

CHICO STATE UNIVERSITY
ASSESSMENT SUMMARY UPDATE

PROGRAM: BA in English

Year of review	Student Learning Outcome	Describe assessment activity done this year for this SLO	Findings	Based on the results or evidence, what action was taken regarding program improvements?
2012 - 2013	SLO 3(a): Students can write clear, concise, rhetorically effective, reasonably error-free prose for a variety of purposes and audiences.	Used various rubrics to evaluate sample papers collected from English 441: Shakespeare. This is one of the Writing Proficiency courses for the major.	Student achievement was mixed. Student papers were evaluated in three categories: Presentation (Organization & Argumentation), Content (Literary Analysis), and Knowledge of Conventions (Grammar, Punctuation, & Documentation. For "Presentation," 15% of papers received a score of "High Achieving" and 67% of papers received a score of "Achieving." For "Content," 9% of papers received a score of "High Achieving" and 79% of papers received a score of "Achieving." Finally, for "Conventions," 21% received a score of "High Achieving" and 64% received a score of "Achieving."	Faculty were somewhat concerned with these assessment results. Clearly, producing good quality writers is a priority of any program in English, and so there was an expectation that a higher percentage of papers would fall into the "High Achieving" category. Immediate measures include the following: (1) incorporating low-stakes writing assignments into lower-division classes; (2) using writing rubrics directly in class instruction (and not just as a grading tool) to highlight critical components of writing; (3) sharing writing rubrics and assignments across faculty to create a common pool of assignments and activities.
	SLO 3(b): Students are able to draft and revise their own written work.	Used various rubrics to evaluate student drafts and final papers collected from English 335: Rhetoric and Writing. Papers addressed critical concepts in Rhetorical Studies, including ideas based on classical rhetoric, ideas about the	Our findings also indicate that students participate in drafting and revising their written work. Drafts and final papers from ENGL 335 were evaluated and compared from 37 different students. For the first draft, 82% of papers were evaluated as meeting the criteria for	No specific action was taken regarding program improvement. The assessment results from SLO 3(b) were very satisfying. We feel confident that our students are able to draft and revise their written work.

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		<p>canon from Prior, ideas about Delivery from Porter, and the Rhetorical Situation and the concept of exigency from Bitzer</p>	<p>achievement (and only 14% were rated as “High Achieving”). For the revision, however, 97% of papers were evaluated as meeting the criteria for achievement (with 62% rated as “High Achieving”).</p>	
<p>2013 - 2014</p>	<p>SLO2(a) Students read a range of texts from American, British, and international cultures.</p>	<p>We created a survey to collect information on the range of texts being taught in all survey courses and period courses offered in Fall 2013 (8 courses total).</p>	<p>Overall, the survey data indicated that students were not exposed to a particularly wide range of texts across cultures in their English courses. While students had a number of lower-division course offerings focusing on British and American Literature, the upper-division course offerings were very limited. Of the upper-division period courses, only two were offered in Fall 2013 due to a limited number of available faculty. Moreover, our survey results revealed that the incorporation of texts from international cultures was limited across the curriculum: 68% British, 26% American, 6% International (including African, Canadian, Chinese, Dutch, French, German, Hebrew, Hmong, Indies, Italian, Latin, & Spanish).</p>	<p>First, faculty were a bit disturbed to find that majors were not exposed to a wider range of International texts or even texts across different ethnicities within a culture. Suggestions were made for how to increase diversity across all courses, as well as to introduce new courses which give students greater exposure to a range of cultures. The loss of faculty lines has resulted in limited offerings of upper-division courses, and it is hoped that movements toward new hires will help remedy this situation. Secondly, faculty were also concerned that there was too much overlap in the types of texts used in some courses, which might contribute to the limited range of texts overall. The recommendation was for Literature Committee to once again meet before the start of each semester to share syllabi and discuss plans for their specific classes to ensure that students will be exposed to a wider range of texts in their courses each semester. We had done this in the past, but the practice had been discontinued due to busy summer schedules.</p>
	<p>SLO 2(b): Students can identify different literary historical periods and literary movements and their conventions.</p>	<p>Faculty used rubrics to evaluate student responses to midterm and final exam questions about literary periods and literary movements. Four separate</p>	<p>Student achievement was high. Overall, 90% of students demonstrated the ability to identify different literary historical periods and movements. Moreover, we</p>	<p>We found that students in upper-division classes were able to transfer knowledge from lower-division classes; thus, we again met with advisors in English to talk about the importance of having students complete foundational courses before taking the more</p>

