Departmental and Program Assessment
Annual Assessment Plan Report

Academic Year: __2011-12_____

Academic Unit: __English Department_____

Chair: ___Carol West_____

Student Assessment Plan (SAP) – Basic Check-list – If your answers are "yes" a question in this section, no further explanation is necessary.

1. Is there a current assessment plan for your department, program, or general education component? Current implies that this SAP is used by the department. It does not have to be rewritten unless your assessment plan has changed. It should be on the web at http://www.hendrix.edu/academics/academics.aspx?id=7264.

   □X yes □ no *If no, provide a timeline that will produce a plan by the end of the next academic year.*

2. Does the current SAP include student learning goals? Departmental/programmatic/general education component student learning goals should be able to stand alone as a list without pages of explanatory commentary.

   □X yes □ no *If no, provide a timeline that will produce student learning goals by the end of the next academic year.*

3. Does your SAP include a list of assessment data collected yearly? Assessment data lists should be able to stand alone without pages of explanatory commentary. Additionally, collected data should be of enough value to the department that it is read yearly. If not, it is probably not of sufficient use to collect.

   □X yes □ no *If no, provide a timeline that will produce an assessment data list by the end of the next academic year.*

4. Are student learning goals available to students on the web on the departmental/programmatic page(s)?

   □X yes □ no *If no, provide a timeline that will produce student access to the learning goals by the end of the next academic year.*

5. Are student learning goals, appropriate for each course, included in the course syllabi in your department or program?

   □X yes □ no *If no, provide a timeline that will produce student learning goals by the end of the next academic year.*

6. Does your SAP include direct assessments? "Direct" refers to evaluated student work.

   □X yes □ no *If no, provide a timeline that will produce a direct student assessment tool by the end of the next academic year.*

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

□X yes □ no *If no, provide a timeline that will produce an indirect student assessment tool by the end of the next academic year.* Senior written program evaluations; annual majors' meeting; faculty experience as instructors and advisers.

Student Assessment Plan Development - Departments and programs who have a complete and current SAP should consider the next step in SAP development. *This could easily be the annual action item for your department or program (next section #5).*

1. As a next step in SAP development, departments/programs are encouraged begin working on an assessment audit to determine how student learning goals fit across the courses in the major. This could be as complicated as a full grid of student learning goals, or a single learning goal, across the courses in the major. (This has not been required of departments, but it is a recommended next step when the SAP is up to date.)

   □X yes □ no *If yes, please provide the results in either in prose or as a table.*

   The English Department previously submitted to the Associate Provost a "scaffold" grid of student learning goals charted across the courses for the English major.

Yearly Assessment Report – each department or program is expected to have assessment discussions for at least two hours each academic year. If necessary, help is available from David Sutherland, just call.

1. What was your planned action item identified in your last report?

   Two action items identified in the previous report were the following: the separation of W1 credit from the course grade, and the visit of a "Breadth and Depth" consultant for the Creative Writing program. Both of these action items have been implemented during 2011-2012.

2. Briefly summarize the topics discussed in your annual assessment meeting. (If you have not met this year, why not and when do you plan to meet?)

   During our August 2011 English Department retreat, our agenda included the following items:

   a) discussion of graduating seniors' written evaluation of the English major and capstone;
   b) discussion of comparability issues among multiple sections of ENGL 280 (Literary Analysis);
   c) preview of the upcoming "Breadth and Depth" consultant visit for Creative Writing;
   d) review of Catalog course listings to identify courses no longer regularly offered;
   e) initial brainstorming for departmental proposals for the Murphy Foundation's "Literature and Medicine" theme for 2012-13;
   f) discussion of recent enrollment patterns and their impacts on our curricular planning;
   g) discussion of ongoing issues with departmental honors and awards, including the question of a departmental service factor in the McCuistion Prize, and the question of having co-awardees share the Campbell-Moffatt Prize.

3. What was the conclusion of your assessment discussion and how did the collected assessment data inform your conclusion? Specifically describe any curricular or programmatic changes that have been made that were based, at least in part, on the data in your SAP.

Based on the SAP data, we recommended the appointment of a full-time, tenure-track faculty member in the Creative Writing emphasis, along with expanded curricular offerings in ENGC. Ty Jaeger has since been promoted to a tenure-track Assistant Professorship with a full course load. The Hendrix-Murphy Foundation has also approved the extension of the Writer-in-Residence program. These developments

will help to address the concerns of ENGC majors and to ease the enrollment pressures on ENGC courses.

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

When Hendrix's resources permit the addition of new faculty beyond replacement positions, we need to address the limitation of having only one full-time ENGF faculty member. The Department wishes to explore a timeline and options for the expansion of ENGF staffing and curricular offerings.

5. Define at least one new action item for your unit that will be a goal of your assessment discussions next year?
   (This action item could be to work on the SAP or on the assessment audit to correlate student learning goals with specific courses, described above.)

   In addition to our usual review of graduating seniors' program evaluations and other annual agenda items, this summer's August 2012 English Department retreat will address the following new action items:

   a) Can we (or should we) agree on common goals, overlapping content, and common assignments for the multiple sections of ENGL 110 (Introduction to Academic Writing) and ENGL 210 (Advanced Academic Writing)? How can we achieve an appropriate level of comparability among focuses and assignments of multiple sections of the same course, while allowing instructors the flexibility to teach to their strengths and interests?

   b) Recent changes in the focuses and priorities of the Hendrix-Murphy Foundation will have major impacts on the English Department's supplementary programs and activities, especially in the ENGF emphasis. If the Murphy Foundation will no longer fund film proposals, how will we continue to provide a rich array of extra-curricular film programming? Indeed, how can we ensure that ENGF majors have the same resources available to ENGL and ENGC majors? This need is intensified by the fact that we have necessarily limited curricular offerings in ENGF, with only one full-time ENGF faculty member (albeit an outstanding one).

   c) Our assessment meeting will also need to address the possibility of two faculty searches (if approved) in 2012-13: the 19th-century British literature position, and a three-year sabbatical replacement position. Some discussion of these positions, their curricular impacts, and future staffing issues will be necessary.