Institutional Effectiveness Report

Name of Program/Department:	BA/Liberal Arts Program
Year	2021-2022
Name of Preparer:	*Shawn R. Smolen-Morton*

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. Student Learning Outcomes

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

A. <u>Ability to Analyze Texts Critically</u>. 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. <u>Ability to Synthesize External Sources in Documented Writing</u>. 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. <u>Ability to Connect Literary Texts to their Contexts</u>. The portfolio will communicate awareness that literature serves a purpose beyond the purely aesthetic and helps reflect and define cultural and personal identities.

D. <u>Ability to Apply Theory</u>. 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. <u>Demonstrate specific knowledge of American Literature</u>. The student will demonstrate a specific knowledge of a key writer, genre, movement or period in American Literature.

B. <u>Demonstrate specific knowledge of British Literature</u>. The student will demonstrate a specific knowledge of a key writer, genre, movement or period in British Literature.

C. <u>Demonstrate a Broad Knowledge of American Literature, British Literature, or International Literature</u>. 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.

IV. Assessment Method
  A. <u>Assessment Process</u>
    o 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.

o   These portfolios are for **Direct Assessment** of all seven SLO's.

o   The capstone instructor gathered portfolios from the Fall and Spring semesters.

o   Through an exit Questionnaire, these nine students evaluated the English Department courses relative to the skills SLO's (Appendix part 2) for **Indirect Assessment**.

o   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.

o   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.

o   Before the assessment period, professors met to review procedures and to calibrate the scoring by discussing a sample portfolio.

o   The English Department Chair and the Department's curriculum chair met to discuss the results and to draft potential Action Items.

o   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.

o   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:

<u>Knowledge Outcome A. Ability to Demonstrate Specific Knowledge of American Literature.</u>
<u>Knowledge Outcome B. Ability to Demonstrate Specific Knowledge of British Literature.</u>
<u>Knowledge Outcome C. Demonstrates a Broad Knowledge of American, British, or International Literature.</u>

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. <u>Assessment Baseline, Benchmark, and Target</u>

The Department established baselines for **Direct Assessment** in 2018-2019 with the first complete assessment using the new model for the Skills Outcomes.

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. The Baselines are: 2.87 for Skills Outcome A, 2.64 for Skills Outcome B, 2.91 for Skills Outcome C, and 2.31 for Skills Outcome D.

Benchmarks and targets for the Knowledge Outcomes were set in August 2021. All three outcomes have a Baseline of 2.65 and a Target of 3.0. The Baselines are: 2.76 for Knowledge Outcome A, 3.31 for Knowledge Outcome B, and 2.74 for Knowledge Outcome C.

For **Indirect Assessment**, the baseline is the first and only score recorded for each Skills Outcome in 2020-2021. The Department set benchmark for all four Skills Outcomes at 80% (Strongly Agree) and the target at 90%.

D. <u>Alignment with General Education Goals</u>

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 foundational skills and knowledge indicated by the General Education Goals.

V. Assessment Results

After calibrating the assessment at the end of the Spring 2022 semester, eight professors read 8 portfolios (48 total essays) (See Appendix, 3 for essay requirements) in order to directly assess all seven SLO's. 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 the separate SLO's 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 revised 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 but very similar to last year's results.

Student Learning Outcomes: Skills	Base-line	Bench-mark	Target	COVID	21-22: Result
A:Analyze texts critically	2.87	2.65	3.0		3.25
B:Synthesize external sources	2.64	2.65	3.0		3.13
C:Connect literary texts to their contexts	2.91	2.65	3.0		3.38
D:Apply Theory	2.31	1.95	2.25		2.89

Student Learning Outcomes: Knowledge	Base-line	Bench-mark	Target	COVID	21-22: Result
A: Demonstrate specific knowledge of American Lit.	2.76	2.65	3.0		3.13
B: Demonstrate specific knowledge of British Lit.	3.31	2.65	3.0		3.38

C: Demonstrates a Broad Knowledge of American , British , or International Lit.	2.74	2.65	3.0		3.06

Skills Outcomes Results

For **Direct** assessment, an average of 3.25 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 3.44 for the 2020-2021 academic year (See Appendix 4, Historical Data).

For **Indirect** assessment of Skills Outcome A, eight students responded to this statement: "My English courses have helped me learn how to read literary texts more closely and critically." 8 out of 8 (100%) strongly agreed. The baseline is 75%. This year's result exceeded the benchmark (80%) and target (90%).

