PROGRAM INFORMATION

Date submitted: 29 May 2012

<table>
<thead>
<tr>
<th>Degree Program(s):</th>
<th>English B.A.</th>
<th>Department:</th>
<th>English &amp; Comp. Lit.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Chair:</td>
<td>John Engell</td>
<td>Phone:</td>
<td>924-4499</td>
</tr>
<tr>
<td>Report Prepared by:</td>
<td>Revathi Krishnaswamy</td>
<td>Phone:</td>
<td>924-1384</td>
</tr>
<tr>
<td>Next Self-Study due:</td>
<td>Spring 2017</td>
<td>E-mail:</td>
<td><a href="mailto:Revathi.krishnaswamy@sjsu.edu">Revathi.krishnaswamy@sjsu.edu</a></td>
</tr>
</tbody>
</table>

Note: Schedule is posted at:
http://www.sjsu.edu/ugs/programplanning/

ARCHIVAL INFORMATION

<table>
<thead>
<tr>
<th>Location:</th>
<th>Person to Contact:</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Bldg/Room #)</td>
<td>(Name) (Phone)</td>
</tr>
</tbody>
</table>

Assessment schedule is posted at http://www.sjsu.edu/ugs/assessment
Please send any changes to the schedule or to student learning outcomes to Jackie Snell jacqueline.snell@sjsu.edu

Enter the number and text of the SLO in this box

SLO#2: show familiarity with major literary works, genres, periods, and critical approaches to British, American, and World Literature.

Initial Evidence of Student Learning:

Based on discussions at Curriculum Committee meetings as well as feedback from faculty, the English Department went through a process of revising and streamlining its entire assessment process in 2009-2010. At the end of this process, the Department articulated five specific SLOs for the B.A. program and also set up a five-year schedule to assess these revised SLOs. In accordance with this schedule the Department assessed SLO #1 in 2010-2011 and has aimed at assessing SLO#2 in 2011-2012.

SLO#2 focuses on foundational knowledge English majors are expected to acquire and demonstrate: basic familiarity with major literary works, genres, periods and critical approaches to British, American, and World literature, which includes a broad understanding of literary history and literary criticism.

Change(s) to Curriculum or Pedagogy:

The Department identified the following three core courses as appropriate for collecting data to assess SLO#2 for 2011-2012:

56A – a survey course in British Literature up to 1800 covering four major literary periods (Anglo-Saxon, Medieval, Renaissance, and Restoration), and a variety of genres (epic, romance, poetry, drama, narrative prose, and satire).
68A – a survey course in American Literature up to 1865 covering four major literary periods (colonial, revolutionary, national, and romantic), and a variety of genres (prose, poetry, drama, fiction, and nonfiction).
123 A & D – The 123 series consists of four survey courses in World Literature (123A, 123B, 123C, 123D), with each course focusing on a different region of the world. For this assessment, data was collected from two courses in the series: 123A, which focuses on literature from the Americas and 123D, which focuses on literature from Asia.

All three courses involve extensive reading and writing. Assignments targeting students’ knowledge of major literary texts, periods, and critical approaches were specifically designed to measure achievement of SLO #2.

**Evidence of Student Learning after Change.**

In 56A, data to assess SLO#2 was gathered from two written tests: a midterm that focused on British literary texts from the medieval period and a final exam that focused on literary texts from the Renaissance and Restoration periods. In both tests, students were given excerpts or quotations from the major texts they had studied in class. They were then asked to identify (a) the title of the work, (b) the author, (c) the context of the quotation, and (d) the significance of the quotation to the work as a whole. In addition to the two tests, students were required to write a 5 page essay analyzing a major Renaissance text. Using the grades from these three assignments as evidence for the levels at which students have met SLO#2, the Department is able to provide the following information:

**Midterm:** 31% at A level; 22% at B level; 18% at C level; 9% at D level; 18% failed to meet the SLO.

**Final:** 36% at A level; 9% at B level; 5% at C level; 27% at D level; 22% failed to meet the SLO.

**Essay:** 19% at A level; 50% at B level; 22% at C level; 5% at D level; 5% failed to meet the SLO.

In 68A, data to assess SLO#2 was gathered from two written tests: a midterm that focuses on American literary texts from the colonial, revolutionary, and national periods, and a final exam that focused on literary texts from the romantic period. In both tests, students were asked to write short essays on specific themes or texts that required integration of historical/cultural context into close reading and analysis. Using the grades from these two texts as evidence for the levels at which students have met SLO#2, the Department is able to provide the following information:

**Midterm:** 0% at A level; 38% at B level; 41% at C level; 17% at D level; 4% failed to meet the SLO.

**Final:** 13% at A level; 50% at B level; 33% at C level; 3% at D level; 0% failed to meet the SLO.

In 123A & D, data to assess SLO#2 was gathered from a research paper assignment. In 123A, the assignment focused on selected 20th century novels from different regions of North and South America. In 123D, the assignment focused on selected 20th century literary texts from South Asia. In both cases, students were required to research and write about a particular author, book, style, literary movement, genre, or theme as reflected in the novels selected. They were asked to research and incorporate up to 10 sources and present their paper in MLA format. Using the grades from this assignment as evidence for the levels at which students have met SLO#2, the Department is able to provide the following information:

**123A:** 37% at A level; 46% at B level; 3% at C level; 3% at D level; 9% failed to meet the SLO

**123D:** 19% at A level; 57% at B level; 8% at C level; 0% at D level; 15% failed to meet the SLO

**Beyond 2011-2012:** Based on the data gathered, it appears that the B.A. English program is doing quite well in terms of helping students achieve SLO#2. No further changes are therefore planned at this time.