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		<p>courses were targeted for this assessment (two survey courses and two period courses).</p>	<p>found there was higher achievement of this SLO in the upper-division courses as compared with the lower-division courses, and we also found evidence that students' performance in this area increased during the course of the semester (i.e., scores were higher on final exams than on midterm exams).</p>	<p>advanced courses. We also found that because this was a skill that students improved upon during the course of the semester, it was valuable to have instructors incorporate this information into various activities throughout the course (e.g., exercises explicitly asking students to identify features or movements or ways of comparing movements). Finally, we noticed in one class that initiating discussions with students about the importance of different literary movements <i>before</i> actually tackling any specific time periods was a helpful way of sparking interest in this area; thus, we plan on incorporating this general discussion into all lower-division courses so that students have a better understanding of why this is important in a literature context.</p>
<p>2014 - 2015</p>	<p>SLO 5(a): Students can demonstrate ways of adapting teaching strategies from courses they take to courses they will teach.</p>	<p>Used assessment rubrics to evaluate student portfolio projects in the capstone course for the English Education major: English 534: Literature, Language, Composition: A Synthesis. The student portfolios contain assignments from a variety of different courses which specifically address teaching. The assignments were first evaluated separately, and then the entire portfolio was scored as a whole, based on the average scores of the individual assignments.</p>	<p>Student achievement was very high. Results from English 534 indicated that 60% of portfolios (i.e., 12 of 20) received an overall score of "High Achieving," 35% (i.e., 6 out of 20) received a score of "Achieving," and 5% (i.e., 1 out of 20) received a score of "Not Achieving." This indicates that the majority of our students are able to demonstrate ways of adapting teaching strategies to courses they will teach. Notably, this was found consistently in assignments across courses, as evidenced by the support materials in the portfolios.</p>	<p>We were happy with the findings in the assessment of SLO 5(a) and don't feel any program improvements are necessary in this area. We were especially pleased to discover that the digital portfolios our students put together in English Education are excellent ways of showcasing student work and encouraging them to think about -- and demonstrate achievement of -- this particular SLO.</p>
	<p>SLO 5(b): Students show how to use the current</p>	<p>Used assessment rubrics to evaluate student portfolio</p>	<p>Student achievement was very high. Results from English 534</p>	<p>We were extremely happy with the findings in the assessment of SLO 5(b) and don't feel</p>

