

Program Assessment Report 2017-2018

Program Name: ENGLISH

Program Learning Outcome: 1).Students who complete the English Major will be able to execute literary arguments based on close readings of texts with attention paid to genre and thematic focus.

1. Identify the artifact(s) (i.e. student work or outputs) that you used to assess the PLO. [Projects, papers, presentations, portfolios, exam questions, specific assignments, capstone work]

Artifacts: **Papers**

Other artifact(s)

Click or tap here to enter text.

2. Identify the instruments (e.g. rubrics, surveys, spreadsheets, statistical software) used to assess the artifact(s) (i.e. the way in which student output are analyzed).

Instruments: Choose an item.

Other instruments Used

Simple Y/N determination when examining the following three areas: 1) Well-defined thesis paragraph and thesis sentence 2) Overall paragraph structure reflecting and reflected by the thesis sentence and 3) Evidence-based argument.

3. Describe program collaboration to plan, implement and use the results of assessment.

In the 2017-2018 academic year, the English Program faculty agreed to use the final take-home essays from the gateway course for the major (ENLT 140: English Inquiry) to assess PLO #1 in the Spring 2018 semester.

In April-May 2018, digital copies of the final take-home essays for the two ENLT 140: English Inquiry classes (sections 2 and 3) were collected and examined. In section 2, there were 15 students enrolled but 1 withdrew; in section 3, there were 21 students enrolled but 1 withdrew here as well. Out of the possible 34 essays to be collected, 29 were successfully submitted and readable.

Explain the results of the assessment activities.

The results are as follows:

Well-defined thesis paragraph and thesis sentence: 14/29-NO and 15/29-YES

Overall paragraph structure reflecting and reflected by the thesis sentence: 13/29-NO and 16/29-YES

Evidence-based argument: 7/29-NO and 22/29-YES

These results tell us that we have a 76% success rate in teaching students to use evidence in making their argument; a 55% success rate in teaching students to write body paragraphs that overall reflect one main central idea (thesis); and a 52% success rate in teaching students to write a well-defined

thesis paragraph and thesis sentence. Admittedly, the bar is set high with the thesis sentence as it is described as “well-defined,” but it is still our goal.

4. Where applicable, outline the steps you will take to make improvements to the program based on the results of assessment activities identified in #3.

These results will be discussed in the Fall 2018 semester as part of regular Department meetings. Other specific meetings that address these results may occur with just the English program faculty later in the semester or academic year. Two initial questions to consider based on this collection of essays are the following: 1) What is the utility of assigning a research paper in an ENLT-100 level course? and 2) Is paraphrased evidence or direct quotations preferred in making evidence-based arguments? These initial questions will lead the faculty to discuss the possibilities of making the type of evidence used and the papers assigned in the English Inquiry class more uniform. Such questions and discussion can lead to the improvement of the English Program.

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Program Name: ENGLISH

Program Learning Outcome: 2).Students who complete the English Major will be able to demonstrate knowledge of the key texts, authors, and historical development of Anglophone Literature.

5. Identify the artifact(s) (i.e. student work or outputs) that you used to assess the PLO. [Projects, papers, presentations, portfolios, exam questions, specific assignments, capstone work]

Artifacts: Choose an item.

Other artifact(s)

ETS Major Field Test In English

6. Identify the instruments (e.g. rubrics, surveys, spreadsheets, statistical software) used to assess the artifact(s) (i.e. the way in which student output are analyzed).

Instruments: **Performance on standardized test questions**

Other instruments Used

[Click or tap here to enter text.](#)

7. Describe program collaboration to plan, implement and use the results of assessment.

In the 2017-2018 academic year, the English Program faculty agreed to have majors who have finished their Area Requirements take the ETS Major Field Test in English every year, so as to have adequate numbers by the end of the Program's three-year assessment cycle to assess PLO #2.

In the Spring 2018 semester, 12 English majors were eligible to take the exam and 7 sat for the test. The ETS Major Field Test in English is an on-line exam that is divided into two sections, one hour for each section.

Explain the results of the assessment activities.

The results are as follows:

British Literature Pre-1600 (B1 Area) 48% Mean Correct

British Literature 1660-1900 (B2 Area) 42% Mean Correct

American Literature to 1900 (A1 Area) 48% Mean Correct

British and American Literature 1901-1945 (B3 and A2 Areas) 56% Mean Correct

Literature in English Since 1945 (A3 and G/M Areas) 53% Mean Correct

Literary Theory (Theory Intensive Area) 41% Mean Correct

These results will be analyzed in full when we can combine them with the results of the same exam taken by English majors who have completed their Area Requirements over the next two years. Right now, the numbers are too small to provide statistically-relevant information.

8. Where applicable, outline the steps you will take to make improvements to the program based on the results of assessment activities identified in #3.

These results will no doubt be discussed in the Fall 2018 or Spring 2019 semester as part of regular Department meetings. Other specific meetings that address these results may occur with just the English program faculty later in the semester or academic year. One initial question to consider based on this collection of exam scores is the following: 1) What is the utility of the current historical framework of the English Major? This initial question will lead the faculty to discuss possible other structures for the English Major.