

Division Name		Academic Year		
Humanities		2006-2007		
Degree Program Name		Degree Level		
English (non-teaching track)		B.A.		
Mission of Degree Program				
To empower majors as critical thinkers and participating citizens in pursuit of truth, beauty, spirituality, social justice, and global leadership. To prepare scholars who are competitive candidates for graduate and professional schools and their chosen careers, and who are leaders with skills based on humanistic values.				
Student Learning Outcomes	Assessment Methods	Expected Results	Actual Results 2006-2007	Use of Results 2007-2008
Students who graduate with this degree will: 1. Communicate effectively in an integrative manner, using the disciplinary framework	1. Capstone research project scored by rubric. (in EN 448, Seminar for Jr/Sr English majors) English Competency Exam (Write Placer, scored by College Board on line) at end of EN 102, College Composition Field Knowledge Exam (Sr. Year, College Board) In-class written analyses of literary works	1. All graduates receiving B.A. English will have demonstrated superior research and writing skills by performance on Capstone Research Project. All English majors will make a score of at least 9 on the ECE by the end of the first semester	1. From Adv. Grammar, adv. Comp. Research writing: Majority of students demonstrated “good” or “acceptable” skills rather than “excellent” Students in courses taught by English full-time faculty met this goal; only 53% of those in courses taught by part time faculty met this goal Field knowledge scores	1. New “gate” course for all English majors designed and approved by college constituents. Content focuses on necessity of striving for excellence in communication within the framework of discipline and emphasis on what constitutes disciplinary framework Have Suggested field

	<p>evaluated by instructor</p> <p>In-class oral reports scored by instructor</p>	<p>Senior English majors will score in upper half of students taking the Field Knowledge exam (60th percentile and up)</p>	<p>from IE (not yet received)</p> <p>Students in upper-level major courses average “acceptable” in literary analysis</p> <p>Overall weakness in supporting evidence in oral reports</p>	<p>knowledge exams be given during Fall Semester of senior year so that data more quickly available</p> <p>Used rubric with heavy weight on supporting evidence</p> <p>More activities involving accumulation and reporting of supporting evidence</p>
<p>Students who graduate with this degree will:</p> <p>2. Apply disciplinary framework to analyze complex phenomena</p>	<p>Capstone research project scored by rubric. (in EN 448, Seminar for Jr/Sr English majors)</p> <p>Written analyses of literary works—scored by instructors</p> <p>Course specific research projects—scored by</p>	<p>All graduates receiving B.A. English will have demonstrated superior research and writing skills by performance on Capstone Research Project.</p> <p>All students in major classes will score a minimum of 70 on written analyses of literary works.</p> <p>All students in major courses will achieve an</p>	<p>Majors in upper-level courses “acceptable” in this goal</p> <p>85 % of majors score at least 70 on this aspect of literature class</p>	<p>New course (see above—Outcome 1)</p> <p>More activities in research and writing prior to capstone projects</p> <p>More discussion of analytic methodology; more activities prior to long analyses</p>

	instructors (rubric for scoring analyses)	average score of at least 4 (4= good on rubric) on course-specific research projects		
<p>Students who graduate with this degree will:</p> <p>3. Articulate a personal standard of ethics and explain the connections between personal standards and discipline specific standards.</p>	<p>Test on plagiarism, responsible use of source materials, copyright laws to be scored by instructor (EN 201, Research Writing)</p> <p>Written analyses of standards of ethics demonstrated by characters in assigned works of fiction</p> <p>Senior essay</p>	<p>All students will have demonstrated understanding of discipline-specific standards by end of second year.</p> <p>By second year, majors will demonstrate ability to analyze varied standards of ethics exemplified in fictional characters.</p>	<p>Students demonstrate rudimentary understanding of responsible use of source materials</p> <p>Students demonstrate minimum ability to analyze standards of ethics exemplified in fictional characters</p>	<p>Will require new course (see above— Outcome #1) for English majors entering in Fall 2008. In the course, they will be required to articulate personal standard of ethics and explain connections between personal standards and discipline specific standards as part of course capstone project.</p> <p>Focused on ethical standards exemplified in literature in all 200-level major literature courses</p>

