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 these two 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

Last year (AY 2010-2011) English faculty completed an assessment of the Composition program. This year (AY 2011-2012) we have begun to implement the recommendations resulting from that assessment.

- **ENGL 092 (Improving Writing Skills)** – This is a developmental composition course designed to prepare students for the pre-college level ENGL 110. In AY 2012-2013 we will implement one of the suggestions that emerged in assessment discussions and a cohort of students will be offered the opportunity to complete ENGL 092 and ENGL 110 with one instructor. Such a program may reinforce the student-faculty relationship and, together with increased peer interaction and group identification, strengthen the critical first-year experience and positively impact retention. At the end of the academic year, the department will examine retention data and assess the program’s effectiveness. Additionally, the department will explore the feasibility of a self-directed lab instrument, coupled with tutoring, as supplemental material in the course.

- **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 assessment as well as its success rate. Midterm and final portfolios are assessed by faculty from Juneau, Ketchikan, and Sitka. In AY 2012-2013 the feasibility of using a self-directed lab instrument, coupled with tutoring, as a “safety net” for students in danger of not passing the course at midterm.

- **ENGL 111 (Methods of Written Communication) and ENGL 211 (Writing About Literature)** – Following recommendations resulting from our assessment, ENGL 211 courses have begun utilizing a rubric of student self-evaluation that involves collecting data at two moments during the semester:
the start of the semester (diagnostic evaluation) and again at the end of the semester (summative evaluations). These evaluations demonstrate the progress made in each student’s writing ability over the semester. The findings will be aggregated by one of the instructors in each course, and next year will serve as a basis for comparison going forward. Beginning in AY 2012-2013 ENGL 111 will follow a similar rubric.

**Other assessments involving Composition** – During Summer 2012 a “brush-up” review course will be offered for students who have passed ENGL 092 and/or tested into ENGL 110, in an attempt to preserve skills between terms. English faculty will also be offering a reading skills class in conjunction with ENGL 092 in the coming year; we will be assessing whether completion of such a course reduces the number of students in danger of not passing ENGL 110 at midterm. The English Summer Refresher is a two-week summer program for Juneau campus admitted students who have placed into ENGL 092. The goals of English Refresher are:

1. To increase English placement scores of course participants with studies in reading, writing, and communication, and
2. To provide opportunities to practice attributes that enhance successful college completion, and
3. To provide opportunities for social network and University contacts that support success.

**Student Learning Outcomes in the English BA program**
An assessment of the BA in English program was begun in AY 2011-2012 and will continue into the coming academic year. Core courses (including the British and American Literature Surveys) will be evaluated, as well as 300 level and 400 level courses. 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.

Currently, these goals are assessed primarily through the rubrics of each course. As English faculty continue to assess the BA program, other rubrics will be considered. Creative Writing courses have their own set of criteria for student learning, which are likewise in the process of being assessed and articulated.