HUMANITIES DEPARTMENT
University of Alaska Southeast

PROGRAM ASSESSMENT PLAN

Bachelor of Arts in English

Literature
Literature and the Environment
Creative Writing

Program Faculty

Judy Andree, M.A., Associate Professor of English
Jo Devine-Acres, M.A., Associate Professor of English
Nina Chordas, Ph.D., Assistant Professor of English
Ernestine Hayes, M.A., Assistant Professor of English
Rod Landis, M.A., Assistant Professor of English
Elizabeth McKenzie, M.F.A., Associate Professor of English

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I. Degree Title

Bachelor of Arts in English, University of Alaska Southeast
Literature
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II. Student Assessment

A. Student Learning Goals

The English Faculty have worked together to develop The Bachelor of Arts in English, with areas of specialization in Literature, Literature and the Environment, and Creative Writing.

The B.A. in English provides a broad foundation in the liberal arts as well as specialized training in language and literature. The program is designed to provide students with knowledge of English and American literature as well as exposure to multicultural literatures, including the contributions of women, Native American, and African-American writers. Through internships, students gain practical experience in a professional setting (e.g., teaching, editing, public relations, government, or writing).

The Literature and Environment specialization within the English B.A. program capitalizes on the unique natural setting of Southeast Alaska. Students take part in outdoor excursions and projects as part of their course work. Students pursuing this specialization are prepared for careers and graduate programs in literature, teaching, environmental education, and journalism.

The Creative Writing emphasis is designed to provide students with the skills necessary to write poetry, fiction, and creative non-fiction. Students also analyze contemporary literature for technique and form. This emphasis will help prepare students for entrance into an M.F.A. program.

UAS English students are encouraged to broaden their studies by participating in study abroad programs all over the world. Recently students have spent semesters abroad in France, England, Ireland, and Australia.

The B.A. in English is designed to serve the needs of three groups of students. First, it is intended for students who plan to pursue careers in secondary education. Program course work and internships are especially designed to prepare students to enter the Master of Arts in Teaching (M.A.T.) program at UAS upon graduation. Second, the program is designed to prepare students for entry-level employment in the fields of editing, writing, public relations, and government. Third, it is intended to serve students preparing for graduate study in law, public administration, technical writing, creative writing, and English.

Student Learning Goals:

1. Graduates will acquire a knowledge and appreciation of diverse American literature and cultures in historical and contemporary perspective

2. Graduates will acquire a knowledge and appreciation of women's literature in historical and contemporary perspective

3. Graduates will acquire a knowledge and appreciation of British literature in historical and contemporary perspective

4. Graduates will acquire advanced skills in critical reading, research, writing, speaking, and problem solving.

5. Graduates will acquire professional skills through an internship in teaching, editing, public relations, government, writing, or the capstone experience..

B. Student Outcomes

Goal 1. Graduates will acquire a knowledge and appreciation of diverse American literature and cultures in historical and contemporary perspective
> 1. Graduates will be able to analyze American literature in its critical contexts — meets critical thinking, written communication, and computer literacy competencies.
> 2. Graduates will be able to situate American literature in its social and historical contexts — meets critical thinking, written communication, and computer literacy competencies.
> 3. Graduates will be able to lead class discussion on various aspects of American literature — meets critical thinking, written and oral communication competencies.

Goal 2. Graduates will acquire a knowledge and appreciation of women's literature in historical and contemporary perspective.
> 1. Graduates will be able to analyze women's literature in its critical contexts — meets critical thinking, written communication, and computer literacy competencies.
> 2. Graduates will be able to situate women's literature in its social and historical contexts — meets critical thinking, written communication, and computer literacy competencies.
> 3. Graduates will be able to lead class discussion on various aspects of women's literature — meets critical thinking, written and oral communication competencies.

Goal 3. Graduates will acquire a knowledge and appreciation of British literature in historical and contemporary perspective.

1. Graduates will be able to analyze British literature in its critical contexts — meets critical thinking, written communication, and computer literacy competencies.

