

Institutional Effectiveness Report

Name of Program/Department:	BA/Liberal Arts Program
Year	2020-2021
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I. Program Mission

The mission of the Liberal Arts Program is to introduce students to their literary and linguistic heritage and acquaint them with a variety of genres, periods, themes, critical approaches, and individual writers ranging from ancient to modern. Courses in creative and expository writing, composition theory, the history of the language, modern theories of grammar, film studies, and literary criticism are also offered. Students may also earn either a minor or a collateral in English.

II. Program Learning Outcomes

PLO 1.0 Demonstrate knowledge of a variety of critical approaches for studying and appreciating literature.

PLO 2.0 Understand how to research key aspects of literature and the producing cultures.

PLO 3.0 Demonstrate knowledge of American and British literary heritage.

PLO 4.0 Understand how literature is crafted in a variety of genres and across periods.

PLO 5.0 Demonstrate knowledge of individual writers ranging from ancient to modern.

PLO 6.0 Apply knowledge about literature and exercise an array of critical skills using effective communication.

III. Executive Summary

After calibrating the assessment at the end of the Spring 2021 semester, nine professors read 9 portfolios (54 total essays) (See Appendix, 3 for essay requirements). For each portfolio, two readers assigned a whole number score of 1-4 for each SLO: 4: Excels; 3: Satisfies the SLO; 2: Partially satisfies the SLO; 1: Fails to satisfy the SLO (See Appendix, 1 for score descriptions). All of the scores for each SLO were then averaged. If scores for a portfolio differed by more than a point (a 2 and a 4, for example), that portfolio was scored for that SLO by a third reader and all three scores were averaged.

The Department assessed its new curriculum with a new assessment model for the first time during the 2018-2019 academic year. The Department adopted new and higher benchmarks and targets in Fall 2019 for the four Skills Outcomes. Previously, the benchmark was a 2.5 average out of a possible 4 for each SLO. The new benchmark for Skills A, B, and C (Critical Reading, Synthesis of Sources, and Contextual Analysis) was

set at 2.65, and the target set at 3.0. Scores from the one and only previous assessment for SLO D, the Ability to Apply Theory, was so low, a 1.93 average, that we set the benchmark at 1.95 and the target at 2.25.

This year's results were unexpectedly higher than the first and only baseline established in 2018-2019.

Skills Outcomes Summary

An average of 3.44 for Skills Outcome A (Ability to Analyze Texts Critically) exceeded the benchmark (2.65) and the target (3.0). The Department had a very similar SLO in the previous assessment model, and the highest averaged score for that SLO was 3.15 for the 2009-2010 academic year (See Appendix 4, Historical Data).

An average of 3.19 for Skills Outcome B (Ability to Synthesize External Sources in Documented Writing) exceeded the benchmark (2.65) and the target (3.0). The Department had a very similar SLO in the previous assessment model, and except for one aberrant result in 05-06, the averaged score for that SLO was always below 2.9 (See Appendix 4, Historical Data). The Department implemented several action items to address that perennially low score for this skill set.

An average of 3.19 for Skills Outcome C (Ability to Connect Literary Texts to their Contexts) exceeded the benchmark (2.65) and the target (3.0).

Skills Outcome D (Ability to Apply Theory) is a new SLO. The first average score in 2018-2019 was 1.93. Several action items were discussed after that result, but the Department decided to wait for more data. For this year, the averaged score for Skills Outcome D was 2.69, exceeding both the benchmark at 1.95 and the target at 2.25.

For the past three years, the Department has piloted an indirect assessment by asking students to evaluate how well the courses in the English Liberal Arts program helped them with the four Skills Outcomes. Because the averaged results were nearly always near or at the maximum score, the Department revised the wording for these questions in order to allow for more critical responses. The Department has not yet set a benchmark or a target for the direct assessment.

The results for the indirect assessment were still quite high. 25% of respondents agreed and 75% strongly agreed that the Department's courses helped them learn the skills for Outcomes A and B. 17% of respondents agreed and 83% strongly agreed that the Department's courses helped them learn the skills for Outcomes C and D.

Knowledge Outcomes Summary

Because the three Knowledge Outcomes were completely new, the Department has no baseline, benchmark, or target for them. The averaged results for 2018-2019 are the only available data, and serve as a tentative baseline.