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	California Content Standards for English when developing classroom curriculum.	projects in the capstone course for the English Education major: English 534: Literature, Language, Composition: A Synthesis. The student portfolios contain assignments from a variety of different courses which specifically address the California Content Standards for English. The assignments were first evaluated separately, and then the entire portfolio was scored as a whole, based on the average scores of the individual assignments.	indicated that 70% of portfolios (i.e., 14 of 20) received an overall score of "High Achieving," 25% (i.e., 5 out of 20) received a score of "Achieving," and 5% (i.e., 1 out of 20) received a score of "Not Achieving." This indicates that the majority of our students are able to use the current California Content Standards for English when developing classroom curriculum. Notably, this was found consistently in assignments across courses, as evidenced by the support materials in the portfolios.	any program improvements are necessary in this area. We were especially pleased to discover that our capstone course seemed to be "doing its job" in that achievement was especially high for this particular SLO.
2015 - 2016	SLO 4: Students take part in English-related activities offered outside of classroom contexts, including dramatic productions, public lectures, literary readings, and internships in community settings.	Faculty created a survey designed to evaluate students' participation in English-related activities and students' perception of their participation. The survey was distributed to all students in the major via e-mail, online postings, and faculty distribution. A total of 85 students responded to the survey questions.	Assessment findings indicated that many students in the major take part in English-related activities offered outside of classroom contexts: 61% had attended the English Department Write-on! Event, 53% had attended fiction/poetry readings on campus or in the local community, 64% had attended a theater production, 82% had attended a musical event, 48% had attended an English Department workshop, and 78% had attended a campus lecture. Students also participated in a variety of different activities on campus: 25% had been involved in an activity sponsored by the English Honors Society, 27% had	We were happy with the findings in the assessment of SLO 4. However, it was also made clear to us that we can still improve in this area through better outreach, in particular, through social networking. We've established a Department Facebook page, on which we post updates of upcoming events and activities. We also post events through our Departmental twitter feed. We've utilized e-mail list serves to send notices of important events and workshops. Finally, we've encouraged instructors to post announcements and weblinks on course Blackboard pages. This all complements the "less technological" strategies we've utilized in the past (and still use today), including posting fliers of events and making announcements in our courses. Finally, we are trying to find more ways to connect these activities to our courses so that students are receiving course-credit for

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			<p>volunteered through CAVE, 21% had worked with the ESL Resource Center, and 13% had participated in an internship related to the major. When asked about their primary motivation for attending such events or participating in such activities, 65% of the respondents revealed that they genuinely enjoyed these events/activities; however, a slight majority reported feeling a lack of involvement: 60% of respondents felt that compared to the average English major, they were less involved in activities and events related to their studies and that this was largely due to a lack of time or awareness of the various activities/events.</p>	<p>attending events or even allowed to attend certain events during class time. Since a significant percentage of our students work 20+ hours a week and have limited free time outside of class, we're discovering a real need to integrate outside events into our courses themselves. While this isn't ideal, it does help increase their exposure and hopefully pique their interest in a wider variety of activities and events in the Arts and Humanity community.</p>
<p>2016 - 2017</p>	<p>SLO 1(a): Students can read texts from a wide array of genres, time periods, cultures, and forms using a variety of critical reading practices.</p>	<p>Members of the English Department Assessment Committee and course faculty used rubrics to evaluate 60 sample papers collected from two different sections of English 340: Approaches to Literary Genres.</p>	<p>Student achievement was very high: 92% of students demonstrated the ability to critically read and interpret texts from a variety of different genres. Faculty did find, however, that students were more successful with the analysis of certain types of genres as opposed to others. Specifically, students performed best in their readings of short fiction and the novel but struggled a bit more with poetry and drama.</p>	<p>Because student achievement was high, we did not find it necessary to take any specific actions regarding program improvement. However, we were concerned by the fact that poetry and drama were a bit more challenging for our students to analyze than other genre types. This suggest that instructors in these classes may want to devote more time to literary analysis of these genres; it also suggests additional coursework in these areas might be valuable for students. We plan to restructure the syllabi for this course and also take this information into account this year when we work on revisions of our major.</p>

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	SLO 1(b): Students know the characteristics of specific genres and a range of terms and categories specific to genre-study in the field of English.	Members of the English Department Assessment Committee and course faculty used rubrics to evaluate 30 "Literary Terms" projects from the Fall 2016 section of English 340: Approaches to Literary Genres.	Student achievement was excellent: 100% of students demonstrated knowledge of characteristics of specific genres, as evidenced by their "Literary Terms" projects.	Because student achievement was at 100%, we did not find it necessary to take any specific actions regarding program improvement. The "Literary Terms" project is something we recently incorporated into this class to help students analyze and use terminology; we feel it was an excellent way to solidify terms and provide students with key elements for literary analysis.