

**Departmental and Program Assessment
Annual Assessment Plan Basic Update**

Academic Year: 2012-13

Academic Unit: Department of English

Chair: Carol West

Student Assessment Plan (SAP) – Basic Check-list

1. Have any changes been made to your program's student assessment plan or student learning goals? Your recent version should be on the web at <http://www.hendrix.edu/academics/academics.aspx?id=7264>. If you have made changes, then attach a copy of the new plan or goals.
 yes no

2. Are student learning goals available to students on the web on the departmental/programmatic page(s)? If not, then this will be considered as an action plan for the coming year.
 yes no

3. Are student learning goals, appropriate for each course, included in the course syllabi in your department or program? If not, then this will be considered as an action plan for the coming year.
 yes no

Student Assessment Plan Development - Departments and programs who have a complete and current SAP should consider the next step in SAP development.

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. Sometimes the term “scaffolding” is used to describe this process. 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.) Has your program already done this?

yes no *If yes, please provide any **new** results in either in prose or as a table. If no, then this could be the next annual action plan for your program.*

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?

We planned to address the issue of having uniformity and common goals among the multiple sections of ENGL 110 (Introduction to Academic Writing). We addressed this need during a pre-fall-semester meeting among full-time and adjunct faculty who teach (or have taught) ENGL 110, sharing course syllabi and discussing common methods and goals.

Another planned action item was a discussion of the uncertainties about future funding for the English Department’s supplementary programs and activities (especially those of ENGF), resulting from the Hendrix-Murphy Foundation’s re-visioning process, its semi-hiatus, and its withdrawal of funding for film-related programs. These uncertainties remain—but the Development Office has promised assistance with locating other prospects for grants and funding, and Kristi McKim is pursuing an ACS-funded collaboration and has also secured an Odyssey Professorship, both of which will provide short-term resources for the ENGF program.

A final action item involved the definition of a tenure-track replacement position in ENGL (following Will Hacker’s departure) and a sabbatical-replacement position. The latter was not approved and remains an ongoing issue that will need to be revisited this year. The tenure-track position was defined as a specialization in 19th-Century British Poetry; the result of our successful search was the hiring of Giffen Maupin as an Assistant Professor of English for 2013-14.

2. Briefly summarize the topics discussed in your annual assessment meeting.

Our annual assessment meeting occurred during our departmental retreat in August 2012. In addition to the three topics addressed above (in the response to question one), we discussed the graduating ENGL, ENGF, and ENGC seniors’ written and oral evaluations of our program, the curricular and advising pressures resulting from the under-staffing of our ENGF and ENGC departmental emphases, and the 2012-13 Drake lecture.

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.

The response above (to question one) addresses much of question three. In addition, our graduating senior majors' program evaluations drew attention to the need for greater breadth and depth in our ENGF and ENGC course offerings, which we have tried to address through some strategic use of adjuncts, especially in the Murphy-funded ENGC emphasis. However, due to the 2012-13 budgetary constraints, staffing issues will remain an ongoing problem until we have greater resources for new hires.

4. Define one new action item for your assessment discussions next year.

We need to devise a plan to prioritize and address three staffing issues: 1) the need for a multi-year sabbatical replacement position that will enable long-range planning and eliminate the last-minute scrabbling for adjuncts and schedule changes; 2) the need for a second full-time, tenure-track position in ENGF; and 3) the problem of future staffing of the Shakespeare course after Provost Entzminger's departure. The August 2013 departmental retreat will provide an opportunity to discuss these issues.