

## ENGLISH ASSESSMENT PLAN

### Department of English

#### Student Learning Objectives for English Majors

**SLO #1:** English majors will display the ability to produce an effective extended piece of writing appropriate to their major. This goal supports V.U.'s Learning Outcomes 1, 2, 3, 4, and 5.

**SLO #2:** English majors will demonstrate a coherent understanding of the growth of literature in English, the relationships among major literary works over time, and a basic familiarity with those literary works generally considered among the most important. This goal supports V.U.'s Learning Outcomes 1, 2, and 3.

**SLO #3:** English and writing majors will demonstrate technological adeptness and familiarity with new media appropriate to their field of study. This goal supports V.U.'s Learning Outcomes 3 and 6.

Measure	SLOs	Dept. use of data
Senior seminar course paper (Engl 493) or portfolio (Engl 491, 492) evaluations.	#1A	After evaluating senior seminar papers or portfolios, each instructor will complete a rubric reporting strengths and weaknesses observed in the papers. The report goes to the Department Chair and Department Assessment Committee.
Analytic writing GRE scores	#1B	Every Spring, the chair of Department Assessment Committee will obtain analytic writing GRE scores for analysis by the department's Assessment Committee.
Wordfest Writing Competition judges' feedback	#1C	The Wordfest Writing Competition chairperson will ask all internal and external judges to complete a short report listing overall strengths and weakness of entries in all categories. The Wordfest chairperson will then consolidate these reports and pass them to the Department Assessment Committee for analysis.
Analysis of selected PRAXIS exam results obtained from the Dept of Education.	#2A	Every Spring, the English Assessment Committee will analyze results in the categories of "Reading and Understanding Text," "Language and Linguistics," and "Composition and Rhetoric."
Analysis of Selected Senior Exit	#2B	English Assessment Committee will analyze results of items 1,

Survey items		8, and 16 on the current Senior Survey.
Analysis of final exams in coverage courses	#2C	After evaluating final exams, instructors in ENGL 401, 402, 409, 420, 430, 450, 456, 460, 470, and 475 complete a short report describing observed strengths and weakness of student responses as demonstrated on mid-term and / or final exams as they relate to this goal.
Reports from “New Media”(Engl 400) and “Methods”(Engl 408) courses instructors	#3	At the conclusion of each course, instructors will complete a short report summarizing student strengths and weaknesses in regard to their use of technology.

1. **Results**— Review activities and findings by completing the Assessment Activities Table below. You can also provide a brief discussion afterward if you feel it would help the committee understand your assessment activities and findings during this cycle.

**Assessment Activities Table**

<b>This year we assessed SLO(s)...</b> (list each SLO in its own row)	<b>...using Outcome Measure(s) (OMs).</b> (See Report Instructions for description and example)  Direct OM(s):  Indirect OM(s):	<b>Findings:</b> <b>program-performance for these SLOs, as indicated by these OMs, is:</b> <b>Excellent/Satisfactory/Needs Improvement</b> (See Report Instructions for description and example)	<b>Strategies for Improvement</b> <b>(in selected areas):</b> (See Report Instructions for description and example)
SLO1			
SLO2			
SLO3			

**Discussion (Optional):**

2. What **revisions**, if any, to current SLOs and/or outcome measures did you make from previous plan? Provide the rationale for any change(s).

3. **Plans**- What learning objectives will you be assessing in the next cycle?

Map II: Map Courses, Experiences and Activities to current Program/Department SLOs

**English Program SLOs and Bachelor of Arts—English Major Literature**  
**English Student Learning Objectives**

**ENGL SLO 1:** English majors will display the ability to produce an effective extended piece of writing at

**ENGL SLO 2:** English majors will demonstrate a coherent understanding of the growth of literature in t  
 and a basic familiarity with those literary works generally considered among the

**ENGL SLO 3:** English and writing majors will demonstrate technological adeptness and familiarity with

*Instructions*

Mark the courses/events/experiences/activities that currently address either Program SLOs o

Enter an **I** to indicate students are introduced to the SLO

**R** indicates the SLO is reinforced and students afforded opportunities to practice

**M** indicates that students have had sufficient practice and can now demonstrate mastery app

**A** indicates where evidence is collected and evaluated for program-level assessment as specif

Course/ Experience	Program/Department SLOs			
	SLO1	SLO2	SLO3	
ENGL 200	I / a	I		
ENGL 400	R	R	I/R/ M	
ENGL 401	R	R		
ENGL 402	R	R		
ENGL 408	I/R	R		
ENGL 409	R	R		
ENGL 410	R	R	R	
ENGL 420	R	R	R	
ENGL 430	R	R	R	
ENGL 450	R	R	R	
ENGL 456	R	R		
ENGL 460	R	R		
ENGL 470	R	R		
ENGL 475	R	R	?	
ENGL 493	R/M/A			
Elective 1				
Elective 2				
Elective Diversity				