Year 2

Non-Accredited Programs Only

Student Learning Outcomes (SLOs) for Academic Programs

Please list all of the student learning outcomes for your program as articulated in the assessment plan.

English majors will be able to:

1) think and read thoughtfully and carefully.

2) write clearly, analytically, and expressively.

3) interpret literary texts using appropriate critical theories and aesthetic vocabularies.

4) understand and be able to situate literary texts in diverse literary, cultural, and historical contexts.

5) become skilled in using appropriate technologies and research methods.

6) speak clearly, analytically and expressively, and use active and critical listening skills to understand and evaluate ideas.

Overview of Measures/Instruments

SLO(s) *Note: Measures might be used for more than 1 SLO*	ULG*	Measures/Instruments *Please include a clear description of the instrument including when and where it is administered*	How is the information Used? *(include target score(s), results, and report if target(s) were met/not met/partially met for each instrument)*
1, 2	C, W	Annual exit survey of graduating majors; major narratives collected every semester from ENG 4060, a course requirement in a course required for all majors.	To evaluate satisfaction of graduating students with their overall departmental experience and identify possible areas of improvement. Target is a majority of responses in the top three ranges, i.e., well above the 3.0 mean.
1, 5, 6	C, S	Random annual observation of student presentations in courses that have a required speaking component and at annual English Student Conference	To evaluate whether students are speaking clearly, analytically and expressively, and using active and critical listening skills. Target scores and our analysis of them are under development for this new measure.
1, 2, 3, 4, 5	C, W	Annual evaluation with departmental grading rubric of a random portfolio selection of essays from ENG 2205, 3300 and various 4000-level courses.	To evaluate student writing at several levels, and to track proficiency across student careers. Sophomore rubric scores will serve as a baseline, and rising scores across time on all areas of the rubric.

Improvements and Changes Based on Assessment

1. Provide a short summary (1-2 paragraphs or bullets) of any curricular actions (revisions, additions, and so on) that were approved over the past two years as a result of reflecting on the student learning outcomes data. Are there any additional future changes, revisions, or interventions proposed or still pending?

2. Please provide a brief description or bulleted list of any improvements (or declines) observed/measured in student learning. Be sure to mention any intervention made that has not yet resulted in student improvement (if applicable).

3. Using the form below, please document annual faculty and committee engagement with the assessment process (such as the review of outcomes data, revisions/updates to assessment plan, and reaffirmation of SLOs).

History of Annual Review		
Date of Annual Review	**Individuals/Groups who Reviewed Plan**	**Results of the Review (i.e., reference proposed changes from #1 above, revised SLOs, etc...)**

Dean Review & Feedback

_____   _____

Dean or designee   Date

Year 4

Student Learning Outcomes (SLOs) for Academic Programs

Please list all of the student learning outcomes for your program as articulated in the assessment plan.

1.   [SLO#1]

2.   [SLO#2]

3.   [SLO#3], etc.

Overview of Measures/Instruments

SLO(s) *Note: Measures might be used for more than 1 SLO*	ULG*	*Measures/Instruments* *Please include a clear description of the instrument including when and where it is administered*	**How is the information Used?** *(include target score(s), results, and report if target(s) were met/not met/partially met for each instrument)*

*Please reference any University Learning Goal(s) (ULG) that this SLO, if any, may address or assess. C=Critical Thinking, W=Writing & Critical Reading; S=Speaking and Listening; Q=Quantitative reasoning; R=Responsible Citizenship; NA=Not Applicable

Improvements and Changes Based on Assessment

1. Provide a short summary (1-2 paragraphs or bullets) of any curricular actions (revisions, additions, and so on) that were approved over the past four years as a result of reflecting on the student learning outcomes data. Are there any additional future changes, revisions, or interventions proposed or still pending?

2. Please provide a brief description or bulleted list of any improvements observed/measured in student learning over the past four years. Be sure to mention any intervention made that has not yet resulted in student improvement (if applicable).

3. Using the form below, please document annual faculty and committee engagement with the assessment process (such as the review of outcomes data, revisions/updates to assessment plan, and reaffirmation of SLOs).

History of Annual Review		
Date of Annual Review	**Individuals/Groups who Reviewed Plan**	**Results of the Review (i.e., reference proposed changes from #1 above, revised SLOs, etc...)**

Dean Review & Feedback

_____   _____
Dean or designee   Date

Academic Affairs –Review & Feedback

_____   _____
                                                                                                     Date

CLAS Deans' comments on ENG B.A. (non-accredited) report

Reviewer: Christopher Mitchell

Please note: **This is a STARTING POINT for conversation, with no rubric per se. We will be developing a rubric collaboratively (amongst chairs, Associate Deans, and our new EIU Assessment Coordinator, Yvette Smith) in the spring of 2021 based on peer/aspirant institution models, then we'll evaluate it by that. Meanwhile, if you'd like to modify your document based on these comments, feel free. We appreciate your patience with this process as it evolves!**

1. SLOs are generally clear and measurable, using language appropriate to the goals/the discipline and also language that paraphrases middle levels of Bloom's Taxonomy (apply→"interpret," analyze→"be able to situate," etc.).
2. In the second measure/instrument block (the measures for SLO 1, 5, 6 combined), in the next iteration of this document please cite example courses in which the student presentations related to the SLO are done.
3. For the fourth column (how used):
    a. First row— "Target is a majority of responses in the top three ranges; i.e., well above the 3.0 mean." Please give a sense of what the highest range is for context.
    b. Second row— "Target scores and our analysis of them are under development for this new measure." Please provide this info in the next iteration of the document.

On the whole, the plan seems comprehensive and ready for data collection.