For **Direct** assessment, an average of 3.13 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.

For **Indirect** assessment of 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." 6 out of 8 (75%) strongly agreed. 2 out of 8 agreed (25%). The baseline is 75%. This year's result did not reach the benchmark (80%) or target (90%). Given the small sample size and the assessment method, changing one data point (strongly agree to agree or vice-versa) has a disproportionate effect on the average.

For **Direct** assessment, an average of 3.38 for Skills Outcome C (Ability to Connect Literary Texts to their Contexts) exceeded the benchmark (2.65) and the target (3.0). This average score is the highest recorded in the past five years.

For **Indirect** assessment of 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." 6 out of 8 (75%) strongly agreed. 2 out of 8 agreed (25%). The baseline is 83%. This year's result did not reach the benchmark (80%) or target (90%).

The **Direct** assessment of Skills Outcome D (Ability to Apply Theory) is new. The first average score in 2018-2019 was 1.93, and the baseline after two years is 2.31. 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 2.89, exceeding both the benchmark at 1.95 and the target at 2.25. Changes made in the instruction of students as they assemble portfolios and four years of calibration discussions may account for some of this improvement.

For Skills Outcome D, no **Indirect** assessment has been devised or taken.

Knowledge Outcomes Results

Because the three Knowledge Outcomes were first assessed in 2018/2019, the Department set the respective baselines, benchmarks (2.65 for each), and targets (3.0 for each) in Fall 2019.

For **Direct** Assessment, an average of 3.13 for Knowledge Outcome A (Ability to Demonstrate Specific Knowledge of American Literature) exceeded the baseline (2.76), benchmark, and target. With only three years of data and the disruption of the Covid-19 pandemic, the Department has only three years of data, not sufficient for seeing a trend in the new Knowledge Outcomes.

For Knowledge Outcome A, no **Indirect** assessment has been developed.

For **Direct** Assessment, an average of 3.38 for Knowledge Outcome B (Ability to Demonstrate Specific Knowledge of British Literature) exceeded the baseline (3.31), benchmark, and target.

For Knowledge Outcome B, no **Indirect** assessment has been developed.

For **Direct** Assessment, an average of 3.06 for Knowledge Outcome C (Ability to Demonstrate a Broad Knowledge of American, British, or International Literature) exceeded the baseline (2.74), benchmark, and target. During the spring calibration and fall review of the assessment, Professors reading the portfolios noted every time the unique challenge of this SLO. The Professors suspect the cause is the assignment prompt given in classes which are not designed to meet the assessment methods.

For Knowledge Outcome C, no **Indirect** assessment has been developed.

VI. Action Items

A. Actions planned for 2022-2023 to address this 2021-2022 IE Report

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

- Resume the required workshops on resource use and synthesis. The results from the past three years suggest that increased instruction for this skill over the past five years has benefitted student performance.

Skills Outcome D. Ability to Apply Theory.

- Identify the causes for the recent improvement in Skills Outcome D. The first result for this skill from 2018/2019 was so low that the Department considered dropping it. The assessment committee considered a variety of changes, some of them fundamental (requiring a course of theory, for example). Instead, the committee decided to improve communication and instruction with students as they assemble portfolios.

- Develop and launch **Indirect** assessment for Skills Outcome D. The committee was waiting for **Indirect** assessment revisions for the other Skills Outcomes.

All Knowledge Outcomes.

- Develop and launch **Indirect** assessment for these three outcomes. The committee was waiting for more **Direct** assessment results and **Indirect** assessment revisions for the Skills Outcomes.

All Student Learning Outcomes.

- Improve the analysis of the **Indirect** Assessment. At present, the method for this assessment does not average the responses and does not represent the responses with a number, as is done for the **Direct** Assessment of those same SLO's. the result is that the analysis does not take into account the other responses, like Agree and Disagree.

- Document the instructions and methods recently developed by the assessment team. The recent marked improvement in average scores may be connected to improvements in communication between students assembling their portfolios and the assessment team.

B. Actions planned and addressed during 2021-2022 to address the 2020-2021 IE Report.

Skills Outcomes A-D.

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

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

- Resume the required workshops on resource use and synthesis. NOT DONE, due to staffing shortages.

Skills Outcome D. Ability to Apply Theory.

