
9. Prospective student and family information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
10. Alumni communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
11. WSCUC accreditation (regional accreditation)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
12. Program accreditation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
13. External accountability reporting requirement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
14. Trustee/Governing Board deliberations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
15. Strategic planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
16. Institutional benchmarking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
17. Academic policy development or modifications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
18. Institutional improvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
19. Resource allocation and budgeting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
20. New faculty hiring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
21. Professional development for faculty and staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
22. Recruitment of new students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

23. Other, specify:

Q5.2.1.

Please provide a detailed example of how you used the assessment data above:


AS we have reported in past years, we are in middle of a 5-year assessment plan. Next year, we will be in Year 5, in which we will assess the assessment program and will consider modifications at that time.

(Remember: Save your progress)

Additional Assessment Activities

Q6.

Many academic units have collected assessment data on aspect of their program *that are not related to the PLOs* (i.e. impacts of an advising center, etc.). **If** your program/academic unit has collected data on program *elements*, please briefly report your results here:

 No file attached

 No file attached
Q7.What PLO(s) do you plan to assess next year? [**Check all that apply**]

- ☐ 1. Critical Thinking
- ☐ 2. Information Literacy
- ☐ 3. Written Communication
- ☐ 4. Oral Communication
- ☐ 5. Quantitative Literacy
- ☐ 6. Inquiry and Analysis
- ☐ 7. Creative Thinking
- ☐ 8. Reading
- ☐ 9. Team Work
- ☐ 10. Problem Solving
- ☐ 11. Civic Knowledge and Engagement
- ☐ 12. Intercultural Knowledge and Competency
- ☐ 13. Ethical Reasoning
- ☐ 14. Foundations and Skills for Lifelong Learning
- ☐ 15. Global Learning
- ☐ 16. Integrative and Applied Learning
- ☐ 17. Overall Competencies for GE Knowledge
- ☒ 18. Overall Competencies in the Major/Discipline
- ☐ 19. Other, specify any PLOs not included above:

a.

b.

c.

Q8. Please attach any additional files here:English Department Assessment Plan and Learning Goals.doc
30 KB
 No file attached

 No file attached

 No file attached
Q8.1.

Have you attached any files to this form? If yes, please list every attached file here:

Program Information (Required)

P1.

Program/Concentration Name(s): [by degree]

BA English

P1.1.

Program/Concentration Name(s): [by department]

English BA

P2.

Report Author(s):

Hellen Lee

P2.1.

Department Chair/Program Director:

David Toise

P2.2.

Assessment Coordinator:

Hellen Lee

P3.

Department/Division/Program of Academic Unit

English

P4.

College:

College of Arts & Letters

P5.

Total enrollment for Academic Unit during assessment semester (see Departmental Fact Book):

P6.

Program Type:

- ☒ 1. Undergraduate baccalaureate major
- ☐ 2. Credential
- ☐ 3. Master's Degree
- ☐ 4. Doctorate (Ph.D./Ed.D./Ed.S./D.P.T./etc.)
- ☐ 5. Other, specify:

P7. Number of undergraduate degree programs the academic unit has?

6

P7.1. List all the names:

- [English Bachelor of Arts \(BA\)](#)
- [English Bachelor of Arts \(BA\) with Pre-Credential Preparation](#)
- [English Minor](#)
- [Creative Writing Minor](#)
- [TESOL Minor](#)
- [TESOL Certificate A](#)

P7.2. How many concentrations appear on the diploma for this undergraduate program?

P8. Number of **master's degree programs** the academic unit has?

P8.1. List all the names:

- [English Master of Arts \(MA\)](#)
- [TESOL Master of Arts \(MA\)](#)
-

P8.2. How many concentrations appear on the diploma for this master's program?

P9. Number of **credential programs** the academic unit has?

P9.1. List all the names:

English Bachelor of Arts (BA) with Pre-Credential Preparation

P10. Number of **doctorate degree programs** the academic unit has?

P10.1. List all the names:

When was your assessment plan ...	1. Before 2010-11	2. 2011-12	3. 2012-13	4. 2013-14	5. 2014-15	6. No Plan	7. Don't know
P11. developed?	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
P11.1. last updated?	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

P11.3.Please attach your latest **assessment plan**:English Department Assessment Plan and Learning Goals.doc
30 KB**P12.**Has your program developed a **curriculum map**?

- ☒ 1. Yes
- ☐ 2. No
- ☐ 3. Don't know

P12.1.Please attach your latest **curriculum map**:ENGL- 4 year plan.docx
148.9 KB**P13.**Has your program indicated in the curriculum map where assessment **of student learning** occurs?

- ☒ 1. Yes
- ☐ 2. No
- ☐ 3. Don't know

P14.

Does your program have a capstone class?

- ☒ 1. Yes, indicate: ENGL 198T
- ☐ 2. No
- ☐ 3. Don't know

P14.1.Does your program have **any** capstone project?

- ☒ 1. Yes
- ☐ 2. No
- ☐ 3. Don't know

(**Remember:** Save your progress)

Rubric for Research

Learning Outcome 3

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

	4	3	2	1
Incorporate analysis of sources	The text thoroughly integrates primary, and when appropriate, secondary texts.	The text adequately analyzes texts and adequately develops ideas with supporting details.	The text shows limited analysis and development and limited supporting details.	The text shows little or no analysis or development of ideas and supporting evidence, if present, is inadequate.
Use of appropriate disciplinary methodologies	Demonstrates sophisticated use of appropriate disciplinary methodologies	Demonstrates ability to use appropriate disciplinary methodologies	Demonstrates an inconsistent or limited ability to use appropriate disciplinary methodologies	Shows little or no ability to use appropriate disciplinary methodologies.

