

Department of Literature, Journalism and Modern Languages									
Bachelor of Arts in Literature - Concentration: English Education									
National Standards	Program Review	Learning Outcomes	Where are learning outcomes published?	Assessment Measurement Tools	Criteria for Success	Data Collected Over Time Period	Findings from Data Collection	Resulting Program Changes	
California Commission for Teacher Credentialing (CCTC)	1998-1999 and 2004-2005	<b>1. TEACH: Majors will be able to critique a brief draft essay, pointing out errors of grammar, spelling, punctuation, and vocabulary usage</b>	website, syllabi	Senior exit exam (correct brief draft essay)	On average, students will correct with 80% accuracy; no one section will be corrected with less than 50% accuracy; no student will correct with less than 50% accuracy	2002-2006, yearly, spring semester	2002 As a group, students corrected with 54% accuracy; 45% corrected with 50% accuracy or less; in only 4 of 12 areas tested did students correct at 70% accuracy or better; results were distressing	Serious improvement is needed with much more sustained attention in all classes to details of grammar and style	
				Final exam in required rhetorical theory course (correct brief essay)	On average, students will correct with 80% accuracy; no one section will be corrected with less than 50% accuracy; no student will correct with less than 50% accuracy	2002-2006, yearly, fall semester (WRI 370)	2001 As a group, students corrected with 85% accuracy	Importance of WRI 370; align level of difficulty of two instruments	
		<b>2. TEACH: Majors will be capable of writing a brief essay without significant errors of grammar, spelling, punctuation or vocabulary usage</b>	website, syllabi	Senior exit exam (write a brief essay)	On average, no more than 1 major sentence error or structural error per essay; no more than 3 errors of agreement, punctuation or spelling per essay; no student will have more than 10 errors per essay	2002-2006, administered annually			
		<b>3. TEACH: Majors will be better prepared to teach English at the secondary level than similar majors from other schools</b>	website, syllabi	Survey of alumni 5 years out	70% of alumni will have entered the teaching profession, and will report their skills as excellent or very good; none report themselves very poorly prepared	2002-2006, yearly, senior capstone	2002 100% students reported literature had favorable effect on life; 50% reported no effect on spiritual life	Discussion of meaning of the disconnect between literary studies and personal faith	
				Survey of students' master teacher, for those students who continue on for their credential	70% of master teachers will report the skills preparation for teaching as very good or excellent	2002-2006, administered annually			
		<b>4. SHAPE: Majors will be capable of writing a critical essay deemed competent by a jury of their professors</b>	website, syllabi	Portfolio (3 pieces of analytical writing)	A majority of the pieces in the portfolio will show at least a B level of mastery (restatement, analysis, evaluation)	2002-2006, yearly	2002 43% of majors had a majority of the pieces judged to show a B level of mastery; 57% showed B level of mastery or higher	Students are not writing enough and they need more critical attention; program needs to work in a coordinated manner on skill development	
		<b>5. SEND: Majors will develop an ongoing, meaningful relationship with literature and literary activities</b>	website, syllabi	Survey of alumni 5 years out	50% of alumni will report reading at least 10 books a year	2002-2006, administered annually	2002 68% of alumni reported reading at least 10 books a year	Discussion of ways to increase student commitment to reading	
				Survey of alumni 5 years out	50% of alumni will relate to literature in at least 4 of the 7 ways listed	2002-2006, administered annually	2002 94% of alumni related to literature in 4 of the 7 ways listed; 84% related in 5 of the 7 ways listed	Results met program goals	
				Survey of alumni 5 years out	70% of alumni will indicate that literature is very important or extremely important in their lives	2002-2006, administered annually	2002 74% of alumni indicated that literature was very important or extremely important in their lives	Results met program goals	
				Survey of alumni 5 years out	40% of alumni will report engaging in 3 of the 5 para-literary activities listed; no more than 10% will report engaging in none	2002-2006, administered annually	2002 37% of alumni reported engaging in at least 3 para-literary activities; 16% reported engaging in none	Discussion of ways to develop stronger cultural commitment through a cultural requirement in the major	