The English program encompasses two main components: Composition, consisting of lower-division courses 092, 093, 110, 111, 211, and 212, and the upper division course 311; and the Bachelor of Arts in English, consisting of a core of required courses on the 200 level, and advanced courses on the 300 and 400 levels in Literature, Literature and the Environment, and Creative Writing. Assessments of student learning outcomes in each of these components serve different goals and embrace separate criteria. The GER-oriented service component of Composition is not an element of the BA in English, though it is delivered by English faculty and adjuncts.

Student Learning Outcomes in Composition
In AY 2010-2011 English faculty completed an assessment of the Composition program and began implementing the resulting recommendations in AY 2011-2012. Below are the results of our assessment activities for composition courses in AY 2012-13.

- **ENGL 092 (Improving Writing Skills)** – This is a developmental composition course designed to prepare students for the pre-college level ENGL 110. As indicated in last year’s assessment report, the English department explored the feasibility of implementing a self-directed lab instrument to be used as a supplement in the course, using Pearson’s MyLab on a trial basis in Fall 2012. The final decision was to keep it as a resource in the Learning Center/ Writing Center. The idea of developing a cohort of students who would complete ENGL 092 and ENGL 110 with one instructor was modified over the course of discussions, resulting in the proposal for an accelerated ENGL 092/110 to be offered over the course of one semester (Fall 2013) to a cohort of self-selected students who feel they would benefit from this kind of structure. The department will offer this course for 3 years, assessing the completion rate of enrolled students.

- **ENGL 110 (Introduction to College Writing)** – As a higher-level developmental course utilizing portfolio assessment, ENGL 110 has been singled out by previous Accreditation committees for its region-based portfolio evaluation system as well as its success rate. This course continues to be assessed via regional portfolio evaluation at midterm and final points in each semester. The use of Pearson’s MyLab as a “safety net” for students in danger of not passing the course at midterm also continues to be evaluated, as this situation involves only a few students per semester.

- **ENGL 111 (Methods of Written Communication) and ENGL 211 (Writing About Literature)** – Following recommendations resulting from faculty assessment, both ENGL 111 and ENGL 211 courses are now utilizing a rubric of student self-evaluation that involves collecting data at two moments during the semester: at the start (diagnostic evaluation) and again at the end (summative evaluations). These evaluations demonstrate the progress made in each student’s writing ability, as well as their mastery of the concepts taught in each specific course, over the semester. The findings are aggregated by one of the instructors in each course, and serve as a basis for comparison going forward.

- **Other assessments involving Composition** – During Summer 2012 a “brush-up” review course was offered for students who had passed ENGL 092 and/or tested into ENGL 110, in an attempt to preserve skills between terms. Although enrollment was low, all but one of the students successfully went on into ENGL 110. The course will probably not be repeated in the summer of 2013.

- **Writing Center** – During the course of AY 2012-2013 English faculty submitted a successful proposal to the Provost’s Innovative Teaching Fund for money to gather information for and implement a Writing Center on the UAS campus, under the auspices of the UAS Learning
Center. Two faculty members traveled to Fairbanks during Spring 2013 to observe and learn from the UAF Writing Center and its director and staff. The result will be a new Writing Center starting operation at UAS in Fall of 2013 and serving the needs of student writers across disciplines and course levels.

**Student Learning Outcomes in the English BA program**

An assessment of the BA in English program was begun in AY 2011-2012 and continued into AY 2012-2013. Literature students in the BA in English program have the following learning goals:

1. Students will be introduced to a variety of theoretical approaches through which literature and literary craft may be analyzed.
2. Students will learn the terminology specific to English literary studies, as well as critical reading skills and methodologies employed in the study of writing.
3. Students will be able to demonstrate an ability to analyze literature and writing from critical, historical, gender and multi-cultural perspectives.
4. Students will acquire advanced skills in critical reading, research, writing, speaking, and problem solving.
5. Students will acquire professional skills through a capstone experience or senior thesis.

During AY 2012-2013 English faculty met to develop assessment rubrics for ENGL 311 (Advanced Composition), Creative Writing, and 300-level ENGL courses.

- **ENGL 311 (Advanced Composition)** – Although ENGL 311 focuses on essay writing beyond the college essay format, it will be assessed according to the same rubric as ENGL 111 and 211. Assessment began during AY 2012-2013, providing the English department with its first set of student response data for the course.

- **Creative Writing** – Creative Writing faculty chose not to use standard group assignments as an assessment method, since CW courses vary significantly from term to term in their focus and often get repeat students. Instead, CW faculty identified similarities in the types of assignments typically offered, and will meet annually to discuss outcomes and student success, as well as any changes to the program or its pedagogies.

- **ENGL 300-level courses** – Through careful discussion, English faculty identified the differentiation of 300-level English courses from those on the 200 and 400 levels. Primarily, 300-level courses form the core of the degree program (though they often draw non-degree students), offered on a more regular basis and with content more stable than most of those on the 400 level. Assessment for 300-level courses will be course specific, including but not confined to exams and research papers.

- **ENGL 400-level courses** – For various reasons, the committee evaluating assessment of ENGL 400-level courses did not meet during the course of AY 2012-2013. Establishing assessment criteria for these courses will be among the top priorities for English faculty in AY 2013-2014.