An average of 3.25 for Knowledge Outcome A (Ability to Demonstrate Specific Knowledge of American Literature) exceeded the baseline (2.28). An average of 3.63 for Knowledge Outcome B (Ability to Demonstrate Specific Knowledge of British Literature) exceeded the baseline (3.00). An average of 3.06 for Knowledge Outcome C (Ability to Demonstrate a Broad Knowledge of American, British, or International Literature) exceeded the baseline (2.42). During Fall 2021, the Department will set benchmarks and targets based on the two data sets (2018-2019 and 2020-2021).

The Department and the curriculum committee chairs have drafted eight action items to be reviewed by committee and the Department.

IV. Student Learning Outcomes

Skills Outcomes (to be assessed for the entire portfolio except the reflection paper)

- A. Ability to Analyze Texts Critically. The portfolio will demonstrate the student's ability to understand literary texts in original ways and be able to discuss literary works beyond a simple reporting of what professional critics have already said. Ideally, the student will demonstrate understanding of aesthetic and thematic implications of literary works and be able to make defensible critical judgments and construct coherent arguments.
- B. Ability to Synthesize External Sources in Documented Writing. The portfolio will demonstrate the student's ability to use conventions of documentation and integrate borrowed ideas and quotations gracefully into the student's own writing.
- C. Ability to Connect Literary Texts to their Contexts. The portfolio will communicate awareness that literature serves a purpose beyond the purely aesthetic and helps reflect and define cultural and personal identities.
- D. Ability to Apply Theory. The portfolio will demonstrate the student's ability to apply rhetorical, literary, and/or film theory in a textual analysis.

Knowledge Outcomes (items A, B, and C will be assessed for appropriate papers within the portfolio)

- A. Demonstrate specific knowledge of American Literature. The student will demonstrate a specific knowledge of a key writer, genre, movement or period in American Literature.

- B. Demonstrate specific knowledge of British Literature. The student will demonstrate a specific knowledge of a key writer, genre, movement or period in British Literature.
- C. Demonstrates a Broad Knowledge of American Literature, British Literature, or International Literature. The student's portfolio covers a range of canonical and non-canonical writers and texts across a broad range of American or British literature. Note: to be assessed with the portfolio as a whole.

V. Assessment Method

A. Assessment Process

- Nine students assembled a portfolio of essays from each of the major "blocks" or areas of study in the English Liberal Arts Major. The students significantly revised one of these essays in the Capstone course, ENG 496. At least one essay should have had a significant theoretical component and at least one essay should have been supported by research. Finally, the student composed a reflection essay for the portfolio. See Appendix part 3 for more details.
- The capstone instructor gathered portfolios from the Fall and Spring semesters.
- Through an exit Questionnaire, these nine students evaluated the English Department courses relative to the skills SLO's (Appendix part 2).
- At the end of the Spring semester, nine professors teaching English upper-level courses read and scored nine portfolios (54 essays) using the Department's Score Point Indicators. See Appendix part 1.
- Each portfolio was assessed by two readers. If the scores differed by more a one full point, then a third reader scored the portfolio for that Student Learning Outcome and all three scores were averaged.
- Before the assessment period, professors met to review procedures and to calibrate the scoring by discussing a sample portfolio.
- The English Department Chair and the Department's curriculum chair met to discuss the results and to draft potential Action Items.
- After the report is distributed, the curriculum committee will revise the Action Items, review and revise procedures, and make a recommendation to the Department for the English Liberal Arts major. This meeting will take place just after the Fall semester begins.

- During the first third of the Fall semester, the English Department will approve Action Items and plans for executing them.

B. Assessment Standards and Scoring

Scoring the four Skills Outcomes is based on the portfolio as a whole for direct assessment. The Questionnaire gathers indirect data (Appendix part 2). The skills are:
Skills Outcome A. Ability to Analyze Texts Critically.

Skills Outcome B. Ability to Synthesize External Sources in Documented Writing.

Skills Outcome C. Ability to Connect Literary Texts to their Contexts.

Skills Outcome D. Ability to Apply Theory.

The reader rates the overall portfolio with one of four scores:

Score 4: Excels.

Score 2: Partially satisfies the SLO.

Score 3: Satisfies the SLO.

Score 1: Fails to satisfy the SLO.

Scoring the four Skills Outcomes is based on the portfolio as a whole for direct assessment. The Questionnaire did not ask about the new SLO's. The knowledge areas are:

Knowledge Outcome A. Ability to Demonstrate Specific Knowledge of American Literature.

Knowledge Outcome B. Ability to Demonstrate Specific Knowledge of British Literature.

Knowledge Outcome C. Demonstrates a Broad Knowledge of American, British, or International Literature.

