

## **English Department Assessment Plan**

### **04/03/2014 (Revised as per feedback by LOAC 5/1/2014)**

This plan focuses on what we have agreed our students should know and be able to do as expressed in our 6 departmentally-approved Learning Outcomes (below, page 3).

We propose three assessment instruments: an electronically administered checklist aimed at a specific learning outcome and administered by faculty on their own student work in classes, a tri-annual double-blind scoring session of half of the final 499 essays produced by seniors (approximately 40 essays), and tri-annual surveys of alumni and surveys and/or focus groups of current students.

### **Collection methodology**

We propose an electronic capture which will be completed by individual instructors for each of their own students based on their own assignments—but using a checklist based on our departmental Learning Outcomes. By “electronic capture,” we mean that faculty will enter scores electronically into a data collection system. Individual faculty will select, from among class work they already assign, which student work to score electronically. Each faculty member [or group of faculty cohorts teaching the same class] will choose a single assignment from the semester for the specific Learning Outcome in question.

When two or more Learning Outcomes are assessed per course, the instructor may choose a different assignment for each Learning Outcome (e.g., oral assignment for Outcome 2 and essay for Outcome 4). Before the end of the multi-year cycle, we will have assessed on the basis of all 6 Learning Outcomes, but we will add these Outcomes incrementally rather than starting next year to gather data for every Learning Outcome at every capture point.

Every third year, we will complete a double-blind multi-faculty reading and scoring of approximately 40 randomly selected LIT 499 essays written in students’ second LIT 499. We propose a group scoring using a rubric. Each essay will be scored by at least two faculty.

Since neither of these data capture methods uses anything the students are not already doing for their courses, we need not be concerned about student noncompliance.

Every three years, we will survey alumni and use surveys and/or focus groups with current students in order to elicit information on student attitudes and beliefs. Surveys of alumni will include questions about preparedness for career and graduate studies, and about perceived fit between such preparedness and program goals. Surveys and/or focus groups of current students will include questions about reasons for choosing the major, attitudes toward the major, perceptions of the match between our curricular offerings and our program goals, and students’ perceptions of their own ability to demonstrate the department’s learning goals.

## **Capture points**

Our major has 6 approved Learning Outcomes, one of which is for education majors only (see below). The matrix below explains how the Learning Outcomes and courses line up.

In the double blind multi-faculty tri-annual group scoring of LIT 499 papers, we will be scoring for all 6 Learning Outcomes to discover what the final student project in the major shows in terms of programmatic outcomes.

## LEARNING OUTCOMES AND ASSESSMENT MATRIX

### Learning Outcomes for the English Liberal Arts and English Secondary Education Majors

Upon completion of the English Liberal Arts and English Secondary Education majors,

1. students will be able to demonstrate familiarity with a range of critical, generic, and literary traditions (including recent theoretical approaches) that shape – and are shaped by – literary discourses and texts of particular periods or movements.
2. students will be able to describe the effects of social constructions of identity on a particular literary text and on current debates over aesthetic value, universality, and canonicity.
3. students will be able to identify historically specific elements relevant to a particular text.
4. students will be able to read a literary work and characterize its main aesthetic, structural, and rhetorical strategies in an argumentative, thesis-driven essay or in a writing workshop.
5. students will be able to write a substantial essay of literary scholarship that is theoretically informed and engages with current research and criticism in relevant fields of study, asserting their own critical voice in ongoing dialogues and debates.
6. students will be able to analyze a written or spoken text linguistically and describe its use of language. [for education majors only]

### Assessment Matrix for the English Liberal Arts and English Secondary Education Majors with proposed Electronic Capture Points and Double Blind Scoring points

COURSES	Learning Outcome 1 (range)	Learning Outcome 2 (identity)	Learning Outcome 3 (history)	Learning Outcome 4 (writing)	Learning Outcome 5 (theory)	Learning Outcome 6 (language)
LIT 200	E			E		
LIT 201	E			E		
LIT 202		E		E		
literary history courses (3 per student)	E		E			
LIT 499 (2 per student)	DB	DB	DB	DB	E DB	DB
LNG 201 or 202						E

## ASSESSMENT SCHEDULE

Year (begun)	Outcome(s)	Assessment instrument	Course(s) administered
2014-15	4	Electronic Capture	200, 201, 202
2014-15	5	Electronic Capture	499
-----			
2015-16 – repeats all electronic captures from 2014-15 and adds:			
2015-16	2	Electronic Capture	202
2015-16	3	Electronic Capture	all literary history courses
2015-16	1-6	Final essay (double blind)	499
-----			
2016-17	Data reflection and qualitative assessment (survey and/or focus groups).		
-----			
2017-18 – resumes all previous capture of quantitative data through electronic captures and adds:			
2017-18	1	Electronic Capture	all LH, 201, 200
2017-18	6	Electronic Capture	LNG 201 & 202
-----			
2018-19 – repeats all electronic captures from 2017-18 and adds:			
2018-19	1-6	Final essay (double blind)	499
-----			
2019-20	Data reflection and qualitative assessment (survey and/or focus groups).		
-----			
2020-21	Write report and begin data-collection cycle again		