

## Part I. General Information

Program(s) Discussed:	Department of English
Current Semester:	Spring 2017
Date of Assessment Meeting(s):	Various discussions and meetings via email between September 2016 and May 2017
Participants in Assessment Meeting(s):	Tom Pace, Assessment Coordinator, English Department. Jayme Stayer, Associate Professor of English. The whole department was also included in the various emails back and forth regarding assessment. Clint O'Connor, Alex Koleszar, Cathy Anson, David Adams, adjunct faculty in the English department's Professional Writing concentration.

All Annual Assessment Reports are available to the appropriate Associate Dean, Dean, and the Provost, as well as to other administrators for institutional effectiveness and accreditation purposes. Please indicate the degree to which your program would like this information more widely shared.

### On-Campus Users

- Freely available  
 Available upon request  
 Unavailable

### Off-Campus Users

- Freely available  
 Available upon request  
 Unavailable

## Part II. Assessment Process

*Prompt:* In one or two paragraphs, describe your assessment process. Did you gather data on all of your program's student learning goals? If not, which student learning goals did you measure in this assessment cycle? What tools did you use to attempt to measure student learning? Where and how were they administered? Who scored them?

The English department assessed Learning Outcome #5 for both the Literature track and the CW track: "Gain knowledge of cultural and historical contexts of Anglophone and translated literature that enhances their appreciation for the voices either within or marginalized by the texts."

We developed an appropriate rubric for this learning outcome, with feedback from the whole department, and collected final papers from four different 300-level survey courses: EN 312, Late Medieval Literature; EN 321, Literature of Stuarts and Civil War; EN 372, American Literature: 1900-present; EN 382, 20<sup>th</sup> Century Literature. All these courses explore literary texts in the intellectual, cultural, and historical contexts of their period. In all, 75 papers from the four sections were collected via Canvas, and 12 papers were selected at random and anonymized by the university assessment office. Drs. Pace and Stayer each read 6 papers and scored them using the rubric developed by Dr. Pace and approved by the department (see attached): 5. Gain knowledge of cultural and historical contexts of Anglophone and translated creative works.

In addition to assessing Learning Outcome #5, the department also began mapping the learning outcomes for the Professional Writing concentration. Dr. Pace, who oversees the PW concentration, met with 4 part-time faculty who regularly teach the department's 400-level PW offerings. Dr. Todd Bruce, director of academic assessment for the university, also attended this meeting and helped guide us through the process (see attached).

### **Part III. Findings**

*Prompt:* Along with this report, please submit the data charts the program used during the assessment meeting. Describe, in words, what your program learned about student learning during this assessment cycle. What were your strengths? In what ways did students fail to meet the goals you set for them?

Of the 12 papers assessed, 3 did not prove to be a good sample because the assignment did not focus on cultural or historical context to the literary works under consideration. As such, the findings rely on 9 papers.

*For 300-level course during Spring 2017*

Gain knowledge of cultural and historical contexts of Anglophone and translated creative works:

**2.5/3.0**

### **Part IV. Planned Changes to the Assessment System**

*Prompt:* What changes, if any, do you need to make to your assessment system? (Questions to consider include: 1) Do your measures and processes provide useful data with a reasonable amount of effort? and 2) Are your measures reliable, valid, and sufficient?) On which student learning goals do you plan to focus your attention during the next assessment cycle? Do you need to implement additional formative assessment tools to better understand some of your findings? If so, describe those here.

Based on the essays from these courses, students are either meeting or exceeding learning outcome #5 in their 300-level courses. One of the drawbacks, though, may be that not all 300-level courses are exploring the cultural and historical contexts of literature at the same level as others. In addition to collecting evidence from 300-level survey courses, the department should also collect evidence from other parts of the curriculum where this learning outcome may be addressed.

Once this material is shared with the department as a whole, the department will decide how to proceed in the future and which learning outcome(s) we will assess for the 2017-18 AY.

My main recommendation from this process would be that the department begin mapping the learning outcomes for both its literature and creative writing tracks.

### **Part V. Planned Changes to the Program in Response to Data**

*Prompt:* What changes, if any, do you need to make to your program in response to what you now know about student learning? (Possibilities include changes to learning goals, pedagogy, assignments in particular classes, activities, and curricular requirements and/or structure.) What is your anticipated timeline for both implementation and assessment of the planned changes?

For the Professional Writing track and the results from mapping the curriculum, we plan to meet again during the 2017-18 AY and tweak the language so that the outcomes are more manageable and not too micromanaged. One of the department's seasoned PW instructors suggested that as they stand now, the learning outcomes may be too much for each class to address.

## **Part VI. Evidence of Changes**

*Prompt:* Look at previous Annual Assessment Reports to see what changes that the program planned to make at that time. If the changes have been made, please submit evidence of the change (department meeting minutes, syllabi or Bulletin pages from before and after the change). If you have decided to not make change, please provide your rationale.

During the 2016-17 AY, the department noted that it would focus on the following:

For EN 214 essays: Spend more class time discussing formal elements of language & genre and emphasizing to students the need to include these features in Lit essays/PW work/CW projects.

For EN 277 essays: Spend more class time discussing formal elements of language & genre and emphasizing to students the need to include these features in Lit essays/PW work/CW projects.

For 2017-18, we can collect random samples of EN 214 and EN 277 final essays and assess them according to those outcomes.

## **Part VII. Evidence of Changes' Impact**

*Prompt:* Consider the changes reported in Part VI of this and previous reports. What impact has the change had? When the impact of the changes has been assessed, discuss whether changes have had the intended impact and how you know. If the change is too recent or assessment is ongoing, you may wait for a future report.

We plan to wait for a future report.

## **Part VIII. Academic Program Review Action Plan Update**

*Prompt:* If your program has completed an Academic Program Review since 2011, please review your Action Plan from your most recent Academic Program Review, and add a column indicating the progress made on each item. Attach your update to this report.

The Department of English will complete an Academic Program Review during the 2017-18 AY.