

Report of the English Department Assessment Committee for AY 2015-16.

During this year, the English Department Assessment Committee did not collect assessment data, but reviewed the department's current assessment plan and the departmental goals and learning objectives. The Assessment Committee had twelve meetings, researched assessment plans at similar institutions, revised departmental goals and learning objectives, consulted with the AAAG and Dr. Mark Nicholas, and developed a new assessment plan. The Committee recommended replacing the current plan, which included a summative portfolio for students in the capstone course, Seminar in Literature, with a more streamlined plan.

In spring 2016, the English Department voted to accept the Assessment Committee's revision of departmental goals and learning objectives and the new assessment plan. See Appendix A Goals and Learning Objectives and Appendix B English Department Assessment Plan.

APPENDIX A ENGLISH DEPARTMENT GOALS AND LEARNING OBJECTIVES

GOALS	LEARNING OBJECTIVES
1. Demonstrate an aesthetic understanding of language and literature	<ol style="list-style-type: none"> 1. Analyze complex grammar and syntax 2. Explain the specific effects of language in close readings of texts 3. Apply the terminology used in literary analysis 4. Recognize patterns, repetitions, contradictions, or other literary techniques and strategies 5. Articulate relationships between content and form 6. Articulate relationships between parts of the text and the whole 7. Situate the formal qualities and conventions of a text in relation to those of other texts
2. Interpret a cross-cultural body of literary texts representing a range of geographical, historical, and formal traditions, including American and British texts	<ol style="list-style-type: none"> 1. Interpret a range of literatures from around the world in English or English translation. 2. Analyze literary texts in a range of genres. 3. Recognize and understand relationships among literary texts, including influences and intertextuality. 4. Analyze the reciprocal relationship between literary texts and specific aspects of their historical times, places, and cultures, including relationships to non-literary primary texts.
3. Demonstrate advanced skills for reading different kinds of discourse	<ol style="list-style-type: none"> 1. Recognize different kinds of discourse 2. Determine strategies for understanding the conventions, structure, and rhetorical purposes of those discourses 3. Demonstrate an ability to analyze textual complexity
4. Understand scholarly approaches to literature, including a variety of critical theories and methodologies	<ol style="list-style-type: none"> 1. Summarize the basic tenets of a range of critical theories and methodologies 2. Develop interpretations of texts by applying specific critical theories and methodologies
5. Demonstrate advanced communication skills, including the ability to write lucid prose for specific rhetorical situations	<ol style="list-style-type: none"> 1. Demonstrate rhetorical awareness in written work, including the ability to adapt to audience and purpose 2. Select evidence appropriate to audience and purpose 3. Analyze the significance of the evidence 4. Develop structure appropriate to audience and purpose 5. Use conventions, style, and diction appropriate for a given rhetorical situation 6. Improve writing through revision
6. Demonstrate advanced ability to conduct academic research, from locating and evaluating print and electronic sources to integrating research materials into substantial critical essays	<ol style="list-style-type: none"> 1. Design theoretically informed projects that address significant questions 2. Use common research tools in the field, including academic databases and electronic scholarly resources 3. Perform a comprehensive review of literature appropriate for an undergraduate research project 4. Select and evaluate authoritative sources 5. Explain the main elements of a critical conversation on a limited topic 6. Use source material in the body of an essay to demonstrate critical engagement with an appropriate range of viewpoints 7. Integrate quotations from literary and critical texts effectively 8. Maintain a clear distinction between the voice and argument of the writer and the voice and argument of the source(s) 9. Cite sources accurately and completely in both in-text citations and Works Cited lists following MLA style

APPENDIX B ENGLISH DEPARTMENT ASSESSMENT PLAN

Data Collection

- Faculty teaching 300-level courses; the foundations course for majors, ENGL 204 Literary Study; and the capstone course for majors, ENGL 422 Seminar in Literature will be asked to use a common rubric to evaluate the student work in response to their most substantial writing assignment of each semester. The rubric will be based on our goals, but not all goals will be included because not all are appropriate to individual papers.
- Faculty will be asked to identify each rubric with a code for the student provided by the Assessment Committee. This code, which will be generated by the Office of Institutional Effectiveness, will identify students by the following characteristics:
 - Major
 - Concentration
 - Current Year
 - Demographics
 - *Note: Multiple students may have the same code.*
- Faculty will also be asked submit the complete set of papers, electronically if at all possible. These papers will be marked with the same codes as the rubrics. Faculty may choose to scrub identifying student information or the Assessment Committee will arrange for this to be done.
- Faculty will also be asked to submit the assignment prompt with the papers for reference, as well as a short narrative evaluation of how their students' work as a whole met (or failed to meet) the assignment.

All work will be submitted to the Assessment Committee for analysis and annual reporting.

Analysis of Data

The Assessment Committee will do an ongoing tally of rubric results to identify priorities among goals/objectives. This would also allow us to analyze by group (A, B, C, etc.), by progress toward degree, by major/concentration, etc.

The papers serve as artifacts to explore rubric results and allow for focused attention based on goal under consideration at any given time. The particulars of the questions guiding analysis of these artifacts will vary accordingly.

The Assessment Committee will provide the results in a format accessible to the full department and to the Office of Institutional Effectiveness, as well as recommendations based on these results. The annual report will be submitted in January and brought to the full department in the spring semester.

Plan for Assessment Cycle

Each year, the Assessment Committee will choose one or two goals for focused attention. The specific goals chosen will be driven by the results from the rubrics with the areas of most concern receiving attention first.

The following is a proposed sequence for the cycle:

Year 1 (16-17)

Fall 2016

- Work with the Office of Institutional Effectiveness to develop codes
- Develop system for distributing codes
- Pilot rubric with volunteers, including members of the committee where possible
- Develop document storage system.
- At semester's end, gather rubrics and artifacts from all pilot participants
- Invite responses and suggestions from faculty about the rubric and the process, particularly suggestions for improvement

Spring 2017

- Revise rubric based on feedback
- Prepare for rubric and artifact collection at the end of the term
- Evaluate fall rubric results with particular attention to Goals 1 and 4, the lowest two from the portfolio pilot
- Develop and test a process for querying artifacts based on particular goals
- Develop a concrete plan for attending to goals in subsequent years, including whether attention to one or two goals is advisable
- Invite responses and suggestions from faculty about the rubric and the process, particularly suggestions for improvement
- Present preliminary findings to department

Year 2 (17-18)

Fall 2017

- Continue rubric and artifact collection
- Continue rubric refinement and evaluation, as necessary
- Evaluate goal(s) from the previous year based on data collection from both semesters
- Determine goal(s) for attention in current year, and map out a specific year-by-year plan for attention to specific goals
- Prepare report on goals evaluated to-date to be submitted to the department and the Office of Institutional Effectiveness

Spring 2018

- Continue rubric and artifact collection
- Continue rubric refinement and evaluation, as necessary
- Present report to full department