

ENGLISH DEPARTMENT
Student Assessment Plan

Department Learning Goals:

1. **Reading:** Students will learn to become attentive readers, skilled at close-reading texts and engaging relevant aesthetic, cultural, and historical contexts.
2. **Writing:** Students will learn to produce writing characterized by self-reflection, risk-taking, critical analysis, and lucid communication.
3. **Self-authorship:** Students will develop a habit of disciplined curiosity in their intellectual life in and beyond the classroom and in connection to their vocational pursuits.

Departmental Learning Goals: Curriculum Map		200	ENGL 297, Literary Analysis	300	400	Senior Thesis, ENGL/ENGC 497
Reading	Students will learn to become attentive readers, skilled at close-reading texts and engaging relevant aesthetic, cultural, and historical contexts.	I	D	D	M	M
Writing	Students will learn to produce writing characterized by self-reflection, risk-taking, critical analysis, and lucid communication.	I	D	D	M	M
Self-Authorship	Students will develop a habit of disciplined curiosity in their intellectual life in and beyond the classroom and in connection to their vocational pursuits.	I	D	D	D	M

Curriculum Mapping: I = introduced; D = developed; M =mastered

PLANS FOR GATHERING INFORMATION*

Learning Goal	Indirect Assessment	Direct Assessment
Reading	<p>Senior survey, questions 2, 3, 4, 5, 6, 9, 11</p> <p>Shared departmental reflection on students' engagement with texts during class discussion, in relation to shared rubric</p> <p>Shared departmental reflection on how well students engage with texts in their writing, in relation to shared rubric</p>	<p>Capstone thesis project</p> <p>Classroom discussion</p> <p>Engagement with texts within student papers</p>
Writing	<p>Senior survey, questions 2, 3, 4, 5, 6, 9, 11</p> <p>Shared departmental reflection on strengths and weaknesses of student writing submitted at all levels, in relation to shared rubric</p>	<p>Written assignments for courses</p> <p>Capstone thesis project</p> <p>Shared rubric for Writing Level 1 courses (200-level and Introduction to Academic Writing)</p> <p>Shared departmental evaluation of capstone thesis projects</p>
Self-Authorship	<p>Senior survey, questions 1, 7, 8, 10, 11, 12</p> <p>Shared departmental reflection on student self-authorship in classes, in general, and at senior level, specifically—in relation to shared rubric</p>	<p>Oral thesis defense</p> <p>Capstone thesis project</p> <p>Odyssey project proposals and reflections</p>

**Note: see Appendix A for Senior Survey; see Appendix B for Learning Goals rubric; see Appendix C for Writing Level-1 rubric*

Planned cycle of assessment:

In 2019-20, we will assess the “Writing” goal; in 2020-21, we will assess the “Reading” goal; in 2021-22, we will assess the “Self-Authorship” goal.

Appendix A: Questions for Senior Survey

1. Why did you choose to major in English?
2. What are we doing well as a department? In other words, what works?
3. What aren't we doing well as a department? In other words, what doesn't work?
4. How well did the Literary Analysis (ENGL 297) course and your first 200-level English course prepare you for your advanced classes?
5. Were any other English courses (ENGL, ENGC, ENGF) especially beneficial to your learning? How so?
6. How well did your courses, especially your seminars, prepare you for the thesis?
7. Please reflect on your experiences with the Senior Thesis (ENGL 497). To what extent does this process serve as a fitting capstone to the major?
8. Please reflect on your choice of an emphasis within the major (Creative Writing, Literary Studies, Film and Media Studies). What motivated your decision? What about this emphasis worked for you, and what would you change?
9. Which requirements for the major, if any, did you find challenging to meet? Why? What recommendations do you have about the structure of the major and its requirements?
10. Please comment on your engagement with the department's co-curricular and extracurricular activities: Murphy/Drake speakers, ShopTalk, Word Garden, Murphy-sponsored reading groups, study abroad in literature and language, research trips to archives, film festival experiences, film screenings, scholar lectures/class visits, Literature & Language over Lunch, etc. Which did you find particularly valuable? What else or otherwise could we have done?
11. What changes could the department make to improve the major and perhaps attract and retain more students?
12. In this final prompt, please reflect on any aspect of your experience as an English major that you feel hasn't been adequately addressed above. Anything else you'd like us to know?

