

Degree Program Student Learning Outcomes 2005-2006
Bennett College for Women

Division Name		Academic Year		
Humanities		2005-2006		
Degree Program Name		Degree Level		
English		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 2005-2006	Use of Results 2006-2007
Students who graduate with this degree will: 1. Communicate effectively in an integrative manner, using the disciplinary framework	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)	.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	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	Working on design of new “gate” course for all English majors. Content will focus on necessity of striving for excellence in communication within the framework of discipline and emphasis on what constitutes disciplinary framework Try to assign only full-time faculty to College Composition courses Suggest field knowledge

	<p>In-class written analyses of literary works 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>Field knowledge scores 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>exams be given during Fall Semester of senior year so that data more quickly available</p> <p>Use 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: 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 instructors (rubric for</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 average score of at least</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>

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