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| **College of Arts and Humanities****English B.A.:**  |
| **Student Outcomes Assessment Plan (SOAP)** |
| Mission Statement |
| The English Major, at both the undergraduate and graduate level, is designed to give proficiency in skills that traditionally have been among the most highly prized by society: an ability to read with comprehension and critical judgment to communicate accurately and clearly; to grasp difficult ideas and think logically; to do research and organize materials; to evaluate texts historically and aesthetically; and to appreciate literature and the other arts. The undergraduate English major has a broad application to a variety of vocations: teaching, law, journalism, editing and publishing, business management, data processing, public office, professional careers in writing, and many others. The core of the English major consists of four basic kind of courses in the upper division: literary history courses, literary genre courses, literary seminars, and writing courses. The Single Subject Waiver Program for teaching credential candidates contains a number of specific prerequisites and special required courses, a number of which are taught (and therefore assessed) outside the Department of English. |

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| Goals and Student Learning Outcomes |
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| Goal: Strengthen analytical writing skills beyond the requirements of a University General Education.Student Learning Outcomes:SLO 1.1 Students will be able to create, assesses, and adjust a plan for writing, systematically gathering, generating and evaluating information and writing in the light of rhetorical and audience considerations.SLO 1.2 Students will develop and execute workable drafting plans.SLO 1.3 Employ revision and editing strategies Goal 2: Students will be able to read and evaluate works critically.SLO 2.1 Students will demonstrate their ability to control the literal meaning of a text, generate an interpretation of a text, and articulate the value associated with experiencing the text.SLO 2.2. Students will identify and explain the aesthetic choices that writers use in creating a text.SLO 2.3 Students will identify generic features and structures of a text and explain the relation between structure/form and ideas.SLO 2.4 Students will apply critical paradigms and make connections between their readings of texts and those produced by peers, professors, scholars, and critics.Goal 3: Students will familiarize themselves with literary research methodology and apply these methods.SLO 3.1 Students will demonstrate the ability to use library/information resources for research. (Research Competency)SLO 3.2 Students will develop an annotated bibliography.SLO 3.3. Students will evaluate and hierarchize significant research texts.Goal 4: Students will acquire a working knowledge of and familiarize themselves with the evolving literary canon of English, American and world literatures.SLO 4.1 Students will demonstrate an ability to place a wide variety of works and authors within the appropriate historical contexts for reading and reception.SLO 4.2 Students will demonstrate an understanding of culturally significant narratives, including the Bible, folklore, mythology, which inform and provide contexts to literature. 4.3 Students will demonstrate an understanding of various canons and explain the significance of canon formation.4.4 Students will demonstrate an understanding of the themes, concepts, and values associated with national, ethnic and minority literatures.Goal 5: Students will acquire a fundamental knowledge of and working familiarity with the tradition and applications of literary criticism.SLO 5.1 Students will understand and analyze the history of English as an academic discipline and the political, ideological and cultural forces shaping the enterprise of criticism. SLO 5.2 Students will understand and explain the hierarchical concepts of criticism and their influence on reading, writing, and pedagogy.SLO 5.3 Students will analyze the current critical paradigms which elaborate appropriate cultural, historical, gender, psycho-social, political, geographical, racial, linguistic and philosophical contexts for reading and writing.Goal 6: Students will further develop their ability to create various types of written work including essays, poems, short stories, and essay responses to specific prompts focused on literary works. SLO 6.1 Students will apply their knowledge by writing essays, poems, short stories, and responses to essay prompts.  |

