

# Program Assessment Report 2016-2017

**Program:** ENGLISH

## Program Learning Description

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

**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]**

PLO #2: We delivered the ETS Major Field Test for Literature in English in early December 2016 in order to receive some data about English PLO #2. Seven out of nine eligible ENLT Majors (those who completed Major Area requirement courses) took the exam and we received their scores.

## Other artifact(s)

**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).**

PLO #2: A statistical analysis of our students' scores in the ETS Major Field Test for Literature in English was performed with the assistance of Mary Jane DiMattio and Val Taylor in the OEA and IRS offices on campus.

## Other instruments Used

Exam Questions

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

**Explain the results of the assessment activities.**

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

See response in previous box.

**Are there any new resources needed to create program improvements? If so, please include the resources that you will request in the Budget section of the Annual Report.**

PLO #2: The discussion (initiated by the ETS Major Field Test scores) about how the current Historical Model for the English Major (the basis for PLO #2) may need to change in the future did begin in the May 2017 meeting and will continue over the next few academic years. Such a large change needs faculty collaboration and agreement, and should be done in consideration of evolving curriculum needs (level two of EP); the reality of faculty retirements and the likelihood of no replacement hires; and at least another cycle of quantitative and qualitative assessment data.

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**Program:** ENGLISH

## Program Learning Description

5). Students who complete the English Major will be able to employ distinct critical perspectives in their independent ability to evaluate and interpret literary texts.

**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]**

PLO #5: Due to Department faculty members' difficulty in establishing how PLO #5 is different from PLO #4, an assessment activity/artifact for PLO #5 could not be developed/decided upon for the past two and a half years. This reality indicated a need to discuss this PLO as a full department.

### Other artifact(s)

**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).**

PLO #5: As stated earlier, due to the difficulty in establishing how PLO #5 is different from PLO #4, an assessment activity/artifact/instrument for PLO #5 could not be developed/decided upon.

### Other instruments Used

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

**Explain the results of the assessment activities.**

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

See response in the previous box.

**Are there any new resources needed to create program improvements? If so, please include the resources that you will request in the Budget section of the Annual Report.**

PLO #5: This revision in PLOs should streamline the efforts and resources of the English Program and its faculty and thus make it more effective and productive in the long-term for our students. The true test of this revision will happen when faculty assess the new PLO #4.