***STUDENT LEARNING ASSESSMENT PROGRAM***

***SUMMARY FORM AY 2016-2017***

Please complete a separate worksheet for each academic program (major, minor) at each level (undergraduate, graduate) in your department. Worksheets are due to CASA this year by **June 15, 2017**. Worksheets should be sent electronically to [kjsanders@eiu.edu](mailto:kjsanders@eiu.edu) and should also be submitted to your college dean. For information about assessment or help with your assessment plans, visit the Assessment webpage at <http://www.eiu.edu/~assess/> or contact Karla Sanders in CASA at 581-6056.

BA in English

**Degree and**

**Program Name:**

# Submitted By:

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**Please use size 10 font or larger.**

**PART ONE**

| What are the learning objectives? | How, where, and when are they assessed? | What are the expectations? | What are the results? | Committee/ person responsible? How are results shared? |
| --- | --- | --- | --- | --- |
| 1. 1. English majors will think and read thoughtfully and critically. | Random portfolio selection in ENG 2205 and 3300. Departmental subcommittee evaluates submissions according to holistic rubric developed in Spring 2003 and revised in Spring 2017. An exit survey developed in 2007 is administered each semester. | Portfolio: Expectations are that 90% of upper-division portfolios (essays from ENG 3300) will be in the top three categories. Expectations are the sophomore portfolios will serve as a baseline.  Exit Survey:  Expectations are that a significant majority of responses will fall in the Exceptionally, Effectively, and Satisfactorily categories-i.e., well above the 3.0 mean). | Portfolio:  94% of upper-division portfolios were assessed in the **top three categories**. By limiting analysis to the highest two categories, an improvement from baseline to upper-division portfolios can be seen (70% of sophomore portfolios were scored in the highest two categories compared to 71% of upper-division samples).  Exit Survey:  97% of responses were in the top category with no response below Effectively. | Undergraduate Studies Director and Committee. Results will be presented to the executive committee, shared in committee report on assessment, and discussed at faculty meeting. More specific discussions will take place among faculty who teach ENG 2205 and 3300. |
| 1. 2. English majors will write clearly, analytically, and expressively. | Random portfolio selection in ENG 2205 and 3300. Departmental subcommittee evaluates submissions according to holistic rubric developed in Spring 2003 and revised in Spring 2017. An exit survey developed in 2007 is administered each semester. | Portfolio: Expectations are that 90% of upper-division portfolios (essays from ENG 3300) will be in the top three categories. Expectations are the sophomore portfolios will serve as a baseline.  Exit Survey:  Expectations are that a significant majority of responses will fall in the Exceptionally, Effectively, and Satisfactorily categories-i.e., well above the 3.0 mean). | Portfolio:  76% of upper-division portfolios were assessed in the **top three categories**. By limiting analysis to the highest two categories, a decrease from baseline to upper-division portfolios can be seen (60% of sophomore portfolios were scored in the highest two categories compared to 47% of upper-division samples).  Exit Survey:  95% of responses were in the top category with no response below Effectively. | Undergraduate Studies Director and Committee. Results will be presented to the executive committee, shared in committee report on assessment, and discussed at faculty meeting. More specific discussions will take place among faculty who teach ENG 2205 and 3300. |
| 3. English majors will interpret literary texts using appropriate critical theories and aesthetic vocabularies. | Random portfolio selection in ENG 2205 and 3300. Departmental subcommittee evaluates submissions according to holistic rubric developed in Spring 2003 and revised in Spring 2017. An exit survey developed in 2007 is administered each semester. | Portfolio: Expectations are that 90% of upper-division portfolios (essays from ENG 3300) will be in the top three categories. Expectations are the sophomore portfolios will serve as a baseline.  Exit Survey:  Expectations are that a significant majority of responses will fall in the Exceptionally, Effectively, and Satisfactorily categories-i.e., well above the 3.0 mean). | Portfolio:  82% of upper-division portfolios were assessed in the **top three categories**. By limiting analysis to the highest two categories, a decrease from baseline to upper-division portfolios can be seen 50% of sophomore portfolios were scored in the highest two categories compared to 47% of upper-division samples).  Exit Survey:  96% of responses were in the top category with no response below Effectively. | Undergraduate Studies Director and Committee. Results will be presented to the executive committee, shared in committee report on assessment, and discussed at faculty meeting. More specific discussions will take place among faculty who teach ENG 2205 and 3300. |
| 4. English majors will understand and be able to situate literary texts in diverse literary cultural, and historical contexts. | Random portfolio selection in ENG 2205 and 3300. Departmental subcommittee evaluates submissions according to holistic rubric developed in Spring 2003 and revised in Spring 2017. An exit survey developed in 2007 is administered each semester. | Portfolio: Expectations are that 90% of upper-division portfolios (essays from ENG 3300) will be in the top three categories. Expectations are the sophomore portfolios will serve as a baseline.  Exit Survey:  Expectations are that a significant majority of responses will fall in the Exceptionally, Effectively, and Satisfactorily categories-i.e., well above the 3.0 mean). | Portfolio:  81% of upper-division portfolios were assessed in the **top three categories**. By limiting analysis to the highest two categories, an improvement from baseline to upper-division portfolios can be seen (15% of sophomore portfolios were scored in the highest two categories compared to 24% of upper-division samples).  Exit Survey:  91% of responses were in the top category with no response below Satisfactorily. | Undergraduate Studies Director and Committee. Results will be presented to the executive committee, shared in committee report on assessment, and discussed at faculty meeting. More specific discussions will take place among faculty who teach ENG 2205 and 3300. |
| 5. English majors will become skilled in using appropriate technologies and research methods. | Random portfolio selection in ENG 2205 and 3300. Departmental subcommittee evaluates submissions according to holistic rubric developed in Spring 2003 and revised in Spring 2017. An exit survey developed in 2007 is administered each semester. | Portfolio: Expectations are that 90% of upper-division portfolios (essays from ENG 3300) will be in the top three categories. Expectations are the sophomore portfolios will serve as a baseline.  Exit Survey:  Expectations are that a significant majority of responses will fall in the Exceptionally, Effectively, and Satisfactorily categories-i.e., well above the 3.0 mean). | Portfolio:  83% of upper-division portfolios were assessed in the **top three categories**. A significant improvement can be appreciated in this category between sophomore level and upper-division portfolios (0% of sophomore portfolios were scored in the highest three categories).  Exit Survey:  90% of responses were in the top category with no response below Satisfactorily. | Undergraduate Studies Director and Committee. Results will be presented to the executive committee, shared in committee report on assessment, and discussed at faculty meeting. More specific discussions will take place among faculty who teach ENG 2205 and 3300. |

