

English

 Program-138

Annual Assessment Plan

1

2 Analyzing Literary Texts - Analyzing Literary Texts

Students will analyze literary texts by reading closely and applying disciplinary vocabularies, theories, and methods.

Outcome(s)

- 1 Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

- 2 Choose one or more Institution outcome that aligns with your Program Learning Outcome.

Selected Outcomes:

- o ULO 2 - Breadth and Depth of Knowledge

- 3 **Please Enter The Following Information Below:**

Measures - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

Targets - Percentage of students expected to earn a particular score on the measure.

Timeline - The frequency with which the department will analyze and report student performance on the PLO.

Measures	Targets	Timeline
201: Close Reading	75% score 80% or higher	Every 3 years: academic years 2021-22, 2024-25, 2027-28
270: Close Reading	75% score 80% or higher	Every 3 years: academic years 2021-22, 2024-25, 2027-28
36x: Form, Genre, and Craft Close Reading	75% score 80% or higher	Every 3 years: academic years 2021-22, 2024-25, 2027-28



- 4 **Results** - Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. *Please see the May Development section on the Assessment of Student Learning website for suggestions about how to process assessment results.

ENGL 201: Introduction to English Studies I
Close Reading Poetry Paper (Target met by 95% of students)

ENGL 270: Critical Theory
This is a new class coming out of the 2020-2021 curriculum revision. It will be taught for the first time spring 2023

ENGL 361: American Short Story Cycles
Close Reading Papers (Target met by 95% of students)

ENGL 366: Contemporary Poetry
Poetry Exploration Essay (Target met by 75% of students.)

Discussion:

- o 201 introduces the techniques and practices of close reading in short papers
- o 300-level courses close reading develops students towards mastery of close reading in context, a technique or practice used to support a claim the student wants to make
- o Students succeed because analysis through close reading and close reading in context happens consistently throughout the curriculum - every literature class, especially in the Questions of Form, Genre, and Craft category
- o Students may benefit from more shared departmental vocabulary and requirements across assignments

- 5 **Action Plans** - If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.

Student performance did meet the target, but we will

- o use the 201 prompt to establish consistent and shared departmental vocabulary for close reading expectations in 300-level classes.
- o reinforce mechanics of incorporating literary material in the 300-level classes.

6 **Closing the Loop** - If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

3 **Creative Writing: Skills - Creative Writing Concentration: Skills**

Students will demonstrate writing and rhetorical skills appropriate to creative tasks for a variety of audiences and in a variety of media and genres.

Outcome(s)

1 Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

2 Choose one or more Institution outcome that aligns with your Program Learning Outcome.

Selected Outcomes:

- o ULO 4 - Specialized Skills and Scholarship

3 **Please Enter The Following Information Below:**

Measures - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

Targets - Percentage of students expected to earn a particular score on the measure.

Timeline - The frequency with which the department will analyze and report student performance on the PLO.

Measures	Targets	Timeline
Student Portfolios: • Minimum 3 writing projects collected from 200-, 300-, and 400-level classes	75% score 3 or higher on a 4- point rubric	Every 3 years: academic years 2020-21, 2023-2024, 2026-27
•Students contribute a reflection on learning	75% score 3 or higher on a 4- point rubric	Every 3 years: academic years 2020-21, 2023-2024, 2026-27



- 4 **Results** - Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. *Please see the May Development section on the Assessment of Student Learning website for suggestions about how to process assessment results.
- 5 **Action Plans** - If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.
- 6 **Closing the Loop** - If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

We developed the portfolio project that will be collected for the first time in ENGL 495: Senior Seminar during the Fall 2022 semester:

Structure

1. table of contents (title, date, class, summary of project w/ audience/purpose/genre)
2. 3+ artifacts
3. reflection

Reflection prompt summary

1. Showcase your best work. Reflect on how these artifacts demonstrate your writing and rhetorical skills for a variety of audiences and in a variety of media and genres.

Rubric

1. To be developed after Fall 2022 Senior Seminar class.

4 **Faith and English - Faith and English**

Students will articulate the connections between Christian faith and the study of English.

Outcome(s)

- 1 Choose one or more accreditor outcome that aligns with your Program Learning Outcome.



There is no selected outcome.

- 2 Choose one or more Institution outcome that aligns with your Program Learning Outcome.

Selected Outcomes:

- o ULO 3 - Faith Knowledge & Application

- 3 **Please Enter The Following Information Below:**

Measures - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

Targets - Percentage of students expected to earn a particular score on the measure.

Timeline - The frequency with which the department will analyze and report student performance on the PLO.

