Outcome Assessment Proposal for the Department of English

Lit/Film Outcome Assessment
Criteria: For Literature, using final papers from the Literary Sr. Seminar for Literature. For Film, using final papers of seniors from Film Theory and Criticism, History of Sound Film, History of Silent Film in that order of preference based on the course offerings each semester.

1. Technical knowledge of genre, style, and form: Student demonstrates knowledge of expressive techniques and proficiency in applying the critical and theoretical concepts and methodologies required within literary (or film) studies in order to discuss and write about texts in an authoritative manner.
2. Content knowledge of period, author/director, and text: Student demonstrates knowledge of the historical context and the stylistic period or movement (including other authors/directors and texts).
3. Analytical and interpretive skills (explication/close reading): Student demonstrates an ability to read with great attention to textual details, to analyze key motifs and meanings within a text, and to interpret those persuasively and insightfully.
4. Argumentative-interpretive essay-writing skills: Students demonstrate the range of skills required to write a well-crafted analytical essay. Essay reveals: a) a mastery of grammar and mechanics; b) the coherent development of a well-organized argument; c) clarity of focus and method; d) textual support; e) intellectual engagement, resulting in a compelling analysis and synthesis of ideas.
5. Research skills Student demonstrates the range of skills required to conduct, interpret, and utilize research in his/her scholarship and writing: a) identifying and locating appropriate resources; b) recording, acknowledging, organizing, and documenting the pertinent findings from those sources within an original essay; c) engaging in a scholarly dialogue with the sources, when appropriate.

Assessors: Professor for class (content expert) plus two other professors from the English department.

Sampling: At least 25% of seniors graduating. OR all senior seminar participants.

Scoring Method: Proficiency scale: 1 = below proficiency; 2 = proficient; 3 = superior or above proficient. Comments on deficits for those receiving 1s and on areas of superior performance for those receiving 3s. Comments will be analyzed for patterns in performance areas.

Feedback Loop: Scores and comments will be used to determine if and what changes need to be made courses leading up to the assessed course so that students demonstrate that they have reached proficiency before graduation.

Creative Writing Outcomes Assessment
Criteria: Senior Writing Projects accompanied by either (a) a brief prose statement about the work and working principles that produced it or (b) an oral statement and examination of the working principles will be used to assess outcomes.

1. Technical proficiency in genre of specialization: Student demonstrates proficiency in techniques native to the genre in which the student has chosen to specialize and those techniques required by the project the student has devised.
2. Knowledge of genre, form, and style: Student demonstrates a practical, theoretical, and historical knowledge of the techniques native to the genre of specialization and is capable of discussing those techniques.
3. Execution and management of the creative process: Student is capable of creating a plan of work and executing that plan; student shows the ability to assess, revise, and innovate on the plan in the course of work; student shows the capacity for independent management of a project.

Assessors: Professor sponsoring the independent study (content expert) plus two other professors from the English department.

Sampling: At least 50% of seniors graduating.

Scoring Method: Proficiency scale: 1--below proficiency, 2 --proficient, and 3--exceptional, exemplary, and excellent. Comments on deficits for those receiving 1s and on areas of superior performance for those receiving 3s. Comments will be analyzed for patterns in performance areas.

Feedback Loop: Scores and comments will be used to determine if and what changes need to be made courses leading up to the assessed project so that students demonstrate that they have reached proficiency before graduation.

Undergraduate Writing Major Outcome Assessment:

Criteria: Assesses final portfolios in ENGL 4991: Senior Seminar in Writing (the capstone course for English Writing Majors).
1. Knowledge of research in English Studies on contemporary academic, community, and/or workplace literacy practice Student demonstrates by engaging in scholarly dialogue with the sources and making informed, conscious decisions about his/her own writing tasks.
2. Form knowledge: Student demonstrates proficiency in common writing genres in contemporary academic, community, and/or workplace environments, demonstrated by producing work in more than one contemporary genre of academic, community, and/or workplace writing and following (or challenging in an informed way) the conventions of that genre.
3. Technical knowledge of English grammars (semantics, syntax, morphology, and phonology) demonstrated by grammatical and mechanical correctness.
4. Knowledge of technologies: Student demonstrates familiarity with various contemporary writing technologies, demonstrated by using digital elements in his/her final portfolio.
5. Rhetorical knowledge: Students demonstrates ability to assess the needs and demands of each writing situation and choosing the most appropriate response based on this assessment.

