

Part 1. General Information

Program(s) Discussed: [Department of English]
Current Semester: [Spring 2022]
Date of Assessment Meeting(s): [February 25, 2022]
Participants in Assessment Meeting(s): [Tom Pace (Assessment Director); Maryclaire Moroney (Department Chairperson); Jean Feerick (Grad Studies Director); Phil Metres (CW Faculty); George Bilgere (CW Faculty); Peter Kvidera (Associate Professor).]

All Annual Assessment Reports are available to the appropriate Associate Dean, Dean, and the Provost, as well as to other administrators for institutional effectiveness and accreditation purposes. Please indicate the degree to which your program would like this information more widely shared.

On-Campus Users

- Freely available
 Available upon request
 Unavailable

Off-Campus Users

- Freely available
 Available upon request
 Unavailable

Part 2. Assessment Process

2A. Learning Goals

Prompt: Paste your program learning goals here, then, address the following questions in a sentence or two: Did you gather data on all of your program's student learning goals? If not, which student learning goals did you measure in this assessment cycle?

Learning Goals for the Capstone Project for Literature, Creative Writing and Professional Writing Concentrations.

Department Learning Outcomes

Creative Writing (Learning outcomes 1, 2, 3)

1. **Learning Outcome 1:** Analyze and evaluate one's own texts in a way that assesses their aesthetic rigor.
2. **Learning Outcome 2:** Demonstrate evidence of multiple drafts of original creative works that are honed and revised through the peer workshop process
3. **Learning Outcome 3A:** Demonstrate awareness of audience (potential graduate programs).
4. **Learning Outcome 3B:** Demonstrate awareness of artistic form
5. **Learning Outcome 3C:** Demonstrate awareness of formal sophistication and clear reflection.

Professional Writing (Learning Outcomes 1, 2, 3)

1. **Learning Outcome 1:** Analyze and evaluate texts to form and articulate accomplished interpretations of those texts.

2. **Learning Outcome 2A:** Demonstrate written texts that represent professional genres
3. **Learning Outcome 2B:** Demonstrate awareness of audience
4. **Learning Outcome 2C:** Demonstrate awareness of artistic form
5. **Learning Outcome 2D:** Demonstrate organizational sophistication and clear argumentation
6. **Learning Outcome 3:** Demonstrates writing, editing, and communicating skills in a professional internship that the student learned in PW courses.

Literature Concentration (Learning outcomes 1, 2, 3, 5)

1. **Learning Outcome 1:** Analyze and evaluate texts to form and articulate accomplished interpretations of those texts.
2. **Learning Outcome 2A:** Demonstrate awareness of audience.
3. **Learning Outcome 2B:** Demonstrates sophisticated organization and clear and persuasive argumentation.
4. **Learning Outcome 3:** Demonstrates an understanding of formal elements of language and genre.
5. **Learning Outcome 5:** Incorporate knowledge of cultural and historical contexts of Anglophone and translated-creative works into original interpretations of those works.

Capstone Criteria

PW: Addresses all 4 criteria

LIT: Addresses 1, 3, 4.

CW: Addresses all 4 criteria.

By addressing the department learning outcomes, the capstone projects address the capstone criteria established by the core curriculum committee.

2B. Measuring Learning

Prompt: In one or two paragraphs, describe your assessment process. What tools did you use to attempt to measure student learning? Where and how were they administered? Who scored them?

We collected 21 capstone essays completed literature majors in their 400-level courses from spring 2020 and fall 2021. We then randomly selected 13 anonymized each essay.

We collected CW portfolios completed by senior CW majors between 2020-2021. We then collected randomly and anonymized each portfolio.

We also collected PW portfolios completed by senior PW majors from spring 2021 and fall 2021, and then we collected 5 randomly and anonymized each portfolio.

The number of essays from the literature courses were 13 out of a possible 24. The CW portfolios were 5 out of a possible of 9. And, the PW portfolios were 5 out of a possible of 6.

Two of the literature faculty (Dr. Moroney and Dr. Feerick) read the literature essays. Two of the CW faculty (Dr. Metres and Dr. Bilgere) read the PW portfolios, and the director of the professional writing concentration (Dr. Pace) and Dr. Kvidera read the PW portfolios.

