

## Part I. General Information

Program(s) Discussed:	Department of English: Literature Track, Creative Writing Track and Rhetoric & Composition Track
Current Semester:	Spring 2015
Name of Assessment Coordinator:	Dr. Alissa Nutting

## Part II. Assessment Process

*Prompt:* In no more than two pages, describe your program's progress toward a fully-functioning assessment system. What have you done during this academic year? What remains to be completed?

### All Tracks

At the senior level, our department is finalizing the language for an exit survey that students will take online as a mandatory departmental step prior to graduation. The exit survey will be analyzed by the department and used to compile an annual report each year beginning in Spring 2016; the report will compare and contrast the current year's exit survey statistics and responses with prior years and will be used to help set and evaluate annual departmental goals for student performance, engagement, and satisfaction.

All individual professors continue to administer student evaluations for individual courses to collect student feedback and appraise instructor performance.

### Literature Track

At the senior level, our department will begin meeting annually, beginning in May of 2016, to discuss the MFAT scores for the current year. Comparing the scores to the previous years, our department can then identify specific subject areas where student knowledge appears to be lowest and set targeted goals and practices to address these areas.

Additionally, the department has established a new Capstone Experience under the New Core that is set to begin next year, and established a department capstone committee who will serve as evaluators of the students' capstone projects. These projects will allow the department to evaluate the students' analytical skills, written composition, and research presentation skills, and allows for pre- and post-presentation feedback. Senior students will submit a portfolio including the research essay, the reflection essay, and the précis far enough in advance of the presentation event to allow the capstone committee to evaluate it as either "satisfactory" or "unsatisfactory." Those portfolios deemed unsatisfactory would be returned to the student for revision before the presentation. After the presentation, the capstone committee will meet privately to discuss and evaluate the portfolios and presentations, then meet one-on-one with students to give constructive feedback.

At the EN 277 literature level, this Fall 2014 the three professors teaching this course met to assess a randomly selected group of fifteen papers from the course. These papers were then rated on 5-point rubric in areas of reading, writing skills, writing as process, and understanding of language. The rubric for evaluating these papers will be used to collect data again in Fall 2015, and a comparative

evaluation can occur. From this evaluation, a new set of goals for the 200-level literature courses will be set for the following year, to be assessed anew toward the conclusion of each fall semester.

### **Creative Writing Track**

This Spring 2015 semester, all Creative Writing track graduates had to submit a final portfolio to the department for evaluation in early April. The final portfolios consisted of one revised sample of writing from each upper-level writing course the student completed, as well as a 5-7 page double-spaced capstone reflection essay by the students whereby they are asked to compose a narrative of their process and progress as writers, including but not limited to the revision processes for the individual items included the writing portfolio, as well as their selection and decision process of what pieces to include within the portfolio. Each portfolio was read by two members of the creative writing faculty, who then gave the students individualized feedback on the included portfolio pieces.

In May of 2015, the three creative writing faculty members met to collectively evaluate and discuss the portfolios. Each portfolio's capstone reflection essay and creative sample portion were ranked on a four-point scale that the creative writing faculty created an assessment rubric for. In May of 2016, the scores of the current year's portfolios in each area will be compared with the previous year's scores for assessment purposes. The faculty also used the portfolios and rubric as a basis for revising the language of the desired learning outcomes and learning goals for the Creative Writing Track to better model the desired student outcomes the track is designed to produce and assess.

In Spring 2016, a presentation based on the portfolio will also be required, and the portfolio and the presentation, in addition to an elective, will comprise the Creative Writing track's Capstone Experience under the new core.

### **Rhetoric and Composition Track**

Graduating seniors this year had to submit a final portfolio to the department in April; this portfolio consisted of a 5-7 page double-spaced capstone reflection essay as well as 8 other samples of professional writing, including a résumé or CV, at least one piece of writing from each professional writing class taken by the student, 3-5 of the Professional Writing Track requirements in the course bulletin, and a piece from the students' professional writing internship. These portfolios were read and assessed by the Director of the Professional Writing Track and one other member of the English department faculty, who gave the students individualized feedback.

The Director of the Professional Writing Track is also working with the Director of the Writing Center and the Core Writing Committee to currently lay the groundwork for assessing writing in the integrated courses and the Writing in the Major course of the New Core.

Assessment rubrics were crafted this year and are ready to begin assessment of the new EN 125 writing course in the New Core.

### **Part III. Assessment Reporting**

*Prompt:* All programs must have completed their first Annual Assessment Report by May 15, 2016. When do you plan to file your first Annual Assessment Report?

Our first Annual Assessment Report will be filed in the spring with the culmination of analysis of the senior exit surveys, senior MFAT scores, and Capstone Projects and portfolios in all three tracks. Additionally it will include assessment reports comparing paper samples from EN 277 or a similar 200-level literature in Fall 2015 vs. Fall 2016, and assessment of EN 125.