**English-BA: Major Assessment Plan, November 2013**

**Goal 1: Students exhibit broad knowledge, understanding, and appreciation of literatures written in English, especially the British and American traditions, including main literary-historical periods, major authors, and history of the English language.**

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| **Methods: Means/Methods** | Require all English majors to take survey courses in British and American literary history and a diversity course; review of student programs plans by a professional academic advisor. |
| **Criteria** | Ensure coherent and cohesive major programs on completion. Facilitate ongoing faculty interaction with undergraduates as well as enhanced opportunities for mentorship in program areas and research. |
| **Planned Use** | Results and findings are considered and discussed in UGS committee and circulated among all faculty. Discussions continue in English Department Council (EDC) meetings and recommendations for curricular changes are made to the Chair for discussion by Executive Committee and future EDC meetings. |
| **Implementation Schedule** | Ongoing |
| **Evidence** | Assess random samples of student work against a grading rubric. |
| **Met Minimum Criteria?** |  |
| **Met Criteria for Excellence?** |  |
| **Review of Findings** |  |
| **Changes Made** |  |
| **Assessment of Changes Made** |  |
| **Next Steps** | Approval of the new major; survey of students to ensure best means for delivery of course content. |

**Goal 2: Students demonstrate high levels of proficiency in oral and written communication and the ability to write persuasively and elegantly using the argumentation, creativity, rhetoric, style, editing, and bibliographic citation appropriate to their areas of concentration.**

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| **Methods: Means/Methods** | Students take a “Methods” course in their area of concentration: 2298 (Literature, Creative Writing, and Pre-Education); 2279 (WRL); 2270 (Folklore). |
| **Criteria** | Proficiency in reading and writing across many genres; production of assured and persuasive samples of writing clearly guided by the principles of active engagement with texts. |
| **Planned Use** | Results and findings are considered and discussed in UGS committee and circulated among all faculty. Discussions continue in English Department Council (EDC) meetings and recommendations for curricular changes are made to the Chair for discussion by Executive Committee and future EDC meetings. |
| **Implementation Schedule** | Ongoing |
| **Evidence** | Random samples of student work are assessed against a grading rubric (attached). |
| **Met Minimum Criteria?** |  |
| **Met Criteria for Excellence?** |  |
| **Review of Findings** |  |
| **Changes Made** |  |
| **Assessment of Changes Made** |  |
| **Next Steps** | Approval and implementation of new methods courses. |

**Goal 3: Students display an informed awareness of different critical theories, methodologies and approaches to studying texts; demonstrate skill in using the critical tools and terminologies needed to analyze and assess a range of texts, including those produced by their peers; and the ability to identify the formal properties of texts as well as major literary forms and genres.**

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| **Methods: Means/Methods** | As part of our annual assessment of the English Department Undergraduate Program, we assess the quality of the thesis component taken by a number of our majors. Students are not required to write a thesis, but it is recommended when an individual expresses the desire to continue on to a postgraduate degree in any field of English studies, including Creative Writing. In undertaking this assessment, we ask all faculty members who directed a thesis to answer specific questions regarding the writer’s ability to present critical or creative ideas and to respond to suggestions from the advisor. |
| **Criteria** | Undergraduates attain the central skills and tools associated with their chosen concentration. Students are effectively guided by faculty members in this enterprise. |
| **Planned Use** | Results and findings are considered and discussed in UGS committee and circulated among all faculty. Discussions continue in English Department Council (EDC) meetings and recommendations for curricular changes are made to the Chair for discussion by Executive Committee and future EDC meetings. |
| **Implementation Schedule** | Ongoing |
| **Evidence** |  |
| **Met Minimum Criteria?** |  |
| **Met Criteria for Excellence?** |  |
| **Review of Findings** |  |
| **Changes Made** |  |
| **Assessment of Changes Made** |  |
| **Next Steps** | Provide incentives for more English majors to work on thesis projects in all concentrations. |

**Goal 4: By graduation, students demonstrate the knowledge, skills, and independent thinking necessary to produce a substantial project appropriate to their concentrations and to be successful in their chosen career paths.**

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| **Methods: Means/Methods** | The department reviews enrollment data, including the number of majors and time to graduation. The department reviews the ASC annual exit survey of graduating English majors focusing on responses to discipline-specific questions. The department collects data on job/graduate placement on recent graduates. |
| **Criteria** | Students build on learning from lower-level courses to produce quality work of intellectual sophistication |
| **Planned Use** | Results and findings are considered and discussed in UGS committee and circulated among all faculty. Discussions continue in English Department Council (EDC) meetings and recommendations for curricular changes are made to the Chair for discussion by Executive Committee and future EDC meetings. |
| **Implementation Schedule** | Ongoing |
| **Evidence** | Random samples of student work are assessed against a grading rubric and compared with results for Methods course to ensure continuous learning. |
| **Met Minimum Criteria?** |  |
| **Met Criteria for Excellence?** |  |
| **Review of Findings** |  |
| **Changes Made** |  |
| **Assessment of Changes Made** |  |
| **Next Steps** |  |