



2012-2013 CLASS FACT Assessment Year End Report, June, 2013

Program Name(s)	FACT Faculty Fellow	Department Chair
English B.A. & M.A.	Professor Eve Lynch	Professor Dennis Chester

A. Program Student Learning Outcomes

B.A. degree in English

Students graduating with a B.A. in English from Cal State East Bay will be able to:

1. analyze and interpret various kinds of texts;
2. express their understandings and interpretations in clear and cogent prose;
3. discuss at least one theoretical perspective about language and/or literature
4. demonstrate knowledge of key English language texts in their options: Literature, Creative Writing, Language and Discourse, and Interdisciplinary Language, Literature, and Writing Studies;
5. demonstrate facility with conducting research in traditional/nontraditional ways, including library research, the Internet, and data collection and analysis.

M.A. degree in English

Students graduating with an M.A. in English from Cal State East Bay will be able to:

1. analyze and interpret various kinds of texts in clear and cogent prose;
2. discuss several theoretical perspectives about literature or about applied linguistics (e.g., pedagogy, second language learning);
3. demonstrate facility with conducting research in traditional/nontraditional ways, including library research, the Internet, and data collection and analysis.
4. demonstrate the ability to learn independently.

B. Program Student Learning Outcome(s) Assessed

B.A. = # 1: analyze and interpret various kinds of texts

M.A. = # 3 demonstrate (apply) facility with conducting research in traditional/nontraditional ways, including library research, the Internet, and data collection and analysis

C. Summary of Assessment Process

FOR B.A.:

Direct data collected for the spring 2013 annual report comes from the winter quarter 2012 (Senior Seminar portfolios and Exit Exams), as well as direct data from the fall 2011 quarter (sophomore essays). Indirect data comes from the surveys collected in fall 2011 from sophomores and from winter 2012 from seniors. A snapshot of the resources and tools currently being used by the English Department include the following:

- Holistic grading guide (using to evaluate writing samples—sophomore essays and senior portfolios—at the entry and exit points)
- Student survey (using surveys at entry exit points, with additional questions for graduating seniors)
- Senior Seminar exit exam (using the exam in Senior-level capstone course)

FOR M.A.:

Two graduate classes were assessed, **English 6001** Introduction to Graduate Studies, and **English 6690: Seminar in African-American Literature**. For English 6001, direct data were collected from an information literacy assignment that required students to identify an academic conference in which to place their papers related to their major research paper projects. Students also identified several academic journals in which to publish: criteria included preferred style sheets, length, abstracts and bio requirements. In English 6690, the information literacy assignment was integrated into a larger assignment to develop an annotated bibliography.

D. Summary of Assessment Results

FOR B.A.:

Indirect survey data from fall 2011 (Gateway courses) and winter 2012 (Senior Seminar) compare 32 to 21 student respondents for the following dispositions being evaluated for this academic year:

Understanding methods of inquiry:

Gateway respondents:

Somewhat important: 1 (3%)

Important: 13 (41%)

Very important: 10 (31%)

Extremely important: 8 (25%)

Senior Seminar respondents:

Somewhat important: 1 (5%)

Important: 6 (29%)

Very important: 7 (33%)

Extremely important: 7 (33%)

Effectively integrating knowledge from many sources:

Gateway respondents:

Somewhat important: 1 (3%)

Important: 8 (25%)

Very important: 12 (38%)

Extremely important: 11 (34%)

Senior Seminar respondents:

Somewhat important: 1 (5%)

Important: 2 (9%)

Very important: 4 (19%)

Extremely important: 14 (67%)

Applying literary theories to the critical analysis of particular works:

Gateway respondents:

Somewhat important: 1 (3%)

Important: 9 (28%)

Very important: 12 (38%)

Extremely important: 10 (31%)

Senior Seminar respondents:

Somewhat important: 0 (N/A)

Important: 5 (24%)

Very important: 9 (43%)

Extremely important: 7 (33%)

Indirect survey data from winter 2012 Senior Seminar indicate the following dispositions (This data is gathered from graduating seniors only):

Point A: Referred to a book or manual about writing style, grammar, formatting issues (15 of 21 responded often or very often).

Point B: Thought about grammar, sentence structure, word choice, and sequence of ideas or points as you were writing and revising (20 of 21 responded often or very often).

Point C: Used a dictionary or thesaurus to find meanings of words (18 of 21 responded often or very often).

Point D: Thought about issues related to formats, in-text citations, and works cited/works consulted pages (17 of 21 responded often or very often).

Point E: Revised a paper two or more times before submitting it to a professor (13 of 21 responded often or very often).

Students in the English Department capstone course take an exit examination that affords an opportunity to analyze and evaluate representative texts from three genres: fiction, poetry, drama, while also composing a discipline-related essay. Both the exit exam passages and the exit exam essays are collaboratively designed with student input. Exit exam scores are based on a total of 20 students, eliminating the outlier who did not take the exam. The scores averaged 100% at the A or B range. Of these 40% earned the A range with 60% earning scores at the B range. The higher concentrations of creative writing students (1/2 of the class) may, or may not, have affected these scores, which are lower than in previous years.