Measures	Targets	Timeline
33x: Faith in Literature Project	75% score 80% or higher	Every 3 years: academic years 2020-21, 2023-2024, 2026-27
494/496: Faith Reflection Project	75% score 80% or higher	Every 3 years: academic years 2020-21, 2023-2024, 2026-27

- 4 **Results** - Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. *Please see the May Development section on the Assessment of Student Learning website for suggestions about how to process assessment results.

- 5 **Action Plans** - If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.

- 6

Closing the Loop - If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

5 Lit. Cert. Skills - Lit. Certification: Skills

Students will demonstrate writing and rhetorical skills appropriate to critical tasks for a variety of audiences and in a variety of media and genres.

Outcome(s)

1 Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

2 Choose one or more Institution outcome that aligns with your Program Learning Outcome.

Selected Outcomes:

- o ULO 4 - Specialized Skills and Scholarship

3 **Please Enter The Following Information Below:**

Measures - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

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5 **Action Plans** - If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.

6 **Closing the Loop** - If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

6 **Prof. Writing: Skills - Professional Writing Concentration: Skills**

Students will demonstrate writing and rhetorical skills appropriate to creative tasks for a variety of audiences and in a variety of media and genres.

Outcome(s)

1 Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

2 Choose one or more Institution outcome that aligns with your Program Learning Outcome.

Selected Outcomes:

- o ULO 4 - Specialized Skills and Scholarship

3 **Please Enter The Following Information Below:**

Measures - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

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• Students contribute a reflection on learning	75% score 3 or higher on a 4-point rubric	Every 3 years: academic years 2020-21, 2023-2024, 2026-27

4 Results - Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. *Please see the May Development section on the Assessment of Student Learning website for suggestions about how to process assessment results.

5 Action Plans - If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.

6 Closing the Loop - If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

7 Reflect on Vocational Calling - Reflect on Vocational Calling

Students will reflect on vocational calling, explore possible career paths, and develop action plans for their professional lives.

Outcome(s)

1 Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

2 Choose one or more Institution outcome that aligns with your Program Learning Outcome.

Selected Outcomes:

- o ULO 5 - Self-Awareness



3 Please Enter The Following Information Below:

Measures - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

Targets - Percentage of students expected to earn a particular score on the measure.

Timeline - The frequency with which the department will analyze and report student performance on the PLO.

Measures	Targets	Timeline
ENGL 202: Digital Portfolio	75% score 80% or higher	Every 3 years: academic years 2022-23, 2025-26, 2028-2029
ENGL 307: Vocation Project	75% score 80% or higher	Every 3 years: academic years 2022-23, 2025-26, 2028-2029
ENGL 380: Vocation Seminar	75% score 80% or higher	Every 3 years: academic years 2022-23, 2025-26, 2028-2029

4 Results - Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. *Please see the May Development section on the Assessment of Student Learning website for suggestions about how to process assessment results.

5 Action Plans - If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.

6 Closing the Loop - If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

8 Responding to Literary Texts - Responding to Literary Texts

Students will respond to literary texts by developing and supporting interpretations informed by the text's cultural context.

Outcome(s)

- 1 Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

- 2 Choose one or more Institution outcome that aligns with your Program Learning Outcome.

Selected Outcomes:

- o ULO 4 - Specialized Skills and Scholarship

- 3 **Please Enter The Following Information Below:**

Measures - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

Targets - Percentage of students expected to earn a particular score on the measure.

Timeline - The frequency with which the department will analyze and report student performance on the PLO.

Measures	Targets	Timeline
ENGL 270: Critical Theory Project	75% score 80% or higher	Every 3 years: academic years 2022-23, 2025-26, 2028-2029
ENGL 34x: Literature in History Project	75% score 80% or higher	Every 3 years: academic years 2022-23, 2025-26, 2028-2029

- 4 **Results** - Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. *Please see the May Development section on the



Assessment of Student Learning website for suggestions about how to process assessment results.

5 **Action Plans** - If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.

6 **Closing the Loop** - If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

9 **Scholarly Research - Scholarly Research**

Students will develop and challenge their thinking by completing scholarly research projects that develop significant research questions and effectively analyze primary and secondary evidence to support claims in the field of English.

Outcome(s)

1 Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

2 Choose one or more Institution outcome that aligns with your Program Learning Outcome.

Selected Outcomes:

- o ULO 4 - Specialized Skills and Scholarship

3 **Please Enter The Following Information Below:**

Measures - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

Targets - Percentage of students expected to earn a particular score on the measure.