AY 2015-2016 BY COURSE	OUTANDING 4-A	%	MORE THAN SATISFACTORY 3-B	%
ENGL 110Q	9	35%	13	50%
ENGL 110Q	7	21%	12	46%
ENGL 120A	3	10%	13	45%
ENGL 145C	20	69%	12	41%
ENGL 150C	14	48%	15	52%
ENGL 165F	9	31%	14	48%
ENGL 165F	14	48%	15	52%

FALL 2014 TOTAL ENROLLED (50A not incl.)	OUTANDING 4-A	%	MORE THAN SATISFACTORY 3-B	%
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76

32%

94

40%

SATISFACTORY 2-C	%	UNSATISFACTORY 1. D and below	%	TOTAL ENROLLED
4	15%	0	0%	26
7	27%	0	0%	26
11	38%	2	7%	30
8	28%	5	17%	47
6	21%	5	17%	41
11	38%	1	3%	36
4	14%	2	7%	36

SATISFACTORY 2-C	%	UNSATISFACTORY 1. D and below	%
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51

22%

15

6%

English Department Learning Goals (Updated Fall 2011)

- 1) Students will demonstrate an ability to perform scholarly research that incorporates analysis of primary and secondary sources using appropriate disciplinary methodologies.
- 2) Students will demonstrate content knowledge appropriate to one or more of our various disciplines.
- 3) 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.
- 4) 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.

English Department Assessment Plan (Updated Fall 2011)

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 a senior survey, an alumni survey, and an entering student survey. Findings from these surveys will be presented the department for discussion along with the results of CAC's annual summaries.

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.

Linking our learning goals to BLGs

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

Could be related to these parts of the Baccalaureate Learning Goals: Competence in the Disciplines; Intellectual and Practical Skills including *inquiry and analysis, critical, philosophical, and creative thinking, written and oral communication, quantitative literacy, information literacy, teamwork and problem solving*; Personal and Social Responsibility including *intercultural knowledge and competence, ethical reasoning and action, foundations and skills for lifelong learning*; Integrative Learning.

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

Could be related to these parts of the Baccalaureate Learning Goals: Competence in the Disciplines.

3) 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.

Could be related to these parts of the Baccalaureate Learning Goals: Competence in the Disciplines; Knowledge of Human Cultures; Intellectual and Practical Skills including *inquiry and analysis, critical, philosophical, and creative thinking, written and oral communication teamwork and problem solving*; Personal and Social Responsibility *ethical reasoning and action, foundations and skills for lifelong learning*; Integrative Learning.

4) 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.

Could be related to these parts of the Baccalaureate Learning Goals: Competence in the Disciplines; Knowledge of Human Cultures; Intellectual and Practical Skills including *inquiry and analysis, critical, philosophical, and creative thinking, written and oral communication*; Personal and Social Responsibility including *intercultural knowledge and competence, ethical reasoning and action, foundations and skills for lifelong learning*.

ENGLISH

FOUR ♦ YEAR PLAN

Minimum total units required for BA Degree: 120 ▪ (45 units required from Major department)

▪ Additional courses may be needed to meet remediation requirements in English and/or Math prior to completing GE requirements: A2 & B4

This form is designed to be used in partnership with GE and Major advisors - modifications may be necessary to meet the unique needs of each student. Seek assistance each semester to stay on track and graduate!

YEAR 1 Sem. 1 Sem. 2	Choose 1-2 from: ENGL 40A, 40B, 50A, 50B, 65 (C2)^	A1	B4	D1a	Elective	15 UNITS
		A2	B1 (w/B3 if chosen)	C2	D3b/c: GOVT	15-16 UNITS
YEAR 2 Sem. 3 Sem. 4	Choose 1-2 from : ENGL 40A, 40B, 50A, 50B, 65 (C2)^	A3	B2 (w/B3 if needed)	D3a: US HIST	Elective or FL	15-16 UNITS
		D1a/b	D2+: UD GE	Elective	Elective or FL	15 UNITS
YEAR 3 Sem. 5 Sem. 6	ENGL 120A* in Fall or Spring; WI or Elective in other	ENGL elective	ENGL UD elective	B5	E: UD GE	15 UNITS
		ENGL elective	ENGL UD elective	C1: UD GE	Elective	15 UNITS
YEAR 4 Sem. 7 Sem. 8	Choose 1 each semester: ENGL 198T and WI**	ENGL UD elective	ENGL UD elective	UD Elective	Elective	15 UNITS
		ENGL UD elective	ENGL UD elective	UD Elective	Elective	15 UNITS

KEY:

- Major requirements
- GE/graduation requirements
- Electives
- Minor requirements

LD UD

Lower Division
 Upper Division
 + Race & Ethnicity
 * Complete WPJ prior to ENGL 120A
 ** Writing Intensive (Complete WPJ)
 FL If requirement was not met in high school or through testing, substitute two semesters of Foreign Language for electives

NOTES:

English majors do **not** take ENGL 20

Historical Breadth requirement may be fulfilled with LD or UD major courses.

^ Three LD major courses are required, and can be chosen from English 40A, 40B, 50A, 50B, or 65.

Minor courses may be substituted for electives.

TOTAL = 120 UNITS