- Evaluate Skill Outcome D and determine its place in the next assessment. DONE. The assessment committee adjusted the instruction given to students preparing their portfolios.

"Skills Outcome E." A potentially new outcome.

- Consider a new Skill Outcome for composition and rhetoric to align with Department and University goals and outcomes. CONSIDERED AND REJECTED, because these skills are assessed in both the freshman and sophomore evaluations.

Knowledge Outcomes A-D.

- Set benchmarks and targets for Knowledge Outcomes. DONE.

All Student Learning Outcomes.

- 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. CONSIDERED AND REJECTED, because this requirement would be cumbersome on faculty and students who submit the portfolios, and the assessment readers.

- 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. Drafted and slated for a Department vote in Fall 2022.

VII.   Executive Report

In 2018/2019, the Department launched a new assessment model for the English Liberal Arts major, revising three previous SLO's:
- Skills Outcome A, the Ability to Ability to Analyze Texts Critically;
- Skills Outcome B, the Ability to Synthesize External Sources in Documented Writing; and
- Skills Outcome C, the Ability to Connect Literary Texts to their Contexts.

The Department adopted four new SLO's:
- Skills Outcome D, the Ability to Apply Theory;
- Knowledge Outcome A, to Demonstrate specific knowledge of American Literature;
- Knowledge Outcome B, to Demonstrate specific knowledge of British Literature; and

-   Knowledge Outcome C, to Demonstrate a Broad Knowledge of American Literature, British Literature, or International Literature.

With the 2021/2022 assessment cycle, the Department has three full years of data, having lost a year due to the pandemic.

Due to the nature of our discipline, which depends on writing essays, Direct assessment is based on portfolios assembled by students during a capstone course near the students' completion of the major. The assessment is completed at the end of the spring term, distributed to the faculty during the summer, discussed in early fall, and acted on during that academic year. So, the actions taken in 2021/2022 are in response to the assessment in 2020-2021.

For the first year of assessment, 2018/2019, the results for the revised Skills SLO's were on the low end of the typical range but met the benchmarks. The results for the new Skills SLO assessing the ability to apply theory was remarkably low at 1.93, where 4 is a perfect score, and 2.5 had been the benchmark for the other SLO's. The results for the new Knowledge Outcomes were in keeping with very limited expectations. See Appendix **4. Historical Data.**

Following the cycle lost to the pandemic, 2019-2020, the results for both years have been remarkably high. The reasons for this improvement are unclear, but the committee suspects an improvement in communication with students assembling portfolios, instruction that is more specific during the capstone course, and four years of assessment calibration by the same professors.

For the Direct Assessment of all four Skills Outcomes and all three Knowledge Outcomes, the benchmarks and targets were met or significantly exceeded. Until the assessment committee understands the cause of these results for the past two cycles, it cannot identify specific Action Items for maintaining this level of performance.

An Indirect assessment was launched in 2018/2019 for the three revised Skills Outcomes. This assessment asks students to rate the quality of instruction for each SLO (Strongly Agree, Agree, Disagree, Strongly Disagree). This year, the results were strong, with no student Disagreeing or Strongly Disagreeing. Using this model, Indirect assessment of the other four SLO's will be considered for the next academic year.

VIII. Appendices:
1. Score Point Indicator Descriptions
2. Questionaire
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 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 the previously termed "goals" that align with the current Skills Outcomes, implemented in the 2018-2019 Report. 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).

Starting with the 2018-19 cycle, the structures and methods of the assessment are the same.

Student Learning Outcomes: Skills	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25	26-27	27-28
A:Analyze texts critically	2.48	3.14	2.83	2.61	2.60	CO VID	3.44	3.25					
B:Synthesize external sources	2.56	2.69	2.25	2.47	2.66	CO VID	3.19	3.13					
C:Connect literary texts to their contexts	2.84	2.89	2.94	2.85	2.69	CO VID	3.19	3.38					

D:Apply Theory	-	-	-	-	1.93	CO VID	2.69	2.89					

Student Learning Outcomes: Knowledge	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25	26-27	27-28
A: Demonstrate specific knowledge of American Lit.	-	-	-	-	2.28	CO VID	3.25	3.13					
B: Demonstrate specific knowledge of British Lit.	-	-	-	-	3.00	CO VID	3.63	3.38					
C: Demonstrates a Broad Knowledge of American , British , or International Lit.	-	-	-	-	2.42	CO VID	3.06	3.06					