Timeline - The frequency with which the department will analyze and report student performance on the PLO.

Measures	Targets	Timeline

Measures	Targets	Timeline
ENGL 202: Research Project	75% score 80% or higher	Every 3 years: academic years 2021-22, 2024-25, 2027-28
ENGL 35x: Culture, Identity, and Power Research Project	75% score 80% or higher	Every 3 years: academic years 2021-22, 2024-25, 2027-28
ENGL 494: Research Project	75% score 80% or higher	Every 3 years: academic

- 4 **Results** - Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. *Please see the May Development section on the Assessment of Student Learning website for suggestions about how to process assessment results.

ENGL 202: Introduction to English Studies II
Academic Research Paper (Target met by 95.7% of students)

ENGL 345: Romanticism
Research Essay (Target met by 79% of students)
**Data pulled into Aefis is inaccurate. See 5/11/22 department meeting notes.*

ENGL 494: Literature Seminar
Research Essay (Target met by 80% of students.)
**Data pulled into Aefis is inaccurate. See 5/11/22 department meeting notes.*

Discussion:

- o 202 introduces the practice of research as joining an academic conversation and the techniques of creative agreement and disagreement
- o 300-level courses reinforce the idea of joining a conversation and develop students towards mastery of research but because less class time is given to scaffolding and sequencing of research projects, some students can take shortcuts.
- o Students succeed because research happens consistently throughout the curriculum
- o Students may benefit from more explicit instruction on synthesizing close reading, engaging with scholarly sources, and their own claims into a finished research project.

- 5 **Action Plans** - If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.

Student performance is meeting the target, but we will strengthen performance:

- o include an "in the stacks" activity in 202 to reinforce/require sources that are not academic articles from online databases
- o develop an assignment in 270 that requires students to apply research to a literary text
- o develop sequencing of small-stakes assignments toward 300-level research projects

6 Closing the Loop - If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

2 Holistic program improvement goals: Programs are expected to have at least one action plan to improve student learning annually. If you have not yet identified an action plan associated with this year's assessment results, or if the department has identified additional issues that require action plans, describe the specific, measurable action plan and its relation to evidence of student performance.

Assessment Rubric

1

Process

	1	2	3	4
Is the plan being implemented faithfully and revised as needed?	<p> Assessment plan is not implemented.</p>	<p> Most aspects of plan are being implemented or all aspects are implemented to some degree.</p>	<p> Assessment plan is fully implemented.</p>	<p> Plan is faithfully executed and modified/evaluated as needed.</p>

2

Explanations:

3

Engagement

	1	2	3	4
Are all relevant parties are meaningfully involved in the creation/revision, implementation, analysis, interpretation and learning improvement process?	 Limited involvement beyond chair/director	 All educators contributing to the curriculum are aware of process and results	 All educators contributing to the curriculum participate in conversations regarding the use of assessment data to improve student learning	 All relevant stakeholders (students, employers, alumni) are meaningfully involved in the creation/revision, implementation, analysis, interpretation, and/or improvement processes associated with this assessment plan.

4

Explanations:

5

Program Learning Objectives

	1	2	3	4

	1	2	3	4
<p>Are the program learning objectives clear, measurable, aligned with ULOs/GLOs, and representative of the range of learning for that major/program?</p>	<p style="text-align: center;">○</p> <p>PLOs are problematic (vague, abstract, not aligned with ULOs/GLOs) or missing.</p>	<p style="text-align: center;">○</p> <p>PLOs are clear, mostly measurable, partially aligned with ULOs/GLOs.</p>	<p style="text-align: center;">○</p> <p>PLOs are clear, measurable, aligned with ULOs/GLOs, and represent a summary of the knowledge, skills, beliefs, and values that a graduate of this major/program should attain by completing the required curriculum, accounting for variations in learning outcomes due to tracks/concentrations</p>	<p style="text-align: center;">○</p> <p>PLOs are clear, measurable, aligned with ULOs/GLOs, and representative of the range of learning students achieve through completion of the program. The learning objectives provide a comprehensive view of the knowledge, skills, beliefs, and values that are important for a graduate of this major/program and account for variations in learning outcomes due to tracks/concentrations.</p>