Based on at least one essay in the portfolio, the reader assigns one of these scores:

Score 4: Excels.

Score 2: Partially satisfies the SLO.

Score 3: Satisfies the SLO.

Score 1: Fails to satisfy the SLO.

[SLO's and the Score Point Indicators are described in Appendix part 1]

C. Assessment Baseline, Benchmark, and Target

The Department established baselines in 2018-2019 with the first complete assessment using the new model.

For Skills Outcomes A, B, and C, the Department set the benchmark at 2.65 and the target at 3.0. For Skills Outcome D, the Department set the benchmark at 1.95 and the target at 2.25.

Benchmarks and targets for the Knowledge Outcomes will be set this fall.

D. Alignment with General Education Goals

Goal 1. The ability to compose effectively with rhetorical awareness, integrate relevant research when appropriate, and produce developed, insightful arguments.

- Partially and indirectly addressed by the essays written for the portfolios.

Goal 2. The ability to demonstrate comprehension of different forms of communication.

- Partially and indirectly addressed by the essays written for the portfolios.

*The portfolio essays were written for upper level division literature courses. Those courses are not designed to directly and immediately align with the General Education Goals.

VI. Assessment Results: Discussion

Skills Outcome A: Ability to Analyze Texts Critically. The portfolio will demonstrate the student's ability to understand literary texts in original ways and be able to discuss literary works beyond a simple reporting of what professional critics have already said. Ideally, the student will demonstrate understanding of aesthetic and thematic implications of literary works and be able to make defensible critical judgments and construct coherent arguments.

The points total for this SLO was 55 from 16 readings, yielding a 3.44 average. This average exceeds the benchmark (2.65) and the target (3.0). The target was reached. Five of the nine individual portfolios (55.6%) earned an average score of 4.0, the maximum. Three portfolios received a score of 2, three portfolios received a score of 3, and ten portfolios received a score of 4.

For Skills Outcome A, students responded to this statement: "My English courses have helped me learn how to read literary texts more closely and critically." 9 out of 12 (75%) strongly agreed and 3 out of 12 (25%) agreed. No student disagreed. The department has not set a baseline, benchmark, or target for this survey. At a glance, the survey numbers are always high, regardless of fluctuations in the direct measurements.

Skills Outcome B: Ability to Synthesize External Sources in Documented Writing. The portfolio will demonstrate the student's ability to use conventions of documentation and integrate borrowed ideas and quotations gracefully into the student's own writing.

The points total for this SLO was 52 from 16 readings, yielding a 3.19 average. This average exceeds the benchmark (2.65) and the target (3.0). The target was reached. Five of the eight individual portfolios (62.5%) earned an average score of 3.0 or higher. Four portfolios received a score of 2, five portfolios received a score of 3, and seven portfolios received a score of 4.

For Skills Outcome B, students responded to this statement: “My English courses have helped me learn how to find and evaluate sources to support my arguments about literary texts.” 9 out of 12 (75%) strongly agreed and 3 out of 12 (25%) agreed. No student disagreed. The department has not set a baseline, benchmark, or target for this survey.

Skills Outcome C: Ability to Connect Literary Texts to their Contexts. The portfolio will communicate awareness that literature serves a purpose beyond the purely aesthetic and helps reflect and define cultural and personal identities.

The points total for this SLO was 51 from 16 readings, yielding a 3.19 average. This average exceeds the benchmark (2.65) and the target (3.0). Five of the eight individual portfolios (62.5%) earned an average score of 3.0 or higher. Three portfolios received a score of 2, seven portfolios received a score of 3, and six portfolios received a score of 4.

For Skills Outcome C, students responded to this statement: “My English courses have helped me learn how to understand a text in its historical and cultural context.” 10 out of 12 (83%) strongly agreed and 2 out of 12 (17%) agreed. No student disagreed. The Department has not set a baseline, benchmark, or target for this survey.

Skills Outcome D: Ability to Apply Theory. The portfolio will demonstrate the student’s ability to apply rhetorical, literary, and/or film theory in a textual analysis.

The points total for this SLO was 43 from 16 readings, yielding a 2.69 average. This average score is well above the new provisional benchmark (1.95) and slightly exceeds the new provisional target (2.25). Four out of the 8 individual portfolios (50.0%) earned an average score of 3.0 or above. One portfolio received a score of 1, seven portfolios received a score of 2, four portfolios received a score of 3, and four portfolios received a score of 4.

For Skills Outcome D, no indirect assessment was taken.

