AA Liberal Studies

English, Communications, Foreign Languages, ESOL & Reading, and Sign Language Degrees and Programs

#1	AA English Degree Student Learning Outcome The student will construct clear, concise thesis.
	Courses in the degree plan that address this outcome ENGL 1301, ENGL 1302
	Assessment Measure for this Outcome Writing samples from Engl 1302 will be assessed using the following method: • 10 tenured or tenure-track faculty teaching Engl 1302 will be randomly chosen • A chosen faculty member will select any academic writing sample that has a documentation component in his/her Engl 1302 course (the faculty may choose the section if that faculty member teaches more than one section of English 1302) • The faculty member will select the writing of students 1, 6, 11, 16, and 21 on the roster. If there is no a 21st student on the roster, then go up the roster and select the writing of next available student. The faculty will remove the names of the 5 students and any reference to the section number or faculty member teaching the course, duplicate the papers, and send them on to the two English faculty members who will assess the 50 writing samples from the 10 sections. • The two English faculty assessors will rate the writing samples using the holistic rubric: Highly Proficient, Proficient, Not Proficient. They will compile the results of the assessment for review by the English department.
	Achievement Target for this Measure 41 ratings of either Highly Proficient or Proficient out of 58 ratings (29 papers, 2 raters)
	Findings 49/58 ratings proficient or highly proficient Exceeds target
	Related Action Plans We will revise the rubric to include descriptions to guide the judgments of assessors. Because our achievement target was exceeded for this Learning Outcome, our focus will be on maintaining our excellent score. The same end-of-semester assessment will be administered to a similar sample of Fall 2010 ENGL 1302

	students. Using our Spring, 2010 results as a benchmark, we will do a comparative analysis and initiate appropriate interventions if needed.
#2	AA English Degree Student Learning Outcome The student will demonstrate an effective organizational strategy to support the thesis.
	Courses in the degree plan that address this outcome ENGL 1301, ENGL 1302
	Assessment Measure for this Outcome Writing samples from Engl 1302 will be assessed using the following method: • 10 tenured or tenure-track faculty teaching Engl 1302 will be randomly chosen • A chosen faculty member will select any academic writing sample that has a documentation component in his/her Engl 1302 course (the faculty may choose the section if that faculty member teaches more than one section of English 1302) • The faculty member will select the writing of students 1, 6, 11, 16, and 21 on the roster. If there is no a 21st student on the roster, then go up the roster and select the writing of next available student. The faculty will remove the names of the 5 students and any reference to the section number or faculty member teaching the course, duplicate the papers, and send them on to the two English faculty members who will assess the 50 writing samples from the 10 sections. • The two English faculty assessors will rate the writing samples using the holistic rubric: Highly Proficient, Proficient, Not Proficient. They will compile the results of the assessment for review by the English department.
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	Findings 49/58 ratings proficient or highly proficient Exceeds target
	Related Action Plans We will revise the rubric to include descriptions to guide the judgments of assessors. Because our achievement target was exceeded for this Learning Outcome, our focus will be on maintaining our excellent score.

	The same end-of-semester assessment will be administered to a similar sample of Fall 2010 ENGL 1302 students. Using our Spring, 2010 results as a benchmark, we will do a comparative analysis and initiate appropriate interventions if needed.
#3	AA English Degree Student Learning Outcome The student will demonstrate the use of relevant and sufficient evidence in writing.
	Courses in the degree plan that address this outcome ENGL 1301, ENGL 1302
	Assessment Measure for this Outcome Writing samples from Engl 1302 will be assessed using the following method: 10 tenured or tenure-track faculty teaching Engl 1302 will be randomly chosen - A chosen faculty member will select any academic writing sample that has a documentation component in his/her Engl 1302 course (the faculty may choose the section if that faculty member teaches more than one section of English 1302) - The faculty member will select the writing of students 1, 6, 11, 16, and 21 on the roster. If there is no a 21st student on the roster, then go up the roster and select the writing of next available student. The faculty will remove the names of the 5 students and any reference to the section number or faculty member teaching the course, duplicate the papers, and send them on to the two English faculty members who will assess the 50 writing samples from the 10 sections. - The two English faculty assessors will rate the writing samples using the holistic rubric: Highly Proficient, Proficient, Not Proficient. They will compile the results of the assessment for review by the English department.
	Achievement Target for this Measure 41 ratings of either Highly Proficient or Proficient out of 58 ratings (29 papers, 2 raters)
	Findings 46/58 ratings proficient or highly proficient Exceeds target

	Related Action Plans We will revise the rubric to include descriptions to guide the judgments of assessors. Because our achievement target was exceeded for this Learning Outcome, our focus will be on maintaining our excellent score. The same end-of-semester assessment will be administered to a similar sample of Fall 2010 ENGL 1302 students. Using our Spring, 2010 results as a benchmark, we will do a comparative analysis and initiate appropriate interventions if needed.
#4	AA English Degree Student Learning Outcome The student will incorporate clear, correct and appropriate sentences and paragraphs in his/her writing.
	Courses in the degree plan that address this outcome ENGL 1301, ENGL 1302
	Assessment Measure for this Outcome Writing samples from Engl 1302 will be assessed using the following method: • 10 tenured or tenure-track faculty teaching Engl 1302 will be randomly chosen • A chosen faculty member will select any academic writing sample that has a documentation component in his/her Engl 1302 course (the faculty may choose the section if that faculty member teaches more than one section of English 1302) • The faculty member will select the writing of students 1, 6, 11, 16, and 21 on the roster. If there is no a 21st student on the roster, then go up the roster and select the writing of next available student. The faculty will remove the names of the 5 students and any reference to the section number or faculty member teaching the course, duplicate the papers, and send them on to the two English faculty members who will assess the 50 writing samples from the 10 sections. • The two English faculty assessors will rate the writing samples using the holistic rubric: Highly Proficient, Proficient, Not Proficient. They will compile the results of the assessment for review by the English department.
	Achievement Target for this Measure 41 ratings of either Highly Proficient or Proficient out of 58 ratings (29 papers, 2 raters)
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	Related Action Plans We will revise the rubric to include descriptions to guide the judgments of assessors. Because our achievement target was exceeded for this Learning Outcome, our focus will be on maintaining our excellent score. The same end-of-semester assessment will be administered to a similar sample of Fall 2010 ENGL 1302 students. Using our Spring, 2010 results as a benchmark, we will do a comparative analysis and initiate appropriate interventions if needed.