The three faculty groups listed above read each essay/portfolio and assessed them based on the three learning outcomes under discussion. We assessed them based on a 3-point scale:

- 1=Did Not Meet Goals
- 2=Met Goals
- 3=Exceeded Goals.

After we scored each essay individually, we met on February 25, 2022 to discuss the findings and to determine what, if anything, needs to be addressed in how the English department oversees its capstone requirement.

Part 3. Findings

Prompt: Describe, in words, what your program learned about student learning during this assessment cycle. What were your strengths? In what ways did students fail to meet the goals you set for them? Along with this report, please submit the data charts the program used during the assessment meeting.

Overall, we found that the PW and CW portfolios are an effective method for our capstone experience and meet the department learning outcomes and the capstone criteria.

However, we found that integrating the capstone experience into 400-level literature courses is not an effective method. As a department, we will consider implementing a portfolio system for the literature concentration. This way, our students will be able to reflect on and show the culmination of their work in a way they are currently unable to do in the current system.

We also found that the learning outcomes need to be revised to reflect the department's updated curriculum, scheduled to begin in fall 2022. We also found that some of the language for the PW and CW portfolio requirements need tweaking. The committee made changes to the CW language during the February 25 meeting. The other changes will be addressed later this semester.

The April 2022 English department meeting will address specifically how to implement these updates, specifically updating the capstone experience for the literature major and revising the learning. We also plan to revise some of the learning outcomes for literature and one for PW. We hope to have these changes made by the end of the spring 2022 semester and ready for the 2022-23 AY.

Below is a brief summary of the findings from the assessment of each concentration's capstone experience.

Creative Writing

1. Overall, we found that the CW portfolios met the learning outcomes. The only learning outcome not met across as portfolios was Learning Outcome 2. The portfolio requirements, however, did not specify that students were required to include multiple drafts of creative works. Going forward, the department will adjust the portfolio requirements to ask students to show a piece from an early course and a piece from a later course and ask students to reflect on their development. The committee revised Learning Outcome 2 to reflect this change, and the CW faculty will update the requirement in the portfolio requirements.
2. Readers also found that not all students met Learning Outcome 3A. The committee revised the language of the learning outcomes to reflect the concerns raised by the assessment procedure. Below are the changes to Learning Outcome 2 and 3 the committee made:

- a. **Learning Outcome 2:** Demonstrate evidence of growth as a writer through reflecting on and assessing a piece written for an introductory course and a piece written for an advanced course.
 - b. **Learning Outcome 3A:** Demonstrate awareness of genre, form, and the purposes of literature.
 - c. **Learning Outcome 3B:** Demonstrate awareness of audience (potential graduate programs).
3. In general, we found that the portfolio requirement is a sound method for the creative writing capstone requirement. All four capstone criteria were met.

Professional Writing

1. Overall, we found that the PW portfolios met the learning outcomes. The only learning outcome we raised questions about was 2C. Readers suggested we either dispense with that learning outcome, since the PW portfolio requirements do not specify including that kind of student work, or we adjust the learning outcome. We will present this question to the department as a whole during our April 2022 department meeting.
2. Readers also suggested that the PW portfolio requirements be adjusted and updated to reflect changes the department made to the PW curriculum in 2022. This change will be made by the director of the PW concentration and submitted to the department for approval by the end of spring 2022.
3. In general, we found that the portfolio requirement is a sound method for the professional writing capstone requirement. All four capstone criteria were met.

Literature

1. Readers found that the capstone experience for the literature concentration is not the most reliable method for students to meet department learning outcomes or to address the capstone criteria. While some of the learning outcomes were met, not enough were met to satisfy the readers' sense that the current capstone requirement is the most reliable method. Currently, literature students can satisfy the capstone by enrolling in any 400-level literature seminar and competing a research-based seminar paper. The logistics of such a system present the following challenges:
 - a. It is difficult for us to know when students plan to take a 400-level course for their capstone. They could take it their sophomore or junior year and not their senior year, thus undermining the purpose of a capstone project.
 - b. Readers found that students appear to treat the project more as a normal class paper and not as an example of their cumulative work as a literature major.

We believe that students in the literature concentration will be better served by implementing a portfolio system, similar to the one in PW and CW. The department will discuss this change at the April 2022 department meeting.

