

Date Received _____

**Annual Assessment Report Form
DUE NO LATER THAN JANUARY 2008**

Directions: Please complete a form for each of the programs within your Division. Each box that is attached to each of the sections is designed to adjust to varying lengths. **Send the report form via email to rbecker@chaminade.edu.**

1. Program Information:

Division	Humanities and Fine Arts
Program	English
Academic Year	2007-08
Report Submitted by	David Coleman and Dr. Allison E. Francis (based on faculty input and assessment data)
Phone/email	808-735-4863
Date Submitted	16 January 2008

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 (based on sampling specific pre-requisite and required courses for the English major)	Where are these results stored
1. a proficiency in writing including the completion of a literary research paper, an original work of poetry, fiction or non-fiction (i.e. memoirs), and a critical analysis of a literary work.	EN 430: In order to successfully complete this class, students must construct an original literary research paper that focuses on specific female writers within a specific literary era.	Currently, faculty members store these results in their respective office files. Our plans to create a designated storage area for all documentation are still pending further discussion. A copy of the reports and documentation are also on file in the Division assessment archive.

<p>2. the ability to define various critical approaches and apply them to given texts.</p>	<p>EN 201: “Through a series of quizzes, final exam, and three papers” students were asked to define and apply these approaches. EN 430: “The midterm will require students to identify and define critical literary approaches in women’s global literature. In addition, each short paper and their final research project must reflect their usage of a specific literary approach like postcolonial thought or feminist criticism.”</p>	
<p>3. the ability to define, identify, and articulate major movements/periods in British and/or American literature including significant authors, texts, and issues.</p>	<p>EN 314: “students conducted secondary research in support of interpretive argument about authors who address major literary movements and canonical authors within American literature (pre-contact-present). In-class exams (midterm and final) revolved around short explication essays on passages drawn from assigned texts.”</p>	

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 results of our program outcomes are still pending as we gather data for this first assessment cycle with our newly restructured discipline plan. We can ascertain, however, that we have successfully identified and created courses that specifically address our program outcomes, and we have streamlined course rotations and course offerings to better suit the Chaminade student population in general, and English majors and minors in particular.

This initial gathering of materials highlights the importance of the development and implementation of the discipline rubric to be applied in EN 499.

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.

The three learning outcomes are the end result of the English department's restructuring plan which was passed by Academic Council in the Spring of 2007. Currently, the faculty is implementing the program outcomes into the various course syllabi in compliance with our restructuring plan and assessment requirements. Our goal is to apply at least two of the program outcomes to each upper division course in order to maintain consistency in the discipline and ensure that our students with a major or minor in English have fulfilled the program's learning outcomes upon completion of their chosen concentration of study. To this end, we will introduce our first senior capstone course by Fall 2008 wherein each graduating student will compile a portfolio which demonstrates competency in all three learning outcomes.

We have linked Program Outcome #1—Proficiency in writing—to the following upper division courses: EN 302, 303, 307, 362, 371, 422, 430, 432, and 499, the senior capstone seminar.

We have linked Program Outcome #2—Define and apply critical literary approaches—to the following upper division courses: EN 305, 422, 430, 432 and 499.

We have linked Program Outcome #3—Identify major movements in British and/or American literature—to the following upper division courses: En 314, 315, 319, 432, 499.

Note: The following list does not include the 200 level general courses, nor does it address the special topics—EN 380 and 480—which generally employ program outcomes# 1 and #2, if not #3.

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

The results of this current cycle have been shared with all full-time members of the English faculty and the Dean of Humanities—Dr. David Coleman. In addition, a preliminary study was compiled by Koreen Schroeder and presented to Chaminade University's WASC committee leader, Ron Becker, during our Spring Faculty Retreat in 2008.