



If you have any questions or concerns about the form, please contact Jena Shepard at jshepard1@framingham.edu or 508-215-5884.

Program Assessment

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Please select the reporting period this assessment/accreditation work was completed:

* 2021-2022

Please select the type of program you completed assessment/accreditation work for this reporting period:

Note: If changing your initial selection, please refresh this page prior to making a new selection.

* Undergraduate Program

Please select the program you completed assessment for during this reporting period:

* English

Please select the option that best describes the assessment work completed during this reporting period.

- * Only assessed program learning objective(s)
- Only completed other assessment activities (ex. assessment plan, rubrics etc.)
- Assessed program learning objective(s) and completed other assessment activities (ex. assessment plan, rubrics etc.)
- Did not undertake program assessment work

Program Learning Objectives Assessed

List the first program learning objective assessed during this reporting period:

Goal 4: Understand scholarly approaches to literature, including a variety of critical theories and methodologies

For the first program learning objective assessed, other than GPA, what data/evidence was used to assess student learning? (e.g. capstone assignment, portfolio review, licensure examination)

Final assignments in ENGL 204, ENGL 422, and 300-level literature classes

For the first program learning objective assessed what were the results/outcomes/findings/conclusion(s)?

Our findings seemed to indicate that, as we'd hoped, students in ENGL 422 (the capstone class) do better on Goal 4 than students in lower-level classes. Unfortunately we have a small N, so we would like to return to this goal for an additional round of assessment.

Attach any additional documents (data or survey summaries, charts, graphs etc.) that support your results/findings/conclusions (optional):

Assessment Spring 2022 May 22 2022.xlsx

For the first program learning objective assessed what changes/improvements have been made as a result of using the data/evidence?

As yet, none, since the data seems to show that the program is working as intended

Did you assess any additional program learning objectives during this reporting period?

- Yes
- No

List the second program learning objective assessed during this reporting period:

Goal 5: Demonstrate advanced communication skills, including the ability to write lucid prose for specific rhetorical situations

For the second program learning objective assessed, other than GPA, what data/evidence was used to assess student learning? (e.g. capstone assignment, portfolio review, licensure examination)

Final assignments in ENGL 204, ENGL 422, and 300-level literature classes

For the second program learning objective assessed what were the results/outcomes/findings/conclusion(s)?

As will Goal 4, we were preliminarily encouraged, as the data seems to show that more advanced students do indeed work at a higher skill level. Please see the file attached to the first learning objective, above.

Attach any additional documents (data or survey summaries, charts, graphs etc.) that support your results/findings/conclusions (optional):

For the second program learning objective assessed what changes/improvements have been made as a result of using the data/evidence?

As above, none yet, pending further data collection

Who interprets the results/findings of the assessment? Describe the process (e.g. annually by the curriculum committee).

Each semester by the department assessment committee; we then present our findings to the Department at the May departmental retreat.

Assessment Activities

Please list the assessment activities (other than the assessment of program learning objectives) completed during this reporting period (assessment plans, rubrics etc.).

*With the university's switch from Blackboard to Canvas, we had to redesign our data collection process. We attempted to use Canvas software in the fall of 2021; this proved unworkable, even with the help of ETO, and in consultation with them we switched to using Google Forms. We hope this collection method will serve us well for the foreseeable future.

We opened the 2021-2022 year by examining the results of the modalities survey we conducted in 2020-2021. That survey asked students about their experiences with remote learning during the pandemic. We were interested to note that, at least during the peculiar circumstances of COVID shutdowns, students responded equally well to in-person and online classes, so long as the class included real-time interaction. Students in fully remote asynchronous classes reported much lower levels of engagement and satisfaction. For online classes, students tended to respond positively to tools that are familiar and easy to use: Zoom, screen sharing, email, the Zoom chat function, Google slides, and YouTube videos were all popular. Less popular were breakout rooms (this seems consistent with a general student dislike of small group work), quizzes (a dislike which speaks for itself), and a few forms of software in less frequent use, like Perusall and VoiceThread. The Committee notes that popularity is not the only criterion faculty should use in designing their courses: no one likes quizzes whether they are in-person or online! More important is the takeaway that students surveyed in fall and spring of the 2020-2021 academic year resoundingly agreed that they felt engaged in their classes and would take those classes again—so long as the class had some real-time

component.

In the spring of 2022, we designed a survey asking students about their perceptions of diversity in the English Department, as reflected both on our syllabi and in our classroom. The survey was distributed to faculty to be administered in 100-level literature classes, and any classes (literature or writing) aimed at majors; this survey was not designed for use in the Composition sequence.

The diversity survey received 54 responses. Overall, students responding to the survey think the Department is doing a good job: 90% either “somewhat agree” or “strongly agree” with the statement “the English Department provides experiences in the classroom that are socially and culturally diverse,” and many students used free-response questions to say they thought the department as a whole is doing well. But as we know ourselves, there is always room for improvement. Many students noted the need for more diversity on the faculty—as one student put it, “Hire more diverse staff (and pay them better).” Several students called for more inclusion specifically of Asian, Latinx, and LGBTQ+ authors on syllabi, both within focused courses like the Latinx Literature class, and included in courses not focusing on specific groups. A few students expressed concern that attempts at inclusivity can seem forced. One comment expressing this says, in part, “the fact that they’re trying so hard to appear as though they’re on our side tells us that it takes effort... even if the intent is good, it’s still singling us out, and it still feels uncomfortable.” This can naturally be a tricky balance to strike, and will probably be an ongoing conversation for faculty members.

Please attach the related documents produced as a result of the activities listed in above (mandatory if funding is requested for this work):

*Diversity survey report spring 2022.pdf

Funding

Are you seeking funding for assessment work completed in this report?

You can request a maximum of \$2,000 for this reporting period.

- * Yes
- No

<u>Individual Name:</u>	<u>Faculty Type:</u>	<u>Hours Worked:</u>	<u>Hourly Pay Rate:</u>	<u>Total Requested:</u>
* <input type="text"/>	* <input type="text"/> <input type="button" value="v"/>	* <input type="text"/>	* \$ <input type="text"/>	* \$ <input type="text"/>
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				* \$ <input type="text"/>

Add Another Row

Program Information

Enter the year of the most recent program review. If the program is new, enter the upcoming program review year or enter TBD (to be determined).

*

Insert the URL of the web page where Program Learning Objectives for this program are published:

NECHE requires this as part of being transparent to stakeholders.

*

Signatures

Rachel Frousdale

Submitter Signature

11/28/2022

Date

Office of Institutional Assessment

Office of Institutional Assessment Only

Institutional Assessment Signature

Date