Degree Program Student Learning Outcomes 2005-2006

Bennett College for Women

Division Name		Academic Year		
Humanities		2006-2007		
Degree Program Name		Degree Level		
English (Teaching track)		B.A.		
Mission of Degree Program				
To empower majors as critical thinkers and participating citizens in pursuit of truth, beauty, spirituality, social justice and global leadership. To prepare scholars who are competitive candidates in graduate and professional schools and their chosen careers, and who are leaders with skills based on humanistic values.				
Student Learning Outcomes	Assessment Methods	Expected Results	Actual Results 2006-2007	Use of Results 2007-2008
1. Use strategies, theories, and technologies that reflect engagement in a discipline or profession	1.1 External evaluation of student teaching practicum 1.2 Presentations in classes, using technology to communicate engagement in discipline 1.3 PRAXIS I & II	1.1 Graduates will demonstrate preparedness for profession	1.1. One student did her practicum this Spring and received excellent evaluations from supervising teacher 1.2. Student presented summary of in-class work for final review	Continue to mentor students in education track. 1. Student who graduated in this major was offered a teaching job in Guilford County Schools. 2. No majors

			1.3. Exams passed	in this track will graduate in May 07
2. Communicate effectively in integrative manner, using disciplinary framework	<p>1.4 Written analyses of literary works (Scored by Rubric)</p> <p>1.5 Oral explications of literary works</p> <p>1.6 Field knowledge test (College Board)</p> <p>1.7 Research essays, incorporating M.L.A. documentation and research methodology of field (scored by rubric)</p> <p>1.8 English Competency Exam from ETS</p>	<p>1.2 All graduating majors will have demonstrated <u>superior</u> skills in written analyses</p> <p>1.3 All graduating majors will achieve overall score in <u>upper half</u> of students taking Field Knowledge test</p> <p>1.4 All graduating seniors will have demonstrated superior skills in applying M.L.A. research methodology and documentation of source materials</p> <p>1.5 90% of English majors will have passed ECE by end of first year</p>	<p>Skills demonstrated in upper-level courses</p> <p>Field-knowledge results not yet available</p> <p>Has demonstrated knowledge of M.L.A. methodology</p> <p>Passed ECE by sophomore year</p>	<p>Have re-evaluated after seeing field-knowledge exams (students below national average). Emphasizing skills in which students did not demonstrate knowledge</p>

<p>2. Apply disciplinary framework to analyze complex phenomena.</p>	<p>2.1 Summaries of historical development of literary genres</p> <p>2.2 Written analyses of poetry (evaluated by rubric)</p> <p>2.3 Written analyses of themes in literary novels (evaluated by rubric)</p> <p>2.4 Class discussions and group presentations (evaluated by rubric)</p>	<p>2.1 Junior English majors will demonstrate ability to write accurate summaries of development of major literary genres</p> <p>2.2 Junior English majors will demonstrate ability to analyze a poem on bases of speaker, tone, audience, themes, and figurative language</p> <p>2.3 Junior English majors will demonstrate ability to analyze themes in literary novels</p> <p>2.4 Second-semester sophomore English majors will demonstrate ability to analyze a variety of complex phenomena in oral discussion and presentations</p>	<p>Activities in Jr. courses to provide practice and to evaluate skills in summary and knowledge of development of genres.</p> <p>Literary analysis built into each upper-level literature course</p>	<p>Continue</p>
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3. Articulate personal standard of ethics and explain connections between personal standard and standards within the discipline	3.1 Class discussion of ethical standards of characters in fiction 3.2 Written comparisons of ethical standards reflected in fictional works and person standards of ethics 3.3 Research projects and essays 3.4 Quiz on discipline standards of ethics	Student discussion Student essays will show awareness of ethical standards Students will form ethical standards and follow them	Was emphasized in courses in advanced grammar, advanced composition, and literature courses. Received most emphasis in course in research writing.	Complete design of introductory course for majors that will help to track students' progress in this area

