

Date Received _____

Cheryl Edelson
Fall 2008
English 499 Assessment Report

1. Program Information:

Division	Humanities
Program	English
Course	English 499 (English Senior Capstone)
Academic Year	2008-2009
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2. According to the Assessment Plan for this program, what were the planned assessment activities for this Assessment Cycle?

Outcomes assessed for this academic year	How was the assessment performed	Where are these results stored
1. Proficiency in writing through completion of an analytical literary research paper 2. Proficiency in creative writing as demonstrated by an original work of poetry, fiction or non-fiction 3. The ability to define various critical approaches and apply them to given texts. 4. the ability to define, identify, and articulate major movements/periods in British and American literature including significant authors,	Throughout the course, individual drafts of each essay were reviewed by the instructor and peers and revised accordingly. Each student submitted a portfolio comprised of the following assignments: a) An introduction letter that introduces the contents of the portfolio and details ways in which the content meets the program learning outcomes. The letter also includes vocational goals and a reflection/projection of their continued learning process. b) An analytical	The student portfolios are stored in my office in Henry Hall.

<p>texts, and issues.</p> <p>5. The ability to define, identify, and articulate major movements/periods in British and American literature including significant authors, texts, and issues.</p>	<p>literary-critical research paper with revisions (outcome 1)</p> <p>c) An original work of poetry, fiction, or non-fiction (outcome 2)</p> <p>d) A paper that applies a critical approach to a literary text (outcome 3)</p> <p>e) An essay that demonstrates student knowledge of one or several periods in British literature. The student must cite specific authors and texts (outcomes 4 and 5).</p> <p>f) An essay that demonstrates student knowledge of one or several periods in American literature. The student must cite specific authors and texts. (outcomes 4 and 5).</p>	
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3. Results, conclusions, and discoveries. What are the results of the planned activities listed above? What conclusions or discoveries were made from these results?

Results, conclusions, and discoveries

The most significant finding is that while students have completed the necessary essays and creative works for inclusion in the portfolio, some students demonstrated difficulty in identifying the connections between their own projects and the English program and course outcomes. As a result of this finding, English course syllabi and instruction should be revised to more explicitly address the role of each assignment in meeting course and program outcomes. The most productive element of the portfolio proved to be the cover/introductory letter, which afforded students a much-appreciated opportunity to revisit and reflect upon their respective decisions to study English. The letter also gave students the chance to encounter the ways in which prior coursework will bear upon vocational and personal choices in the future.

4. Use of Results. Did the results lead to program changes? If so, describe the changes made. If not, describe why changes were not needed.

Based upon the findings from the first section of EN 499:

- I have substantially revised the syllabus to include additional readings and research about the origins and contours of the English literary studies.
- I shall also include additional course time to consider the organization and structure of the portfolio, as both a creative and intellectual pursuit.
- Finally, the course portfolio shall include a conclusive essay that incorporates original research accomplished during the course of the class.

5. Dissemination of results, conclusions, and discoveries. How and with whom were the results shared?

The results of the course assessment are to be shared with all full-time English faculty as well as with the Dean of Humanities.