2. Graduates will be able to situate British literature in its social and historical contexts — meets critical thinking, written communication, and computer literacy competencies.

3. Graduates will be able to lead class discussion on various aspects of British literature — meets critical thinking, written and oral communication competencies.

Goal 4. Graduates will acquire advanced skills in critical reading, research, writing speaking, and problem solving.

1. Graduates will demonstrate a high level of sophistication in their ability to analyze written material in critical, historical, and cultural contexts, and be able to incorporate both analytical and creative thought into their own writing — meets critical thinking, written communication, and computer literacy competencies.

2. Graduates will be able to incorporate research and critical readings in their own interpretation and analysis of texts — meets critical thinking, written communication, information and computer literacy competencies.

3. Graduates will take an active role in leading and contributing to class discussion and will demonstrate their ability to take on an active teaching role in presenting their work orally to an audience of peers — meets critical thinking, oral communications, and professional behavior competencies.

Goal 5. Graduates will acquire professional skills through an internship in teaching, editing, public relations, government, writing, or the capstone experience..

1. Graduates will compile, submit, and present formal portfolios of their work for faculty review — meets oral/written communication and professional behavior competencies.

2. Graduates will demonstrate an appreciation for time management and preparedness — meets professional behavior competency.

3. Graduates will organize formal presentations of original research — meets oral/written communication, and professional behavior competencies.

C. UAS Competencies

The following competencies will be integrated into the program through achievement of the student learning goals as follows:

	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5
Communication	X	X	X	X	X
Quantitative Skills					
Information Literacy	X	X	X	X	X
Computer Literacy	X	X	X	X	X
Professional Behavior	X	X	X	X	X
Critical Thinking	X	X	X	X	X

III. Curriculum Map

The English faculty have worked together and agree that the following goals are introduced, developed and mastered at the following points in the program:

A. English Curriculum Map

Course	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5
Engl 110				I	
Engl 111				I	
Engl 211				D	
Engl 212				D	
Engl 215	I	I	I	D	
Engl 223			I	D	
Engl 224			I	D	
Engl 225	I			D	
Engl 226	I			D	
Engl 261	D	D	D	D	
Engl 302	D	D	D	D	
Engl 303	D			D	
Engl 305	D		D	D	
Engl 311				M	
Engl 330			D	D	
Engl 340			D	D	
Engl 362				D	

Engl 363	D			D	
Engl 365	D	D		D	
Engl 370	D	D		D	
Engl 414				M	
Engl 418	M	M	M	M	
Engl 419	M	M	M	M	
Engl 420	M	M	M	M	
Engl 421		M		M	
Engl 422	M	M	M	M	
Engl 423	M			M	
Engl 461	M	M	M	M	
Engl 491					M
Engl 499					M
Hum 499					M

B. Syllabi: Sample program syllabi which indicate where program goals are mapped are attached in Appendix A.

IV. Program Assessment Methods and Measures

Student Assessment: There are four assessment tools in place that are required of graduates of the BA in English degree program. They are A. the English 110 Portfolio; B. English 311 Advanced Composition Portfolio C. the Capstone Experience; and D. the Student Levels of Proficiency Rubric.

A. English 110 Portfolio

All students enrolled in English 110 are required to submit a portfolio of their writing to a panel of English faculty members twice during the semester. At mid-term and at the end of the semester, students will collect their best papers in a manila folder (their portfolio) and will compose an in-class cover letter introducing their writing to outside readers. The instructor will then give the portfolio to the faculty panel. After the faculty panelists have read the portfolio, they will determine whether the writing demonstrates that the student is ready to take English 111, the required freshman composition course at UAS. If they determine that the portfolio shows that the student is not yet ready for English 111, the student will be required to re-take the course. If they determine that the student is ready for English 111, the student will be permitted to enroll in that course the next semester. Please note, however, that in addition to the portfolio review, students must meet all course requirements for a grade of "C" or better in English 110 in order to move on to English 111.

