Mission Statement

Changes

Outcomes of the MFT suggest we need to expose students more to British Literature before 1660, literary history, and identification. No changes are currently planned, but that information will be considered in any future curriculum changes.

Recommendations

Our program measures are too vague, making assessment difficult. For four of the six SLO, we used essentially the same measures. Further, because so many of our courses serve the core, a way to distinguish between the performance of majors and non-majors would be useful and is probably necessary in making decisions about programmatic changes. We need to find specific instruments tests for each SLO. The overlap in measures may also suggest that some SLO are too closely related. Some of them may be combined or deleted. We need to rethink what we want our students to gain from the program.

Comments

The initial plan was for faculty to "discuss" SLO after the academic year. This plan is a bit unrealistic. At the end of the semester, faculty scramble to grade student work and complete grade reports. A meeting to assess the outcomes at the end of the year is unlikely. A better plan would be to produce an instrument that would allow faculty to turn in results. Those results could be compiled and used to assess the program. The results could be distributed and the meeting to plan program changes could take place at the beginning of the next year.
Goal Number 1
ReportComments
GoalMeasuresCombined
Frequency
Goal Number 1

Discuss key authors and their works in an historical and cultural context

Report Comments

The discussion of key authors and their works and how those works fit into and/or grow out of specific historical and cultural contexts is the focus of the English major, and, therefore, required in all courses in the major. ENGL 211, 212, 221, 222, 312, 331, 411, 412, 419 and 499 constitute the core of the major and all students must take these courses. Successful completion of these courses indicates the ability to discuss key authors and their works in an historical and cultural context. For assessment purposes, “successful completion” is defined as at least 70% mastery of the course material. During the 2008/09 academic year, nine of the ten core major courses were taught. English 412 was not taught. A combined total of 59 students enrolled in ENGL 312, 331, 411, 419, and 499. The students enrolled in these courses were English majors or minors. Of the 59 students enrolled in these courses, 55 (93%) achieved at least 70% mastery of the material. Four (4) students (7%) failed to achieve at least 70% mastery. ENGL 211, 212, 221, and 222 are required of all English majors but also serve the core to satisfy the literature requirement. The majority of students enrolled in these courses are non-majors. However, because courses offered in the core constitute the majority of the English program’s offerings, assessment of ENGL 211, 212, 221, and 222 is necessary even though the results of such an assessment may indicate more about the general student than the English major. A combined total of 332 students enrolled in ENGL 211, 212, 221, 222. The majority of students

Goal Measures

- Through assessment of student performance on specified tests and assignments.
- Through assessment of student completion of performance on capstone projects.

Frequency

Each semester

Goal Number 2

Define key literary terminology

Report Comments

The ability to define key literary terms is developed across the range of courses offered by the program. A combined total of 59 students enrolled in ENGL 312, 331, 411, 419, and 499. The students enrolled in these courses were English majors or minors. Of the 59 students enrolled in these courses, 55 (93%) achieved at least 70% mastery of the material. Four (4) students (7%) failed to achieve at least 70% mastery. ENGL 211, 212, 221, and 222 are required of all English majors but also serve the core to satisfy the literature requirement. The majority of students enrolled in these courses are non-majors. However, because courses offered in the core constitute the majority of the English program’s offerings, assessment of ENGL 211, 212, 221, and 222 is necessary even though the results of such an assessment may indicate more about the general student than the English major. A combined total of 332 students enrolled in ENGL 211, 212, 221, 222. The majority of students enrolled in these courses were non-majors. Of the 332 students enrolled in those courses, 301 (91%) achieved at least 70% mastery of the material. Thirty-one (31) students (9%) failed to achieve 70% mastery. The achievement levels of these courses suggest that the majority of students were able to define key literary terminology. This assumption is based on the premise that this skill is a primary component of each of these courses, and, therefore, students who achieve 70% mastery of the objectives of the courses have achieved this student learning outcome.

Goal Measures

- Through assessment of student performance on specified tests and assignments.