Knowledge Outcome A: Ability to Demonstrate Specific Knowledge of American Literature. The student will demonstrate a specific knowledge of a key writer, genre, movement or period in American Literature.

The points total for this SLO was 52 from 16 readings, yielding a 3.25 average. This is exceeded the baseline (2.28) and the provisional target (2.5) both established with one set of results in Spring 2019. The target was achieved. Seven out of the eight individual portfolios (87.5%) earned an average score of 3.0 or above. One portfolio received a score of 2, ten portfolios received a score of 3, and five portfolios received a score of 4.

For Knowledge Outcome A, no indirect assessment has been developed.

Knowledge Outcome B: Ability to Demonstrate Specific Knowledge of British Literature. Demonstrate specific knowledge of British Literature. The student will demonstrate a specific knowledge of a key writer, genre, movement or period in British Literature.

The points total for this SLO was 58 from 16 readings, yielding a 3.63 average. This exceeded the baseline (3.0) and the provisional target (2.5) both established with one set of results in Spring 2019. The target was achieved. Six out of the eight individual portfolios (75%) earned an average score of 3.0 or above. Three portfolios received a score of 2, four portfolios received a score of 3, and nine portfolios received a score of 4.

For Knowledge Outcome B, no indirect assessment has been developed.

Knowledge Outcome C: Ability to Demonstrate a Broad Knowledge of American, British, or International Literature. Demonstrates a Broad Knowledge of American Literature, British Literature, or International Literature. The student's portfolio covers a range of canonical and non-canonical writers and texts across a broad range of American or British literature. Note: to be assessed with the portfolio as a whole.

The points total for this SLO was 49 from 16 readings, yielding a 3.06 average. This exceeded the baseline (2.42) and the provisional target (2.5) both established with one set of results in Spring 2019. The target was achieved. Six out of the eight individual portfolios (75%) earned an average score of 3.0 or above. Three portfolios received a score of 2, nine portfolios received a score of 3, and four portfolios received a score of 4.

For Knowledge Outcome C, no indirect assessment was taken.

*One portfolio was flagged for plagiarism and removed from the assessment.

VII. Action Items

A. Actions planned for 2021-2022 to address this 2020-2021 IE Report

Skills Outcomes A-D.

1. Evaluate the efficacy and usefulness of the indirect assessment. Set benchmarks and targets for the indirect assessment, if appropriate.

Skills Outcome B. Ability to Synthesize External Sources in Documented Writing.

2. Resume the required workshops on resource use and synthesis.

Skills Outcome D. Ability to Apply Theory.

3. Evaluate Skill Outcome D and determine its place in the next assessment.

“Skills Outcome E.” A potentially new outcome.

4. Consider a new Skill Outcome for composition and rhetoric to align with Department and University goals and outcomes.

Knowledge Outcomes A-D.

5. Set benchmarks and targets for Knowledge Outcomes.

All Student Learning Outcomes.

6. Determine the feasibility of collecting the original assignments that prompted the essays collected in the portfolios. The original assignments may help reviewers better understand how an SLO is or is not being addressed by the content of a portfolio.
7. Develop procedures for dealing with plagiarism detected during the assessment. Plagiarism undermines the integrity of the assessment process, and portfolios with significant plagiarism cannot be used. The Department has not encountered this problem.

B. Actions for 2019-2020 addressing the 2018-2019 IE Report

[The Department’s curriculum committee revised these Action Items and present them to the Department as a whole in early Fall 2019. The Department adopted Action Items and was implanting them when the Covid-19 Pandmic halted operations in March 2020.]

Skills Outcomes A-D.

1. Revise the indirect assessment questions to reflect the revised skills SLO’s and set targets, to include an indirect assessment of the new SLO’s. The current indirect assessment is not producing useful information. [Completed]

Skills Outcome B. Ability to Synthesize External Sources in Documented Writing.

2. Continue the required workshops on resource use and synthesis. [Suspended by the pandemic]

Skills Outcome D. Ability to Apply Theory.

3. Revise or expand the Reflection Essay to address SLO's like theory. [Completed]
4. Define "theory" more explicitly for students and faculty. [Completed]

All Student Learning Outcomes.

5. Draft a Mission Statement for the English Liberal Arts major. [Completed]
6. Set the Baseline from the new data. [Completed]
7. Review the targets for all of the SLO's (2.5), adopted from the previous assessment model. [Completed for Skills Outcomes A-D.]

VII. Appendices:

1. Score Point Indicator Descriptions
2. Questionnaire
3. Portfolio Contents
4. Historical Data

1. Score Point Indicator Descriptions

Skills Outcome A. Ability to Analyze Texts Critically.

