Program Assessment Report (PAR)

English (ENG) Baccalaureate Degree
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ACADEMIC YEAR COVERED BY THIS REPORT: 2021-2022

I. PROGRAM LEARNING OUTCOMES

Graduates will be informed readers, able to formulate readings of texts based on their knowledge of literary historical contexts and of basic critical strategies
Graduates in the Professional Writing concentration will able to create and edit appropriate professional and/or technical documents.

II. PROCEDURES USED FOR ASSESSMENT

A. Direct Assessment

The same method was used for both outcomes. For the general-English major, final projects were collected from two 4000-level literature courses in Fall 2021 and three 4000-level literature courses in Spring 2022. Fifteen projects were randomly choosen for assessment and provided to two assessors. For the Professional Writing concentration, we collected projects from a 4000-level PW course in Fall 2021 and a 4000-level PW course in Spring 2022. Fifteen projects were randomly chosen for assessment and provided to two assessors.

B. Scoring of Student Work

Each learning outcome was assessed by a rubric developed by the department undergraduate committee using AACU models. Three members of the undergraduate committee performed the evaluation along with another department member. Using Aqua Taskstream the papers were randomly assigned to readers. Each paper was read and scored by two separate assessors.

C. Indirect Assessment

Students complete course evaluations at the end of the semester. The contents are reviewed by the instructor and department chair.

III. ASSESSMENT RESULTS/INFORMATION:

Assessment Outcome 1: Graduates will be informed readers, able to formulate readings of texts based on their knowledge of literary historical contexts and of basic critical strategies Scale: 4 = exemplary, 3 = good, 2 = adequate, 1 = poor, and 0 = no evidence. Rubric attached to assessment report. The average score for this criterion was 3.23. The minimum score was 2 and the highest 4. The median score was a 3.5. Outcome 2: Graduates in the Professional Writing concentration will able to create and edit appropriate professional and/or technical documents. Scale: 4 = exemplary, 3 = good, 2 = adequate, 1 = poor, and 0 = no evidence. Rubric attached to assessment report. The average score for this criterion was 3.4. The minimum score was 2.5 and the highest 4. The median score was a 3.5.

A median score of 3.5 in the general-major outcome is a one-point improvement over last year's assessment of a general-major outcome. As we noted in our analysis last year, we had been assessing projects from ENG 3060, our "Introduction to Literary Study" taken by all majors, as an intro class, it was not an accurate indicator of where students are when they graduate. Assessing all 4000-level lit classes instead has given us a more accurate view of where students are in relation to the outcomes at graduation. An average score of 3.23 is between "good" and "exemplary" for the outcome, showing students performed strongly in their ability to formulate readings of texts based on the desired knowledge. The Professional-Writing Outcome had an average score of 3.4, between "good" and "exemplary." Students performed strongly in their ability to create and edit appropriate documents.

A median score of 3 in all outcomes indicates that, overall, students are meeting these outcomes successfully. All three averages were just below a score of good. The difference between the highest average score (2.92) and the lowest (2.77) is minor. Outcome one had the strongest performance with highest average (2.92) and highest low score (2). Students are able to be informed readers, able to formulate readings of texts based on their knowledge of literary historical contexts and of basic critical strategies. Outcome 2 had a larger range of scores (1.5 – 4) and a slightly weaker average. This outcome was evaluated across 2 rubrics. Students performed strongly in their ability to develop a thesis and sustain a coherent written argument (2a) with an average score of 2.81. The weakest scoring was in outcome 2b – use of secondary sources – where the average score was 2.77.

IV. ACTIONS TO IMPROVE STUDENT LEARNING

At the Fall 2021 department meeting, the undergraduate committee chair shared the latest assessment results with the department and requested faculty place a stronger emphasis on teaching the two program learning outcomes for all English majors. Our Fall 2021 still showed lackluster performance because it was also assessing ENG 3060 so the committee will be pleased to share these Fall 2021 results in the next committee report in spring and emphasize again the importance of continuing to emphasize the learning outcomes in all ENG classes. In the spring, the committee hopes to draft an exit interview for graduating students to gain more feedback on the program. We hope to implement this in Fall 2023. The committee chair has requested papers from Fall 2022 to begin assessment for next year's general program outcome and assessment of the TESOL concentration.

V. SUPPORTING DOCUMENTS

Additional documentation, when provided, is stored in the internal Academic Program Assessment of Student Learning SharePoint site.