6 Explanations:

7 **Measures**

	1	2	3	4

	1	2	3	4
<p>Are the instruments used to assess learning relevant to the objective? Do measures yield information/data you can use to drive improvement?</p>	<p>○</p> <p>Not all objectives have a measure identified. OR Measures do not directly connect to the objectives.</p>	<p>○</p> <p>All objectives have at least one direct measure. Measures connect to learning objectives superficially or tangentially and/or include learning other than stated objectives. Relies almost exclusively on the same form of assessment (survey, exam, project). Relies almost exclusively on data from a single source (course, program, activity).</p>	<p>○</p> <p>All objectives have at least one direct measure. Some objectives have multiple measures. Measures clearly connect to learning objectives. And two of the following four criteria: Objective measures more than one point in time (formative). Indirect measure are used strategically. Plan Incorporates different forms of assessment (survey, exam, project). Plan incorporates from a variety of sources (course, program, activity).</p>	<p>○</p> <p>Measures meet all of the following criteria: All objectives have at least one direct measure. Some objectives have multiple measures. Measures clearly connect to learning objectives. Objectives measured more than one point in time (formative). Indirect measures are used strategically. Plan incorporates different forms of assessment (survey, exam, project). Plan incorporates data from a variety of sources (course, program, activity).</p>

8 Explanations:

9 **Targets**

	1	2	3	4

	1	2	3	4
<p>Are the targets based on professional standards and/or analysis of past student work? Are targets challenging and achievable?</p>	<p>Some targets are missing.</p>	<p>Targets are arbitrarily chosen or reflect minimal expectations.</p>	<p>Targets are challenging and achievable based on prior student performance, and reflect an appropriate level of performance.</p>	<p>Targets are challenging and achievable. Targets are based on professional standards and/or prior student performance. Targets are set at a level to inspire program improvement.</p>

10 Explanations:

11 **Timeline**

	1	2	3	4
<p>Is the timeline for data collection manageable with sufficient data points to effectively inform decision making and program review?</p>	<p>Not identified clearly for all measures.</p>	<p>Clearly states semester/year for each objective/measure. Data analysis delayed from data collection. Time between collection points may not facilitate informed decision making.</p>	<p>Clearly stated and manageable schedule. At least two data points for each objective per review cycle.</p>	<p>Timeline for data collection is manageable and allows for continuous improvement with timely and meaningful decision making even before program review.</p>

12 Explanations:

Action Plan

	1	2	3	4
<p>Is the department effectively examining and using assessment data to revise curriculum and pedagogy to support student learning?</p>	<p>○</p> <p>Assessment data not collected/analyzed/used for decisions and/or results not documented in AEFIS.</p>	<p>○</p> <p>Data collected, documented and discussed by department. Department reviewed confidence in measures and data as sufficient indicators of student performance. If data indicated changes were needed, action plans were developed in consultation with dean (e.g. improving outcomes, measures, targets, curriculum or pedagogy).</p>	<p>○</p> <p>Data collected, documented and discussed by department. Department and dean confirmed confidence in measures and data as sufficient indicators of student performance. Action plans (e.g. improving outcomes, measures, targets, curriculum or pedagogy) developed in consultation with dean. If prior year data warranted action plans, the department implemented the changes.</p>	<p>○</p> <p>Department collected and discussed follow-up data after the implementation of action plans in order to determine whether changes resulted in improvement or whether additional action is necessary. Data confirms effective curriculum and pedagogy for learning outcomes. Score of 4 should be assigned only if objectives, measures, targets and timeline all score a 4.</p>

14 Explanations:

15 **Dissemination**

	1	2	3	4

	1	2	3	4
<p>Is the department communicating learning objectives, results and improvements related to student learning to a wide audience?</p>	<p style="text-align: center;">○</p> <p>No record of assessment results and changes made as a result of assessment findings.</p>	<p style="text-align: center;">○</p> <p>The department/program retains records of assessment results and positive changes made as a result of assessment findings, and results are entered in assessment software system.</p>	<p style="text-align: center;">○</p> <p>The department/program retains records of assessment results and changes made as a result of assessment findings, results are entered in assessment software system, and assessment results and improvements are publicly posted.</p>	<p style="text-align: center;">○</p> <p>The department/program retains records of assessment results and changes made as a result of assessment findings, and results are entered in assessment software system. Assessment results and improvements are publicly posted and shared proactively with faculty, prospective students, employers and alumni in ways that facilitate their discussion.</p>

16 Explanations:

Additional Feedback

1 Please enter any additional feedback for changes that should be made:

Overall looks good to me. I note that you say data pulled into AEFIS was inaccurate. I'm not sure but you may need to engage with Kate about that. I don't know if we can or should correct reported data or not. Let me say thanks for the ways you a) include discussion points that went on in the department, b) seek to improve student learning even when students are already meeting your targets, and c) having very clear and understandable timelines. I wish I could get everyone doing this.

CLOSE AND EXIT