Assessors: Professor for class plus two other professors from the English department.

Sampling: At least 25% of seniors graduating. OR all seniors enrolled in the Senior Seminar in Writing.

Scoring Method: Proficiency Scale: In that course we will collect the students' writing portfolios, which include digital elements, and evaluate those portfolios on a 1, 2, 3 scale (1 = below proficiency; 2 = proficient; 3 = superior or above proficient.) for each criteria. Comments on deficits for those receiving 1s and on areas of superior performance for those receiving 3s. Comments will be analyzed for patterns in the above criteria..

Feedback Loop: Scores and comments will be used to determine if and what changes need to be made courses leading up to the assessed course so that students demonstrate that they have reached proficiency before graduation.

English Lit Major–Literature and Film Options:
Identify ENGL track Lit or Film:
Number of graduating seniors:
Number of graduating seniors sampled:
Percentage of graduating seniors to be above 25%: all taking senior seminar, so closer to 95% of graduating seniors/yr.
Course sampled (for Film all senior in Film Track):
Assessors: Professor teaching course (content expert) and two other English professors.

Learning Outcomes	Averages	Individual Student Scores		
		1	2	3…etc
1. Technical knowledge of genre, style, and form: Student demonstrates expressive techniques and proficiency in applying the critical and theoretical concepts and methodologies required within literary (or film) studies in order to discuss and write about texts in an authoritative manner.				
2. Content knowledge of period, author/director, and text: Student relates historical context and the stylistic period or movement (including other authors/directors and texts) in written/oral discourse.				
3. Analytical and interpretive skills (explication/close reading): Student includes textual details, analyzes key motifs and meanings within a text, and interprets them persuasively and insightfully.				
4. Argumentative-interpretive essaywriting skills: Students demonstrate the range of skills required to write a well-crafted analytical essay. Essay reveals: a) a mastery of grammar and mechanics; b) the coherent development of a well-organized argument; c) clarity of focus and method; d) textual support; e) intellectual engagement, resulting in a compelling analysis and synthesis of ideas.				
5. Research skills: Student demonstrates the range of skills required to conduct, interpret, and utilize research in his/her scholarship and writing: a) identifying and locating appropriate resources; b) recording, acknowledging, organizing, and documenting the pertinent findings from those sources within an original essay; c) engaging in a scholarly dialogue with the sources, when appropriate				
Comments: address what the deficiencies or the superior proficiencies are for each student.				

English Literature Major – Creative Writing

Number of graduating seniors:
Number of graduating seniors sampled:
Percentage of graduating seniors to be above 50%:
Assessors: Professor sponsoring project and two other English professors.

Learning Outcomes	Individual Student Scores			
	Averages	1	2	3…etc
1. Technical proficiency in genre of specialization: Student demonstrates proficiency in techniques native to the genre in which the student has chosen to specialize and those techniques required by the project the student has devised.				
2. Knowledge of genre, form, and style: Student includes a practical, theoretical, and historical demonstration of the techniques native to the genre of specialization; student discusses				
3. Execution and management of creative process: Student creates a plan of work and executes that plan; student assess, revises, and elaborates innovatively on the plan in the course of work; student				
Comments: address what the deficiencies or the superior proficiencies are for each student.				

English Writing Major

Learning Outcomes	Individual Student Scores			
	Averages	1	2	3…etc
1. Knowledge of research in English Studies on contemporary, academic, community, and/or workplace literacy practice. Student engages in scholarly dialogue with the sources and employs informed, conscious decisions about his/her own writing tasks.				
2. Form knowledge: Student proficiently employs common writing genres in contemporary, academic, community, and/or workplace environments, produces work in more than one contemporary genre of academic, community, and/or workplace writing, and follows (or challenges in an informed way) the conventions of that genre				
3. Technical knowledge: Student correctly employs English grammars (semantics, syntax, morphology, and phonology)				
4. Knowledge of technologies: Student incorporates digital elements				
5. Rhetorical knowledge: Student assesses the needs and demands of each writing situation and chooses				