The portfolio will demonstrate the student's ability to understand literary texts in original ways and be able to discuss literary works beyond a simple reporting of what professional critics have already said. Ideally, the student will demonstrate understanding of aesthetic and thematic implications of literary works and be able to make defensible critical judgments and construct coherent arguments.

Score 4: Excels. Sophisticated, original, and persuasive argument with a clear, debatable thesis; student's argument converses with source material; source material does not replace the student's argument.

Score 3: Satisfies the SLO. The student's argument and thesis engage the text critically but contain weaknesses in originality or persuasiveness; the argument frequently depends on or is replaced by plot summary and/or secondary sources.

Score 2: Partially satisfies the SLO. The student's argument proceeds mechanically/predictably, without a clear thesis, purpose, or direction; argument may follow the primary text's explicit meanings or the source's explicit arguments.

Score 1: Fails to satisfy the SLO. The student's argument does not contain a clear thesis and demonstrates a lack of knowledge about the text; plot and/or sources summary replaces all or almost all of the student's argument; there may be an argument, but the discussion is not supported by primary or secondary sources.

Skills Outcome B. Ability to Synthesize External Sources in Documented Writing.

The portfolio will demonstrate the student's ability to use conventions of documentation and integrate borrowed ideas and quotations gracefully into the student's own writing.

Score 4: Excels. Proper mixture of quote/paraphrase, smooth attribution and lead-ins; connections between differing sources; clear differentiation between external source ideas and writer's ideas. Sources support the argument well. The essay adheres to MLA documentation format.

Score 3: Satisfies the SLO. Attempts to cite and/or introduce sources in the essay and the Works Cited; significant but not complete support for thesis from sources; attribution for sources not always clear. The essay adheres to MLA documentation format.

Score 2: Partially satisfies the SLO. Insertion of cited material not always smooth or appropriate; writer's ideas and source's ideas often not effectively synthesized. MLA documentation format incomplete, often missing, or confusing.

Score 1: Fails to satisfy the SLO. Insufficient quantity or quality of support material; abrupt or awkward insertion of cited material; no distinction between student's argument and source material; paper's argument may be a plot or source summary, an unsupported argument, or a combination of the two. Much of the MLA documentation *is* missing or incorrect. Works Cited is so poorly done that the citations are not comprehensible.

Skills Outcome C. Ability to Connect Literary Texts to their Contexts. The portfolio will communicate awareness that literature serves a purpose beyond the purely aesthetic and helps define cultural and personal identities. The student shows how literary texts both shape and are shaped by the cultures around them.

Score 4: Excels. The student's writing indicates an understanding of the social, political, or cultural context of the primary text(s).

Score 3: Satisfies the SLO. References to the social, political, or cultural context are clear but are not well developed or integrated into the paper.

Score 2: Partially satisfies the SLO. The student's writing has superficial or passing reference to the social, political, or cultural context of the primary text(s).

Score 1: Fails to satisfy the SLO. The student's writing has no contextual references or has inappropriate and/or inaccurate references.

Skills Outcome D. Ability to Apply Theory. The portfolio will demonstrate the student's ability to apply rhetorical, literary, and/or film theory in a textual analysis.

Score 4: Excels. The portfolio demonstrates a mature ability to apply at least one important perspective from literary, rhetorical, or film theory in a textual analysis. The student understands the theoretical approach and uses it appropriately to produce sophisticated insight about the text.

Score 3: Satisfies the SLO. The portfolio demonstrates an adequate ability to apply at least one important perspective from literary, rhetorical, or film theory in a textual analysis. The student mostly understands the theoretical approach and uses it appropriately to produce some insight about the text.

Score 2: Partially satisfies the SLO. The portfolio demonstrates a partial ability to apply at least one important perspective from literary, rhetorical, or film theory in a textual analysis. The student somewhat understands the theoretical approach and uses it unevenly or inadequately to produce limited insight about the text.

Score 1: Fails to satisfy the SLO. The portfolio demonstrates little or no ability to apply at least one important perspective from literary, rhetorical, or film theory in a textual analysis. The student fails to understand the theoretical approach and uses it inappropriately to produce facile insight about the text.

The Assessment Procedure for Knowledge is based on one appropriate paper.

Knowledge Outcome A. Ability to Demonstrate Specific Knowledge of American Literature. The student will demonstrate a specific knowledge of a key writer, genre, movement or period in American Literature.

