

Assessment Cycle 2022-23 (Academic Programs)

English BA

Mission

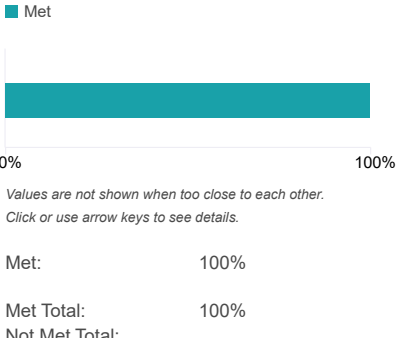
The Department of English demonstrates the pleasures and value of a liberal arts education by emphasizing critical and creative thinking, by helping students think thoughtfully about cultural diversity, and by teaching strong written communication skills. Students at all levels of the curriculum are prepared for lives of public citizenship as they learn to analyze texts within complex cultural situations, to write and to think rhetorically, and to engage with diverse perspectives. The Bachelor of Arts in English gives students strong reading, writing, and analytical skills, as well as an understanding of the broader cultural, historical, and literary contexts in which acts of reading and writing take place. The degree, therefore, is a good foundation for the professions of Law and Medicine, and also for a range of careers in areas such as writing, teaching, publishing, new media, and business or non-profit organizations.

Academic Year 2022-23

English BA Learning Outcomes

1. Analytical Reading MET

1) Students read closely and note textual detail. 2) Students connect texts to other texts, to literary traditions, to historical contexts, and to intellectual paradigms. 3) Students apply a variety of interpretive methods to texts.

MEASURES	RESULTS	ACTIONS
<p>Final Student Writing Project</p> <p>Instructor will score student performance from the Final Student Writing Project according to the learning goal, with a "1" meaning excellent achievement; a "2" meaning good achievement; a 3 meaning average achievement; a "4" meaning poor achievement; and a "5" meaning no achievement.</p> <p>Direct - Assignment</p> <p><i>Seminar in Literature: ENGL 415</i></p> <p>Target</p> <p>Student performance will average 2.5 or better (between "good" and "average") on the measure.</p>	<p>MET</p> <p>Analysis</p> <p>Faculty commented that the final student writing projects demonstrated strong reading skills and demonstrated good attention to textual detail.</p>	<p><i>No actions have been added.</i></p>
<p>Self-Reported Achievement of Learning Goals</p> <p>Students self-report their own achievement of the learning goal at the end of the major, with a "1" meaning excellent achievement; a "2" meaning good achievement; a 3 meaning average achievement; a "4" meaning poor achievement; and a "5" meaning no achievement.</p> <p>Indirect - Survey</p> <p><i>Seminar in Literature: ENGL 415</i></p> <p>Target</p> <p>80% or greater of students self-report that they have achieved the goal with scores of 2 or above.</p>	<p>MET</p> <p>Self-Reported Achievement of Learning Goals</p>  <p>Analysis</p> <p>Students report high achievement in improved Analytical Reading through out the major, with an overall average of 1.2 on this measure. 31 of 39 students reported the highest achievement, a "1," on this measure and 8 students reported good achievement, a "2."</p>	<p><i>No actions have been added.</i></p>

English BA

2. Academic Writing MET

1) Students write focused papers that use textual evidence to make an interpretive argument. 2) Students carefully and thoughtfully integrate sources and critical perspectives into their written work.