Students at UAS find that the portfolio review process enhances their learning process. They feel more invested in their writing when they know that it will be read by a distinguished panel of readers. Students also find that preparing a portfolio allows them

to reflect on their own growth in writing. This allows them to feel pride in their accomplishments and to have a clear sense of what writing issues they need to work on in the next stage of their academic careers. Finally, because the portfolio review is anonymous and objective, it certifies that students have achieved basic competency in writing that will enable them to be successful in other college courses, including English 111.

1. What should be included in an English 110 portfolio?

Mid-term Portfolio (semester week 7):

- A cover letter (350 words minimum)
- At least two essays (1,250 words minimum or approximately 5 typed pages) that are selected from what the student has written during the first half of the semester.

Final Portfolio (semester week 14): By the end of the semester, the student portfolio must include:

- A cover letter (350 words minimum)
- At least three essays of 3 to 4 pages each (2,500 words minimum or approximately 9 typed pages) that are selected from what the student has written during the semester. One of the essays must be an analytical/response essay.

2. What criteria will the faculty panel use to evaluate portfolios?

Procedure: All portfolios are read by at least two faculty readers, one of whom is the student's instructor. Readers have two options: at mid-term, to assign a "satisfactory progress" or a "warning" and at the end of the semester, to assign either a "pass" or a "no pass." If there is disagreement between the two readers, a third reader will break the tie.

Evaluative Criteria: The most important quality to strive for in writing is "readability." The portfolio review panel expects all of the writing in the portfolio to be clear and understandable when read the first time through without significant confusion or distraction. Also make sure that each paper

• Has a clearly stated thesis.
• Stays focused on the thesis.
• Has well-developed topic sentences and transitions.
• Uses a clear organizational scheme (introduction, body, and conclusion).
• Supports topic sentences with specific examples, quotes, or other details.
• Has correct grammar, punctuation, sentence structure, and spelling.

Feedback: Because faculty readers review many portfolios in one sitting, they will not be able to provide students with a detailed response to your writing. (The instructor will provide the specific feedback that students need.) However, readers will provide some

commentary on portfolios, especially those that receive "warning" evaluations at mid-term and "no pass" evaluations at the end of the semester.

3. How will the portfolio review affect grading in English 110?

Portfolios must be submitted to the instructor at mid-term and at the end of the semester in order to pass English 110. Late portfolios will not be accepted! In order to pass English 110, the student must receive a "pass" on the final portfolio and fulfill all other course requirements as stated on the course syllabus.

If the portfolio receives a "no pass" at the end of the semester, the student must re-take English 110 and will be awarded a course grade no higher than a "C-."

If the final portfolio receives a "pass," the instructor will assign a letter grade based on the grading criteria listed on the course syllabus. A passing portfolio does not guarantee a "C" or above in English 110 (which is a prerequisite for English 111). In order to pass English 110 with a "C" or better, the student must not only pass the portfolio review but also meet the instructor's requirements for attendance, class participation, and course assignments.

B. English 311 Advanced Composition Portfolio

English 311, Advanced Composition, is now a required course for the B.L.A. degree programs (art, communications and language arts, human communication, general studies) and the B.A. in English. This course is also a prerequisite for 400-level literature courses. These changes begin with the 2006-2007 Academic Catalog. English 311 is also a portfolio-driven course in which student portfolios are read and assessed by outside readers; students will need to receive a satisfactory portfolio evaluation in order to receive a C or better for the course grade. This 311 portfolio process will eventually replace the B.L.A. Junior Portfolio, and students may elect to take English 311 rather than submit a B.L.A. Junior Portfolio.

The contents of an English 311 portfolio will be determined to a great extent by the individual faculty members teaching the course. Portfolios will be evaluated on general writing competencies rather than types of papers. Students will be asked to exhibit their ability to write an extended piece (6-8 pages in length) and smoothly integrate a minimum of 4 primary and secondary sources. All papers in the portfolio will be generated in English 311.