(Continue objectives as needed. Cells will expand to accommodate your text.)

**PART TWO**

Describe your program’s assessment accomplishments since your last report was submitted. Discuss ways in which you have responded to the CASA Director’s comments on last year’s report or simply describe what assessment work was initiated, continued, or completed.

There have been significant changes to the English Department curriculum since the previous assessment cycle (AY 2012-13) as we have approved and implemented a new curriculum that now includes four emphases in addition to the BA with certification. Because many of the courses we once used for assessment no longer exist or exist in a modified form, our assessment practices have evolved to allow us to better assess students completing this new curriculum. Moreover, we have recognized that our assessment practices must evolve to fit the contours of our new curriculum, and we are in the process of transitioning to new modes of assessment (see Part Three). For the AY 2016-17 assessment, we drew our assessment portfolios from student essays submitted in ENG 2205 and ENG 3300. We have chosen to assess these courses because they are both in the English core curriculum, and so they allow us to assess students in all concentrations. ENG 3300, the Junior Seminar, is a significant revision of a course we previously used for assessment that no longer exists (ENG 4300). These two courses provide us with a baseline (ENG 2205) and a sample of upper-division coursework (ENG 3300); however, it is important to note that ENG 3300 is a topics-based course that is not strictly a literary studies course, unlike ENG 2205. Additionally, because we no longer have a single 4000-level capstone for the major, we are now assessing a shorter spread of development within the major—from sophomore to junior as opposed to sophomore to senior previously.

In our last assessment report we noted that we were piloting a new 1-credit introductory course (ENG 1105) for incoming English majors. That course has been a great success, as it better prepares our students to progress through the major making informed choices about their course of study, student activities related to English (both academic and social), and about potential career options. Based on the strong results we have seen from ENG 1105, we have also revised our senior-level one-credit course ENG 4060, English Studies Career Development. While the course was previously focused solely on career development in Professional Writing, we have revised it to address all career paths and to provide our students with support at the end of their major. In conjunction with ENG 1105, these two one-credit courses bookend our major. Currently, the course is only strongly encouraged for the majority of our majors, but we are discussing whether or not to make this course required for all majors, particularly with the upcoming implementation of our English Major Portfolio requirement next year (see Part Three below).

