Assessment Plan – B.A. in English
Department of English

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2011-2012 English Major Assessment Committee
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Overview

The purpose of the English major is to prepare students for advanced study of literature, serve as a pre-professional degree for fields such as law and library science, or prepare students for careers as writers, communicators, researchers, analysts, or teachers of English. Therefore, English majors are expected to become skilled readers, writers, and/or teachers of literary and other cultural texts through the study of language and literature, writing, and/or pedagogy in the degrees three options: Teaching, Literature, or Writing. Our assessment plan stresses students' acquisition of knowledge and ability related to these areas.

Student Learning Outcomes

Outcomes for the English B.A. consist of a core of five outcomes shared across all major options, plus two to three option-specific outcomes, as follows.

Core Outcomes (apply to all English majors)

$ **Reading:** Students read and understand complex literary, theoretical, and expository texts accurately and sensitively.
$ **Writing:** Students are proficient in producing analyses, reflective writing, and research-based writing that is focused, well elaborated and supported, and well edited.
$ **Analytical Thinking:** Students critically interpret, analyze, and synthesize texts, culture, and communication.
$ **Research:** Students demonstrate proficiency with current research technologies and resources and with integrating sources in their writing.
$ **Language:** Students understand the cultural history of the English language, and language's role in the formation of literature and culture.

Option-Specific Outcomes

Teaching Option

- Students understand the central concepts and structures of English Language Arts as an academic discipline, including literature, writing, and language usage.
- Students understand how to plan instruction based upon knowledge of the English Language Arts and curriculum goals.

Literature Option
- Students demonstrate familiarity with the foundations and histories of literature in English and with literary traditions from multiple cultures, nations, and eras.
- Students demonstrate proficiency with analyzing and interpreting, through writing, a range of literary genres.
- Students demonstrate familiarity with a range of literary and critical theories and proficiency in using such theories as analytical frameworks for literary analysis.

Writing Option
- Students demonstrate knowledge of rhetorical theory as well as rhetorical awareness in their writing.
- Students demonstrate knowledge of the role of textual genres and modalities, including reflective/personal, research/scholarly, imaginative/literary, and business/professional, in a writing portfolio that helps them apply for writing-centered careers and opportunities.
- Students demonstrate the ability to edit and develop others' writing by offering clear, specific, and constructive critiques in workshops.

Indicators and Rubrics
Each learning outcome will be assessed on a 5-point rubric where, for each indicator of student performance,

  1 = Lacks proficiency
  2 = Developing proficiency / Poor
  3 = Developing proficiency / Acceptable
  4 = Fully proficient
  5 = Exceeds expectations

Indicators and Rubrics for core outcomes 1 and 4 (Reading and Research) will be completed Spring 2012. All other indicators and rubrics will be completed 2012-2013.

Response Thresholds
For each outcome, on average, students will perform at Acceptable or higher levels on each indicator.

Plan for Data Collection, Evaluation, and Response

We will evaluate student writing, survey students, and survey faculty in order to assess these student learning outcomes.

1. The central assessment tool will be evaluation of student writing in each option.
   a. For Literature students, evaluation of project papers in the LIT494R capstone (beginning Spring 2012).
   b. For Writing students, evaluation of portfolios in the WRIT494R capstone (beginning Spring 2013).
   c. For Teaching students, Praxis results and projects from the ENGL 461R capstone course (beginning Fall 2012).
2. Student self-assessments of current abilities in capstone courses (beginning Spring 2013).
3. Student writing from the major-gateway LIT 201 and WRIT 205 (one or the other required for all English majors) will be analyzed against capstone writing to develop an assessment of value added during degree study. (Student writing is currently being collected; sufficient data for value-added assessment will be accumulated by Spring 2014.)
4. Seniors in the three capstone courses will be surveyed annually (beginning Fall 2012) regarding their opinions on strengths, weaknesses, and effectiveness of their programs of study. (Surveys will be developed in early Fall 2012.)

5. Faculty will be surveyed annually (beginning Fall 2012) regarding their experiences with student performance and learning in their classrooms. (Surveys will be developed in early Fall 2012.)

Data collection (writing samples, surveys) will be directed by the Chair of the Assessment Committee with the assistance of the committee and of the faculty assigned to teach capstone and gateway courses.

Evaluation of data will be conducted by the Assessment Committee with assistance from other department faculty as required, beginning Spring 2012.

Department faculty will respond to resulting assessment data via two primary mechanisms. First, data will be distributed to all faculty and discussed as scheduled agenda items in department meetings. Second, based on counsel from department faculty as a whole and on its own review, the department's Undergraduate Curriculum Committee will develop and recommend curriculum revisions in response to curriculum-related threshold issues. In additional department meetings, faculty will collaborate on implementing recommendations and curricular revisions from the UCC.

Assessment Planning Charts

Program: English-Teaching

Learning Outcomes	Assessment Year				Target course(s) for Assessment Data
	2011-12	2012-13	2013-14	2014-15	
Core 1 – Reading		X			ENGL 461R, LIT 201 (for value-added assessment)
Core 2 – Writing		X			
Core 3 – Analytical Thinking			X		
Core 4 – Research				X	
Core 5 – Language				X	
Teaching 1 – English Language Arts	X		X		
Teaching 2 – Instructional Planning	X	X	X	X	

Program: English-Literature

Learning Outcomes	Assessment Year				Target course(s) for Assessment Data
	2011-12	2012-13	2013-14	2014-15	
Core 1 – Reading	X			X	LIT 494R, LIT 201 (for value-added assessment)
Core 2 – Writing			X		
Core 3 – Analytical Thinking		X			
Core 4 – Research	X			X	
Core 5 – Language			X		
Literature 1 – Foundations, histories, and literary traditions			X		
Literature 2 – Analysis and interpretation of literary genres		X			
Literature 3 – Literary and critical theories as analytical frameworks		X			

Program: English-Writing

Learning Outcomes	Assessment Year				Target course(s) for Assessment Data
	2011-12	2012-13	2013-14	2014-15	
Core 1 – Reading	X				WRIT 494R, WRIT 205 (for value-added assessment)
Core 2 – Writing		X		X	
Core 3 – Analytical Thinking			X		
Core 4 – Research	X				
Core 5 – Language				X	
Writing 1 – Rhetorical theory and awareness			X		
Writing 2 – Knowledge of textual genres and modalities		X	X	X	
Writing 3 – Editing, critiquing, and workshopping		X			