Portfolio Contents

The English 311 portfolio will include the following:

- A 2- to 3-page cover letter that introduces the contents of the portfolio.
- 20 pages of writing generated in English 311. The portfolio will exhibit a variety of types of writing and a minimum of 3 papers. The writing must be prose, not poetry or drama.
- One of the papers must be 6-8 pages in length and make reference to at least 4 sources.
- Impromptu essay written in class in response to an article provided by the instructor.

Cover Letter

The cover letter will be written by you without feedback from the instructor; however, you can ask for feedback at the Learning Center. The quality of the cover letter is important because the review panel will read your letter first. In your cover letter, you should introduce each paper in your portfolio.

Like any essay, your cover letter should have an identifiable thesis as well as a clear introduction, body, and conclusion. The thesis of your cover letter should make an overall point about your progress as a writer in your first two years of college. Body paragraphs should give details about the kinds of assignments that produced each essay. Explain the purpose of each of the essays that you include. These paragraphs should also make points about what specific issues you have been working on in these papers and in your writing in general. This might include a brief history of your experience as a writer or a discussion of which paper in the portfolio you think is best and why.

Your portfolio will also include essays totaling 20 pages, the type and length determined by each individual instructor. One of these essays will be 6-8 pages in length, and will make reference to at least 4 primary and secondary sources. The nature of this paper will also be determined by the individual instructor. These essays will collectively demonstrate your proficiency in writing clear, error-free prose on an advanced level.

Finally, your portfolio will contain an impromptu essay written in class in response to an article provided by the instructor. This essay will demonstrate your ability to respond coherently and with good writing mechanics in a situation where you must write extemporaneously (that is, in an impromptu manner).

The English 311 Advanced Composition portfolios will be evaluated by a regional panel at the end of each semester, along with English 110 portfolios and BLA portfolios (as long as the latter continue to be submitted). A passing portfolio is required to earn a C or better in the course; earning a C or better allows you to register for 400-level English courses.

C. The Capstone Experience

This humanities capstone course is designed to help students synthesize the learning and skills acquired in their B.A. program and prepare them for postgraduate life. Opportunities to reflect on educational choices and their consequences, to articulate significant ideas and experiences, and to discern remaining gaps will be facilitated by the use of common course texts and class discussions. Additionally, students will prepare a portfolio showcasing their skills as graduating seniors. They will also assist with the organization of the UAS Humanities Conference and will present their work to a public audience as part of the conference. Student work will be evaluated by instructor(s) and a team of external reviewers. Graded Pass/No Pass.

1. Texts

Instructor(s) will select a common course text with broad appeal that can provide students with a model of a well-written reflection and a point of reference and opportunity to compare their different educational perspectives and life choices, to reflect upon their diverse responses to the text, and to articulate future social responsibilities. Common UAS Humanities Conference readings (poetry, short stories, novella, etc) will also be assigned and will vary from year to year depending upon the conference theme.

2. Grade Based Upon

Students will fulfill all of the following requirements in order to receive a "pass" for the course:

- Attend all class sessions and participate in all discussions of course text(s) and conference readings.
- Write a response/reaction to each reading assignment.
- Work collaboratively with other students on planning, organizing, and coordinating the UAS Humanities Conference (held in April). The focus of the conference will vary from year to year.
- Present research or creative activity at the UAS Humanities Conference or other public event.
- Prepare a portfolio that showcases their abilities as a B.A.student in the humanities. It will include: 1) a reflective cover letter, 2) a resume, 3) a statement of professional philosophy or objectives, 4) a substantial example of their best work (e.g., slides, a collection of poems, a novella, a seminar paper, a video tape of conference presentation, workshop facilitation, or theatrical performance, etc.). With permission of the instructor, students may also create an electronic portfolio. Whatever form this portfolio takes, this work should be a compilation and fine-tuning of efforts started and developed in previous classes and, ideally, not originate in this course.
- Assist peers with portfolio preparation in role of peer reader and active listener.