This year we also added a sixth Department Learning Goal that will address speaking and listening in future assessments. The learning goal states that “English majors will be able to speak clearly, analytically, and expressively, and will use active and critical listening skills to understand and evaluate ideas.” We have piloted a variety of different ways to measure this learning goal, including assessments of core courses such as ENG 3300 that have a required speaking component and randomized assessment of student presenters at the English Studies Conference. Over the past three years, the English Studies Conference has expanded significantly to incorporate not just English Language Arts majors, but also to provide a venue for students to present work focused on all aspects of English Studies. As such, the English Studies Conference has become an increasingly useful place for us to undertake assessment. Assessments of our new Department Learning Goal will be included in future reports.

**PART THREE**

Summarize changes and improvements in **curriculum, instruction, and learning** that have resulted from the implementation of your assessment program. How have you used the data? What have you learned? In light of what you have learned through your assessment efforts this year and in past years, what are your plans for the future?

As mentioned above, we have entirely revised our curriculum since the last assessment report. These revisions included the creation of concentrations in literary and cultural studies, creative writing, and professional writing. We created these concentrations for our majors largely in response to student demand. Though we have faced some challenges due to enrollments since the new curriculum’s implementation, we are largely satisfied with how the curriculum is working and the results we are seeing in student work as the concentrations allow students more focused development in specific areas within English Studies. In addition to Exit Surveys given to seniors, an English Major Survey distributed to students in a sophomore-level course in the core curriculum (ENG 2960 in Spring 2017) revealed an exceptionally high level of student satisfaction with the Department, its faculty, student culture, and curriculum.

The results in the assessment data presented above are at times surprising. While previous assessments have indicated a neater picture of improvement in the student portfolios when comparing sophomore- to senior-level student work, the picture presented above is more complex. This change can be explained by the fact (as mentioned above) that ENG 3300 is a junior- rather than a senior-level course. In addition, under the new curriculum our students are taking more diverse coursework representing more areas within English Studies than ever before and so skills at the junior level are more diversified but perhaps also more diffuse. This change is also indicates the rigor of ENG 3300, which is a course that was redesigned to significantly challenge students to think in new ways about English Studies and the audience for the Humanities more broadly. In terms of assessment, what this may mean is that we need to rethink our use of ENG 2205 as a baseline for our assessment.

The English Department monitors assessment of the undergraduate English major primarily through its Undergraduate Studies Committee. For the past two years, UGS has been looking into ways to further strengthen and diversify our assessment practices. In Spring 2017, the Department passed a plan for the English Major Portfolio (EMP), which will be added as a graduation requirement in coming years. Each English major will be required to submit a portfolio online via D2L that includes a major narrative explaining the choices they have made and their intended goals, a resume, and a sample of their best work in an English course during their time at EIU. The EMP will work in tandem with courses in our core curriculum, as they will be introduced to this requirement in ENG 1105, while courses such as ENG 2205, ENG 3300, and ENG 4060 are ideal places where faculty can guide them as they work on various elements of the portfolio. We believe that this portfolio will not only be an invaluable professionalization exercise for the students as they make their way through the major and towards a career, but also a useful assessment tool for our department. UGS will be tasked with evaluating these portfolios, though various other committees (Professional Writing, Creative Writing, etc.), may evaluate and analyze them as well. We believe that this assessment data will be a more accurate measure of our program than our current Exit Survey.

In addition to our department committee on undergraduate research, we have also added a department committee for the English Studies Conference. These committees in conjunction with UGS have continued to make our department a place where students are able to pursue significant work in undergraduate research and creative activity. We continue to have a thriving Departmental Honors Program, and we have had many students in creative writing and literary studies receive offers from highly competitive MFA and graduate programs, which attests to the strength of the mentoring these students have received from our faculty.

We have also implemented a mentorship program that pairs faculty with new students taking ENG 1105 (both first-year students and junior transfers). Although that program has faced some challenges that we are attempting to overcome, we continue to look for ways to welcome our majors into the department and to help them make strong connections with faculty and other students as soon as possible. Our RSOs (English Club and Sigma Tau Delta) continue to be both socially and academically active, largely due to the commitment of dedicated faculty advisors. We continue to use these clubs to encourage a sense of community in our department and to prepare students attend conferences and other events that will support their academic development and professionalization.