

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

Academic Year: 2013-14

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.

☐ Xyes ☐ 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?

☒ X 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 consider a means to address the staffing issues raised by the recurrent need for sabbatical replacement positions, the urgent demand for a second full-time faculty position in Film Studies (ENGF), and the impending retirement of Bob Entzminger, which would impact our ability to offer essential courses in Shakespeare and Milton.

Fortunately, we were granted two new tenure-track positions at the beginning of the 2013-14 academic year (one in Film Studies and the other in Shakespeare), so the planned action item evolved into a discussion about possible options in further defining these new faculty positions.

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

Our annual assessment meeting occurred during our departmental retreat in August 2013. In addition to the staffing issues 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 ENGC departmental emphasis, and the 2013-14 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, the former of which will be addressed through our new tenure-track hire in Film Studies. The pressures on the Creative Writing program remain, although the Hendrix-Murphy Foundation’s continuing support of ENGC by funding visiting staff and adjuncts has helped to alleviate some of the curricular pressures. However, we do need to consider the more permanent solution of pursuing a second full-time tenure track position in Creative Writing, given the popularity of this major and the consequent advising demands on Ty Jaeger, the sole full-time ENGC faculty member. Due to the impending 2014-15 budgetary constraints, and to Ty’s absence on

sabbatical this year, our ENGC staffing issues are likely to remain an ongoing problem until Hendrix gains greater resources for new hires.

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

We need to reassess the relationship between our ENGL, ENGC, and ENGF courses to the Odyssey program. Pete Gess will be visiting our departmental retreat on August 22nd, 2014, to review our English majors' Odyssey audits and the current Odyssey codings of our Department's courses. Pete's information will provide the basis for further discussions in monthly departmental meetings throughout 2014-15.