Closing the Loop/Direct Data for Gateway Rankings:

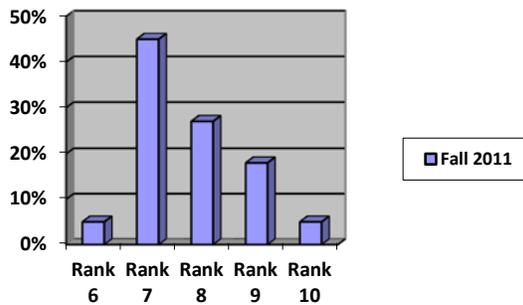
SOPHOMORE GATEWAY ESSAYS (fall 2011)

Findings indicate the following holistic scores:

[1 essay @ 6 (.5%)] [10 essays @ 7 (.45%)] [6 essays @ 8 (.27%)] [4 essays @ 9 (.18%)] [1 essay @ 10 (.5%)]

[Percentages calculated on a pool of 22 essays.]

At the sophomore level, 50% of the students demonstrate a need for additional writing remediation, with 50% of the students who demonstrate writing competency.



Rank 6 = 5%
 Rank 7 = 45%
 Rank 8 = 27%
 Rank 9 = 18%
 Rank 10 = 5%

Direct Data for Senior Seminar Rankings/Closing the Loop:

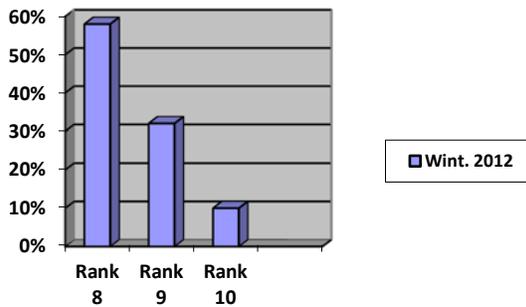
SENIOR SEMINAR PORTFOLIOS (winter 2012)

Findings indicate the following holistic scores:

[1 essay @ 4.5] **[1 essay @ 6]** [11 essays @ 8 (58%)] [6 essays @ 9 (32%)] [2 essays @ 10 (10%)] [Percentages calculated on a pool of 19 essays. Two scores were omitted as being outliers. See below for explanation.]

At the senior level, no students call for further writing remediation, while 100% of the students demonstrate writing competency.

It should be noted that the lower two scores in bold that appear above resulted directly from students' failure to submit an assignment or either to submit the correct assignment. Eliminating those two scores, the portfolio rankings for winter 2012 are in line with those of prior years:



Rank 8 = 58%

Rank 9 = 32%

Rank 10 = 10%

Based upon her work in two assessment learning communities (winter and spring 2012)—Faculty Learning Community on Learning and Assessment and Faculty Assessment Coordinator Team—Barrett-Graves designed a curriculum map based on the English Department’s new option: Literature. At the final fall 2012 English Department meeting, faculty members were given the curriculum map to select courses to be assessed for the 2013-2014 academic year, specifically with the goal of improving learning through assessment methods and practices. Currently, Eve Lynch, as a member of 2013 FACT, is working on a new curriculum map that includes all options. Gateway courses and Senior Seminar will be assessed every academic year as this provides a direct data sample indicating the developing skills of English majors’ ability to write in clear and cogent prose, which also emphasizes *critical thinking*.

FOR M.A.:

In future course offerings of English 6001, Debra Barrett-Graves strongly recommends the future inclusion of the information literacy assignment, as it provides instruction that can be used after graduation related to careers in which research and publication occur.

The submitted assignments showed that the students had an overall familiarity with library research tools and databases like the MLA Bibliography, JSTOR, and Project Muse which are all major sources of information for literature studies. While all of the students showed familiarity with the research tools, however, their analysis of the materials was of varying quality; some demonstrated exceptional analysis while others had significant difficulties in summarizing and explaining key points of the sources that they had selected.

For future offerings of this assignment, Chester intends to shift the focus of the assignment to focus more on the analysis component of the SLO. Largely, our graduate students are aware of where to find resources. In order to emphasize the analysis portion, Chester intends to make the annotated bibliography a hybrid of individual, small-group, and whole-class components:

1. Individual students will locate and provide links to resources on a shared black board page
2. These sources will be analyzed in small groups using blackboards discussion board function
3. As a class, we will discuss in person the articles that generate the most online discussion
4. Students will use these discussions as the basis for individually written annotations which will be posted to a class Wiki page.

While this revision of the annotation project will still undergo further development, Chester thinks it will add new emphasis to an important component of the SLO.

The Department will review these findings and recommendations at a department meeting in the fall.

E. Suggestions and Recommendations for the CLASS FACT Project in the Future

None at this time.