Frequency

Each semester
Goal Number 3
Explicate texts from a variety of genres and media

Report Comments
The ability to explicate texts from a variety of genres and media is measured in each of the courses required in the major by essay. In fact, the primary method of testing in ENGL 312, 331, 411, 419 and 499 is through written work, most of which is the explication of texts. For purposes of assessment, successful explication is defined as the ability to produce in standard written English, an essay with a clear thesis which makes an argument or point about a particular text and supports that argument or point with evidence from the primary source. The support may also include evidence from secondary sources. A combined total of 59 students enrolled in ENGL 312, 331, 411, 419, and 499. The students enrolled in these courses were English majors or minors. Of the 59 students enrolled in these courses, 55 (93%) achieved at least 70% mastery of the material. Four (4) students (7%) failed to achieve at least 70% mastery. The achievement levels of these courses suggest that the majority of students were able to explicate texts. This assumption is based on the premise that this skill is a primary component of each of these courses, and, therefore, students who achieve 70% mastery of the objectives of the courses have achieved this student learning outcome.

Goal Measures Combined
- Through assessment of student performance on specified tests and assignments.

Frequency
Annually

Goal Number 4
Explain and use a variety of critical perspectives.

Report Comments
The ability to explain and use a variety of critical perspectives is a skill required in all English courses to some extent; however, ENGL 419 focuses on this skill, in particular. The purpose of this course is, in fact, to study critical theory. This upper-level class is almost always populated exclusively by English majors. In 08/09, ten students enrolled in ENGL 419. Eight (8) students (80%) achieved at least 70% mastery of the material. Two (2) students (20%) failed to achieve at least 70% mastery. In another type of assessment, the Major Field Test (MFT), five (5) students earned a mean percent correct of 53% in the literary theory category (the indicator closest to critical perspective SLO). This 53% correct might suggest a general failure of mastery in this area; however, the scores of the five students reflect results too tied to individual achievement to be of much use. For example, one (1) student scored 80% mastery across the various areas, two (2) students scored at the mid-range average of 55-59%, and two (2) students scored below average. For our program, the MFT may be a less reliable indicator of student mastery simply because of the small number of students taking the test any given year and inherent inability of a small department to cover a very large discipline with six professors. The achievement levels of the students, even on the standardized test, still suggest a general ability to explain and use a variety of critical perspectives.

Goal Measures Combined
- Through assessment of student performance on specified tests and assignments.

Frequency
Annually
**Goal Number 5**

Develop research topics, assess sources, and integrate research effectively into coherent projects.

**Report Comments**

The ability to develop research topics, assess sources, and integrate research effectively into projects is most effectively measured in ENGL 499. In this course, the student synthesizes his/her knowledge of key authors and their works, critical theory, analysis, literary terminology and the historical and cultural context of texts to create an original text or a researched critical analysis. Students must then present their work in a public reading, explaining their finding or reading from their work and articulating what writers, styles, and/or critical perspectives have influenced them. The projects are assessed on the following primary areas:

1. soundness of idea or premise,
2. quality of the writing, development of the idea,
3. appropriate and documented support of idea,
4. clear understanding of the critical perspective(s) or stance, and
5. understanding of the historical/cultural issues called into question or supported by the project,
6. creativity of the project.

In 08/09, seven (7) students presented completed and presented to the department and the larger college community, capstone projects. Of the seven (7) projects completed, six were successfully met minimum

**Goal Measures Combined**

- Through assessment of student completion of performance on capstone projects.

**Frequency**

At the completion of the capstone project required by the major

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**Goal Number 6**

Read, think about and respond creatively to texts.

**Report Comments**

The ability to read, think about and respond creatively to texts is required in all English courses. This ability constitutes one of the fundamental skills of the major and may be assessed through all courses taught by the department. A combined total of 59 students enrolled in ENGL 312, 331, 411, 419, and 499. The students enrolled in these courses were English majors or minors. Of the 59 students enrolled in these courses, 55 (93%) achieved at least 70% mastery of the material. Four (4) students (7%) failed to achieve at least 70% mastery. ENGL 211, 212, 221, and 222 are required of all English majors but also serve the core to satisfy the literature requirement. The majority of students enrolled in these courses are non-majors. However, because courses offered in the core constitute the majority of the English program’s offerings, assessment of ENGL 211, 212, 221, and 222 is necessary even though the results of such an assessment may indicate more about the general student than the English major. A combined total of 332 students enrolled in ENGL 211, 212, 221, 222. The majority of students enrolled in these courses were non-majors. Of the 332 students enrolled in those courses, 301 (91%) achieved at least 70% mastery of the material. Thirty-one (31) students (9%) failed to achieve 70% mastery. The achievement levels of these courses suggest that the majority of students were able to read, think about and respond creatively to texts. This assumption is based on the premise that this skill is a primary component of each of these courses, and, therefore, students who

**Goal Measures Combined**

- Through assessment of student performance on specified tests and assignments.

**Frequency**

Annually