Departmental and Program Assessment
Annual Assessment Plan Report

Academic Year: 08-09

Academic Unit: English

Chair: Vernon

Assessment Plan

- Is there an assessment plan for your department, program, or general education component? (It should be on the web at http://www.hendrix.edu/academics/academics.aspx?id=7264. If not, provide a timeline that will produce a plan by the end of the next academic year.)

  Yes

- Does the assessment plan include stated student learning goals? (Goals should be able to stand alone as a list without pages of explanatory commentary. If not, provide a timeline that will produce goals by the end of the next academic year.)

  Yes

- Does the assessment plan include a list of assessment data that are collected each year? (Assessment data lists should be able to stand alone as a list without pages of explanatory commentary. If not, provide a timeline that will produce a list by the end of the next academic year. You do ***not*** need to submit any of your data, but it should be on file in your department.)

  Yes

- Has your department or program done an assessment audit of your courses to determine how course goals match overall student learning goals? (This has not been required of departments, but it is a recommended exercise. If you have done this, please report the results.)

  No, but we have a plan for a biennial review of course syllabi.

- Are student learning goals available to students? Are student learning goals included in course syllabi in your department or program?

  Generally yes, but our biennial review will provide better information.

Student Assessments

- Describe which *direct* assessments in your assessment plan have been collected for the year and which have not. ["Direct" refers to evaluated student work.]

  Senior theses.

- Describe which indirect assessments in your assessment plan have been collected for the year and which have not. ["Indirect" refers to student surveys or opinions.]

  Senior program and self evaluations; exit interviews.

Assessment Planning

- How is information about student learning shared and used for department, program, or general education component decision making? (Each unit is to have discussions of at least two hours each academic year to discuss assessment. If you have met, briefly summarize the meeting. If you have not met, when do you plan to meet?)

  Faculty members have read and discussed several theses this spring. We will devote two hours to assessment at our August retreat.

- Describe any curricular or other programmatic changes that have been made that were based (at least in part) on the availability of your assessment data.

  Our major accomplishments this year have been integrating three new faculty members; increasing communications with students; and creating a more active community and more interactions between faculty and students. These have occurred a number of ways: Word Garden; CW shoptalk; English Discussion Series; spring meeting for present and potential majors.

  We will begin discussing curricular changes at our August retreat, based (at least in part) on assessment data.

  While not technically part of our assessment data/plan, we used the current AY course enrollment figures to ensure a proper range of courses for next year.

- Describe any changes in the Assessment Plan that have been made during this academic year. (If changes have been made, please submit an electronic copy of the revised plan to Amanda Hurd.)

  We submitted a new Assessment Plan this year.

- What are the plans for improving student learning in your unit?

  Our first major task is to restructure the major to accommodate film studies and creative writing students.

  We will then begin a review each course "type" to specify department goals and standards.

- Report on this year's action item for your unit.

  We submitted a new assessment plan and our response to our external review.

- Define at least one action item for your unit that will be a goal of your assessment discussions next year.

  I don't know how to answer this question. We perform assessment at our fall retreat; our next assessment occurs in August, before next year; it's impossible to know what items we will deem actionable. Our assessment for next year is still 18 months away. Our most tangible action item will be the development of a new curriculum.