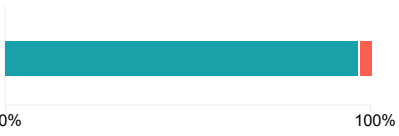
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<p>Final Student Writing Project</p> <p>Instructor will score student performance in the Final Student Writing Project according to the learning goal, with a “1” meaning excellent achievement; a “2” meaning good achievement; a 3 meaning average achievement; a “4” meaning poor achievement; and a “5” meaning no achievement.</p> <p>Direct - Assignment</p> <p><i>Seminar in Literature: ENGL 415</i></p> <p>Target</p> <p>Student performance will average 2.5 or better (between “good” and “average”) on the measure.</p>	<p>MET</p> <p>Analysis</p> <p>Overall, faculty agreed that student writing was strong. However, there was some disagreement about students’ research skills. While one faculty member was concerned about students’ ability to find relevant sources, another faculty member praised their strong individual research and creative thinking abilities.</p>	<p><i>No actions have been added.</i></p>								
<p>Self-Reported Achievement of Learning Goals</p> <p>Students self-report their own achievement of the learning goal at the end of the major, with a “1” meaning excellent achievement; a “2” meaning good achievement; a “3” meaning average achievement; a “4” meaning poor achievement; and a “5” meaning no achievement.</p> <p>Indirect - Survey</p> <p><i>Seminar in Literature: ENGL 415</i></p> <p>Target</p> <p>80% or greater of students self-report that they have achieved the goal with scores of 2 or above.</p>	<p>MET</p> <p>Self-Reported Achievement of Learning Goals</p> <p>■ Met ■ Not Met</p> <table border="1"> <tr> <td>Met:</td> <td>95%</td> </tr> <tr> <td>Not Met:</td> <td>5%</td> </tr> <tr> <td>Met Total:</td> <td>95%</td> </tr> <tr> <td>Not Met Total:</td> <td>5%</td> </tr> </table> <p>Analysis</p> <p>Students report high achievement in improved Academic Writing through out the major, with an overall average of 1.46 on this measure. Only 2 students reported a “3” (average achievement) on the measure.</p>	Met:	95%	Not Met:	5%	Met Total:	95%	Not Met Total:	5%	<p><i>No actions have been added.</i></p>
Met:	95%									
Not Met:	5%									
Met Total:	95%									
Not Met Total:	5%									

3. Critical Thinking MET

1)Students bring self-awareness to their own use of language and their own perspectives. 2)Students apply methods of textual analysis to other cultural artifacts. 3)Students analyze--and imaginatively connect with--diverse perspectives

MEASURES	RESULTS	ACTIONS
<p>Final Student Writing Project</p> <p>Instructor will score student performance from the Final Student Writing Project according to the learning goal, with a “1” meaning excellent achievement; a “2” meaning good achievement; a 3 meaning average achievement; a “4” meaning</p>	<p>MET</p> <p>Analysis</p> <p>While one faculty member forgot to assess for this goal in this assessment cycle, the other faculty members were generally impressed with the way that the final student writing</p>	<p><i>No actions have been added.</i></p>

English BA

<p>poor achievement: and a "5" meaning no achievement.</p> <p>Direct - Assignment</p> <p><i>Seminar in Literature: ENGL 415</i></p> <p>Target</p> <p>Student performance will average 2.5 or better (between "good" and "average") on the measure.</p>	<p>projects connected textual analysis to larger cultural issues. However, one faculty member commented that we need to continue to help students develop a stronger understanding of historical context.</p>									
<p>Self-Reported Achievement of Learning Goals</p> <p>Students self-report their own achievement of the learning goal at the end of the major, with a "1" meaning excellent achievement; a "2" meaning good achievement; a 3 meaning average achievement; a "4" meaning poor achievement: and a "5" meaning no achievement.</p> <p>Indirect - Survey</p> <p><i>Seminar in Literature: ENGL 415</i></p> <p>Target</p> <p>80% or greater of students self-report that they have achieved the goal with scores of 2 or above.</p>	<p>MET</p> <p>Self-Reported Achievement of Learning Goals</p> <p>■ Met ■ Not Met</p>  <table border="1" data-bbox="582 683 981 817"> <tr> <td>Met:</td> <td>97%</td> </tr> <tr> <td>Not Met:</td> <td>3%</td> </tr> <tr> <td>Met Total:</td> <td>97%</td> </tr> <tr> <td>Not Met Total:</td> <td>3%</td> </tr> </table> <p>Analysis</p> <p>Students report high achievement in improved Critical Thinking throughout the major, with an overall average of 1.18 on this measure. 33 of 39 students reported the highest achievement, a "1," on this measure and only 1 student reported "average" achievement.</p>	Met:	97%	Not Met:	3%	Met Total:	97%	Not Met Total:	3%	<p><i>No actions have been added.</i></p>
Met:	97%									
Not Met:	3%									
Met Total:	97%									
Not Met Total:	3%									