Score 4: Excels. The student's writing demonstrates a substantial, specific, and accurate knowledge of at least one key writer, genre, movement or period in American Literature. This knowledge is coherent, relevant, and well developed. Facts are not piled up or tossed together without synthesis. The student has clearly worked to understand one key writer, genre, movement or period in American Literature. The exploration is thorough and complete.

Score 3: Satisfies the SLO. The student's writing demonstrates some significant, largely specific, and fairly accurate knowledge of at least one key writer, genre, movement or period in American Literature. Some facts and/or accounts may be obvious, slightly inaccurate, or poorly synthesized. The exploration is usually thorough and largely complete

Score 2: Partially satisfies the SLO. The knowledge is piled up or tossed together without synthesis. The knowledge is often general and easily accessible from basic reference materials (i.e. an encyclopedia). Some facts are inaccurate or inadequate. Conclusions are vague and unpersuasive.

Score 1: Fails to satisfy the SLO. The student's writing fails to demonstrate specific knowledge of at least one key writer, genre, movement or period in American Literature. There is little to no effort to understand the subject. Many facts are inaccurate or inadequate. Conclusions are meaningless and unpersuasive.

[These score point indicators will be used for knowledge Outcome B.]

Knowledge Outcome C. Demonstrates a Broad Knowledge of American, British, or International Literature. The student will demonstrate a significant knowledge of writers and texts across a broad range of American, British, or International Literature.

Score 4: Excels. The student's writing demonstrates a significant knowledge of American, British, or International Literature. This knowledge is substantial, coherent, accurate and well developed. The portfolio covers cover a variety of literary periods, movements, significant authors and genres.

Score 3: Satisfies the SLO. The student's writing demonstrates a fairly significant knowledge of American, British, or International Literature. This knowledge is adequate, usually coherent, mostly accurate and well developed. The portfolio

covers a variety of literary periods, movements, significant authors and genres, but there are gaps in two or three areas.

Score 2: Partially satisfies the SLO. Knowledge of American, British, or International Literature is limited to a few areas, but a broad knowledge is not evident. The knowledge is often general and easily accessible from basic reference materials (i.e. an encyclopedia).

Score 1: Fails to satisfy the SLO. The student's writing fails to demonstrate knowledge of even a few areas of American, British, or International Literature. There is little to no comprehension of periods, movements, significant authors and genres in one literature. The facts and descriptions are too general, too well known, or incorrect.

2. Questionnaire: Indirect Measurement

(completed at the end of capstone as part of a larger set of questions and an interview with the instructor.)

17. My English courses have helped me learn how to read literary texts more closely and critically.

Strongly Disagree	Agree
Disagree	Strongly Agree

18. My English courses have helped me learn how to find and evaluate sources to support my arguments about literary texts.

Strongly Disagree	Agree
Disagree	Strongly Agree

19. My English courses have helped me learn how to understand a text in its historical and cultural context.

Strongly Disagree	Agree
Disagree	Strongly Agree

20. My English courses have helped me learn how to see how literature serves a purpose beyond the purely aesthetic and helps define cultural and personal identities.

Strongly Disagree	Agree
Disagree	Strongly Agree

3. Portfolio Contents

Five different papers from the following list:

- *Block 1 (Fundamentals/300-level courses)
- *Blocks 2, 3, or 5 (British courses)
- *Block 4 (American courses)
- *One paper of students' choice from any block
- *Another paper of students' choice from any block
- *One reflection paper (to be completed in capstone with a directed prompt to reflect on the revised paper in addition to their work through the major)

[From these five papers, one of these papers will be revised in capstone, and one paper included in the portfolio should have a strong theoretical component.]

4. Historical Data.

The spreadsheet shows the average scores for “goals” that align with the current Skills Outcomes. The score point number system was the same, but the descriptions were modified. These scores are an average of one essay per student (no portfolio).

Goal Area	01-02	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14
A:Read texts critically	2.50	2.80	2.90	3.25	2.70	2.89	3.07	3.14	3.15	2.86	2.97	3.10	2.85
B:Interpret texts contextually	3.13	3.03	3.23	3.21	3.32	3.13	3.23	3.36	3.36	3.36	3.45	3.34	3.09
C:Synthesize external materials in documented writing	2.85	2.77	2.90	2.84	3.60	2.80	2.80	2.71	2.71	2.71	2.81	2.85	2.30
D:Demonstrate knowledge of cultural and historical significance.	2.60	2.66	3.34	3.78	3.60	3.40	3.40	3.36	3.36	3.36	3.31	3.54	2.55