Prepare and pass an external evaluation of their work. In order to pass this course, the Humanities Conference presentation, and the portfolio, the student must receive a "pass" evaluation from their instructors and from a panel of external reviewers. This panel will include two humanities faculty members and a member of the community. If the student does not pass this external review, they will be required to repeat the course.

D. Rubric – Student Levels of Proficiency

Use of this rubric will enable the English program faculty to effectively aggregate and summarize student data in regard to student learning goals and outcomes.

Overall Rating Scale:
Exceeds Expectations 1 = exemplary performance
Exceeds Expectations 2 = surpasses the standards and performance expectations
Meets Expectations 3 = very good performance; consistently meets standards and performance expectations
Meets Expectations 4 = good performance; generally meets standards and performance expectations
Does not meet expectations 5 = performance does not meet expectations; below expected levels; improvement needed
Does not meet expectations 6 = performance falls below expectations; substantial improvement critical

	Exceeds Expectations		Meets Expectations		Does Not Meet Expectations	
	1	2	3	4	5	6
Goal 1. Graduates will acquire a knowledge and appreciation of diverse American literature and cultures in historical and contemporary perspective.						
Outcome 1. Graduates will be able to analyze American literature in its critical contexts — meets critical thinking, written communication, and computer literacy competencies.						
Outcome 2. Graduates will be able to situate American literature in its social and historical contexts — meets critical thinking, written communication, and computer literacy competencies.						
Outcome 3. 3. Graduates will be able to lead class discussion on various aspects of American literature — meets critical thinking, written and oral communication competencies.						

Goal 2. Graduates will acquire a knowledge and appreciation of women's literature in historical and contemporary perspective.			
Outcome 1. Graduates will be able to analyze women's literature in its critical contexts — meets critical thinking, written communication, and computer literacy competencies.			
Outcome 2. Graduates will be able to situate women's literature in its social and historical contexts — meets critical thinking, written communication, and computer literacy competencies.			
Outcome 3. Graduates will be able to lead class discussion on various aspects of women's literature — meets critical thinking, written and oral communication competencies.			
Goal 3. Graduates will acquire a knowledge and appreciation of British literature in historical and contemporary perspective.			
Outcome 1. Graduates will be able to analyze British literature in its critical contexts — meets critical thinking, written communication, and computer literacy competencies.			
Outcome 2. Graduates will be able to situate British literature in its social and historical contexts — meets critical thinking, written communication, and computer literacy competencies.			

Outcome 3. 3. Graduates will be able to lead class discussion on various aspects of British literature — meets critical thinking, written and oral communication competencies.			
Goal 4. Graduates will acquire advanced skills in critical reading, research, writing, speaking, and problem solving.			
Outcome 1. 1. Graduates will demonstrate a high level of sophistication in their ability to analyze written material in critical, historical, and cultural contexts, and be able to incorporate both analytical and creative thought into their own writing — meets critical thinking, written communication, and computer literacy competencies.			
Outcome 2. Graduates will be able to incorporate research and critical readings in their own interpretation and analysis of texts — meets critical thinking, written communication, information and computer literacy competencies.			
Outcome 3. Graduates will take an active role in leading and contributing to class discussion and will demonstrate their ability to take on an active teaching role in presenting their work orally to an audience of peers — meets critical thinking, oral communications, and professional behavior competencies.			

Goal 5. Graduates will acquire professional skills through an internship in teaching, editing, public relations, government, writing, or the capstone experience..			
Outcome 1. Graduates will compile, submit, and present formal portfolios of their work for faculty review — meets oral/written communication and professional behavior competencies.			
Outcome 2. Graduates will demonstrate an appreciation for time management and preparedness — meets professional behavior competency.			
Outcome 3. Graduates will organize formal presentations of original research — meets oral/written communication, and professional behavior competencies.			