Name(s) of file(s) containing data charts: See the Google Sheets I sent to Todd Bruce: scoring sheets from Pace, Moroney, Kvidera, Bilgere, Feerick, and Metres.

Part 4. Planned Changes to the Assessment System

4A. Changes to the Assessment System

Prompt: What changes, if any, do you need to make to your assessment system? (Questions to consider include: 1) Do your measures and processes provide useful data with a reasonable amount of effort? and 2) Are your measures reliable, valid, and sufficient?) On which student learning goals do you plan to focus your attention during the next assessment cycle? Do you need to implement additional formative assessment tools to better understand some of your findings? If so, describe those here.

1. The methods we used to assess the program's learning goals are appropriate, but because we are drawing from a small number of projects, going forward we need to include larger samples of papers and portfolios going forward. This increase in sample papers and portfolios means that more faculty will be involved in the process and assessment of papers, portfolios, and other materials used to assess student learning.

We also agreed that all student portfolios need to be uploaded electronically to a department Canvas page so that the department has access to portfolios from each academic year going forward.

2. We did find it would be useful to change some of the wording and language of the learning outcomes for the department. While we have tweaked some of the language of the learning outcomes language, we have not sufficiently revised the outcomes as a whole since implementing them in 2015. We plan to make those changes by the end of the spring 2022 semester. We plan to revise the language to reflect the following:
 - a. The changes in the department curriculum beginning in fall 2022.
 - b. The recommendations made by previous assessment committees to include more measurable and singularly-focused objectives.

4B. Changes to the Program in Response to Data

Prompt: What changes, if any, do you need to make to your program in response to what you now know about student learning? (Possibilities include changes to learning goals, pedagogy, assignments in particular classes, activities, and curricular requirements and/or structure.) What is your anticipated timeline for both implementation and assessment of the planned changes?

The major change in response to the assessment data will be to the capstone experience in the literature concentration. The proposed method of using a portfolio system will be discussed by the department in April 2022, and we hope to implement this change going into the 2022-23 academic year.

Part 5. Institutional Assessment Committee Interactions

5A. Feedback from IAC

Prompt: Briefly summarize the feedback you received from the Institutional Assessment Committee about your last report.

The most recent feedback from IAC was in 2021 pointed out the following: "The learning goals, especially 2, 3, & 4 need to be revised to include more measurable and singularly-focused objectives."

5B. Response to Feedback

Prompt: Briefly describe how your program has made use of the feedback.

We agree that the learning outcomes need to be updated and more streamlined so that they are more measurable and singularly-focused. Because we have updated our curriculum for fall 2022, the department will meet near the end of the spring semester to address these issues and to update the learning outcomes.

5C. Request for Feedback

Prompt: Do you have questions or concerns you would like the IAC or the Office of Institutional Effectiveness to address?

Nothing specific but rather continue to be available to help us with assessment procedures and plans to give feedback on how we revise and update our learning goals and other changes to the department.

Part 6. Evidence

6A. Of Changes

Prompt: Look at previous Annual Assessment Reports to see what changes that the program planned to make at that time. If the changes have been made, please submit evidence of the change (department meeting minutes, syllabi or Bulletin pages from before and after the change). If you have decided to not make change, please provide your rationale.

The department assessment report in 2021 focused on the assessment of our MA program. That program has been put on a 5-year hiatus.

6B. of Impact of Changes

Prompt: Consider the changes reported in Part VI of this and previous reports. What impact has the change had? When the impact of the changes has been assessed, discuss whether changes have had the intended impact and how you know. If the change is too recent or assessment is ongoing, you may wait for a future report.

As with much university life, the pandemic interrupted much of our assessment work. Assessment is slowly becoming more of a given in our department and something that we can use to address needed changes to the department, rather than as something we see as an outside regulation. More faculty are getting involved in the assessment process this semester, and we look forward to the department as a whole revising the literature capstone requirements and the learning outcomes.

6C. Academic Program Review Action Plan Update

Prompt: If your program has completed an Academic Program Review since 2011, please review your Action Plan from your most recent Academic Program Review, and add a column indicating the progress made on each item. Attach your update to this report.

We completed the most recent APE in 2019, and an APR in 2018. Since the pandemic, we have updated and streamlined the department curriculum and concentrations. Our updated learning outcomes will reflect this updated curriculum.