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| Curriculum Map (Matrix of Courses X Learning Outcomes) |
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|  | ENGL20, 21 | ENGL105 | ENGL31, 32 | ENGL112, 113,114,146,147 | ENGL115,116 | ENGL150,151,152,153,154,155,156 | ENGL156 | ENGL169T | ENGL181 | ENGL184,187,189 | ENGL193T,194T |
| 1.1 | I | R/E |  |  |  |  |  |  |  |  | M |
| 1.2 | I | R/E |  |  |  |  |  |  |  |  | M |
| 1.3 | I | R/E |  |  |  |  |  |  |  |  | M |
| 2.1 | I | R/E |  |  |  |  |  |  |  |  | M |
| 2.2 | I | R/E |  |  |  |  |  |  |  |  | M |
| 2.3 | I | R/E |  |  |  |  |  |  |  |  | M |
| 2.4 | I | R/E |  |  |  |  |  |  |  |  | M |
| 3.1 |  | I |  | R/E | R/E | R/E | R/E | R/E | R/E | R/E | M |
| 3.2 |  | I |  | R/E | R/E | R/E | R/E | R/E | R/E | R/E | M |
| 3.3 |  | I |  | R/E | R/E | R/E | R/E | R/E | R/E | R/E | M |
| 4.1 |  |  | I | R/E |  | R/E | R/E | R/E |  | E | M |
| 4.2 |  |  | I | R/E | E | R/E | R/E | R/E |  |  | M |
| 4.3 |  |  | I | R/E |  | R/E | R/E | R/E |  | R | M |
| 4.4 |  |  | I | R/E |  | R/E | R/E | E |  |  | M |
| 5.1 |  | I |  |  |  |  |  | R | E |  | M |
| 5.2 |  | I |  |  |  |  |  | R | E |  | M |
| 5.3 |  | I |  |  |  |  |  | R | E |  | M |
| 6.1 | I | I | I | R/E | R/E | R/E | R/E | R/E | R/E | M | M |

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| Assessment Methods |
| * 1. **Direct Measures:**
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| Essays – Written essays from ENGL 105 will be evaluated on a regular basis. Essays from other upper-division courses may be evaluated as well.  |
| Creative Writing Assignments – examples of creative writing assignments that will be evaluated include, but are not limited to, poems, short stories, and journal entries.  |
| Oral Presentations – these could be informal reading and sharing of poems, short stories and essays or more formal presentations during meetings of seminar courses, at colloquia or at conferences. |
| * 1. **Indirect Measure(s):**
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| Senior Exit Survey – the department has developed a survey that asks students to evaluate their own skills. |

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| Student Learning Outcomes X Assessment Methods Matrix

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| --- | --- | --- | --- | --- |
|  | Essays | Creative Writing | Presentations | Senior Exit Survey |
| 1.1 | X |  |  | X |
| 1.2 | X |  |  | X |
| 1.3 | X |  |  | X |
| 2.1 | X |  |  | X |
| 2.2 | X |  |  | X |
| 2.3 | X |  |  | X |
| 2.4 | X |  |  | X |
| 3.1 | X |  |  | X |
| 3.2 | X |  |  | X |
| 3.3 | X |  |  | X |
| 4.1 | X |  | X | X |
| 4.2 | X |  | X | X |
| 4.3 | X |  | X | X |
| 4.4 | X |  | X | X |
| 5.1 | X |  | X | X |
| 5.2 | X |  | X | X |
| 5.3 | X |  | X | X |
| 6.1 |  | X |  |  |

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| 1. **Timeline for Implementation of Assessment Methods and Summary Evaluations**
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| Year 2015 to 2016 |
| Method 1: Essays  |
| Year 2016 to 2017 |
| Method 1: Exit Survey |
| Year 2017 to 2018 |
| Method 1: Presentations |
| Year 2018-2019 |
| Method 1: Creative Writing |
| Year 2019-2020 |
| Method 1: Exit Survey |
| Year 2020-2021 |
| Method 1: Essays |

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| Process for Closing the Loop |
| The English department assessment coordinator will analyze all assessment results. The assessment coordinator will present results at a faculty meeting and the entire department will discuss the results and decide on what, if any, action to take in response to assessment results that indicate that students have not achieved proficiency in specific student learning outcomes. |