

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?

Appendix B, English Learning Goals

	Learning Goal	High Achieving	Competent	Needs Improvement
Reading	Students will learn to become attentive readers, skilled at close-reading texts and engaging relevant aesthetic, cultural, and historical contexts.	Demonstrates a nuanced understanding of texts, attentive to their singularity (the way they are what they are). In so doing, builds interpretations from the ground up rather than from the top down (by forcing an idea on the text); illuminates the reciprocity between text and context.	Demonstrates accurate understanding of texts, intermittently attentive to their singularity (though such close attention is often scattershot or partial) and cognizant of the contexts in which texts operate in the world. In so doing, builds interpretation that are satisfactory without being especially illuminating; any consideration of the reciprocity between text and context is mechanical, sometimes rudimentary in its understanding of history and/or theory.	Demonstrates minimal and vague understanding of texts, failing to attend to their singularity and the contexts in which they operate in the world. Reads texts wishfully (guided by what the reader thinks texts should be instead of what they are); builds interpretations from the top down rather than the ground up (forcing an idea on the text, and ignoring the parts that don't fit); ignores the reciprocity between text and context.
Writing	Students will learn to produce writing characterized by self-reflection, risk-taking, critical analysis, and lucid communication.	Develops rich, possibly novel insights that unfold throughout the work in question (essay, story, poem, etc.); demonstrates sophisticated organization and necessary progression of ideas, images, plots, and themes; enriches a project over the course of the writing process by restructuring and crafting prose for optimal clarity and effect.	Develops clear insights, but may be tentative or simplistic; demonstrates a coherent but imperfect order; develops a project over the course of the writing process by improving structure and prose, but gains are more modest than substantial.	Fails to display a unifying idea or coherence across the work in question; contains numerous lapses in organizational coherence; evidences no apparent method or purposeful order in the arrangement of content; fails to improve a project's ideas, structure, and prose through the writing process.
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.	Creates work and experiences motivated by one's own intellectual concerns, could only be student's own (less in sense of originality and more of individuality); sees one's formal study as contributing toward a life of the mind rather than an instrument or hoop to jump through; seeks out further texts and experiences to explore; reflects on one's curricular and co-curricular experiences as a whole greater than the sum of the parts.	Creates work and experiences motivated by one's own intellectual concerns, though with slight absence of distinction or precision; sees one's formal study primarily as an instrument to an end, but not entirely, demonstrating some interest in exploring further texts and experiences; sometimes reflects on one's curricular and co-curricular experiences, though in more rudimentary, this-plus-that fashion than high achieving students.	Creates work and experiences that betray no precise or singular connection to the student and show no sign of particular intellectual concerns; sees one's formal study as an instrument to an end, and fails to seek out further texts and experiences to explore; unable to reflect on one's curricular and co-curricular experiences as a whole, instead leaving a series of unconnected experiences.