V. Assessment Cycle

A. Student Assessment: There are four assessment tools in place that are required of graduates of the BA in English degree program. They are A. the English 110 Portfolio; B. the English 311 Advanced Composition Portfolio; C. the Capstone Experience; and C. the Student Levels of Proficiency Rubric.

B. Program Assessment
Schedule: Continuing review and recommendations for program modification will be conducted on a regular basis in the following manner:

- Departmental item of business during meeting held at fall and spring convocation.
- Once each semester (or twice during the year), during the English 110/311 Portfolio Review meeting.

Procedures: Data collected from the student assessment methods and measures above, including the English 110 Portfolio Review, the English 311 Advanced Composition Portfolio, the Capstone Experience class and the Student Levels of Proficiency Rubric, will be analyzed annually to assess the B.A. in English program at UAS. Information derived from the data analysis will be used to evaluate the program, identify strengths and weaknesses in he program, and improve both the curricular and pedagogical components of the program.

Responsibility: Faculty members designated each year as the B.A. Program Coordinator and Composition Coordinator will be responsible for collecting, analyzing and storing the data.

Timeline: During the first cycle of assessment, the first goal and goal outcomes will be assessed:

> **Goal 1**. Graduates will acquire a knowledge and appreciation of diverse American literature and cultures in historical and contemporary perspective
> > 1. Graduates will be able to analyze American literature in its critical contexts — meets critical thinking, written communication, and computer literacy competencies.
> > 2. Graduates will be able to situate American literature in its social and historical contexts — meets critical thinking, written communication, and computer literacy competencies.
> > 3. Graduates will be able to lead class discussion on various aspects of American literature — meets critical thinking, written and oral communication competencies.

During the second assessment cycle, the second goal and goal outcomes will be assessed:

> **Goal 2**. Graduates will acquire a knowledge and appreciation of women's literature in historical and contemporary perspective.
> > 1. Graduates will be able to analyze women's literature in its critical contexts — meets critical thinking, written communication, and computer literacy competencies.
> > 2. Graduates will be able to situate women's literature in its social and historical contexts — meets critical thinking, written communication, and computer literacy competencies.
> > 3. Graduates will be able to lead class discussion on various aspects of women's literature — meets critical thinking, written and oral communication competencies.

During the third assessment cycle, the third goal and goal outcomes will be assessed:

> **Goal 3**. Graduates will acquire a knowledge and appreciation of British literature in historical and contemporary perspective.

1. Graduates will be able to analyze British literature in its critical contexts — meets critical thinking, written communication, and computer literacy competencies.
2. Graduates will be able to situate British literature in its social and historical contexts — meets critical thinking, written communication, and computer literacy competencies.
3. Graduates will be able to lead class discussion on various aspects of British literature — meets critical thinking, written and oral communication competencies.

During the fourth assessment cycle, the fourth goal and goal outcomes will be assessed:

Goal 4. Graduates will acquire advanced skills in critical reading, research, writing speaking, and problem solving.
1. Graduates will demonstrate a high level of sophistication in their ability to analyze written material in critical, historical, and cultural contexts, and be able to incorporate both analytical and creative thought into their own writing — meets critical thinking, written communication, and computer literacy competencies.
2. Graduates will be able to incorporate research and critical readings in their own interpretation and analysis of texts — meets critical thinking, written communication, information and computer literacy competencies.
3. Graduates will take an active role in leading and contributing to class discussion and will demonstrate their ability to take on an active teaching role in presenting their work orally to an audience of peers — meets critical thinking, oral communications, and professional behavior competencies.

During the fifth assessment cycle, the fifth goal and goal outcomes will be assessed:

Goal 5. Graduates will acquire professional skills through an internship in teaching, editing, public relations, government, writing, or the capstone experience..
1. Graduates will compile, submit, and present formal portfolios of their work for faculty review — meets oral/written communication and professional behavior competencies.
2. Graduates will demonstrate an appreciation for time management and preparedness — meets professional behavior competency.
4. Graduates will organize formal presentations of original research — meets oral/written communication, and professional behavior competencies.