

# Assessment: Reporting Unit Four Column

## Program (CoELA) - English Language Literature - Secondary Ed

Assessment Contact: Dr. Chad Barbour

<i>Student Learning Outcomes</i>	<i>Assessment Criteria &amp; Procedures</i>	<i>Assessment Results</i>	<i>Use of Results</i>
<p><b>Instructional Choices</b> - Candidates will make instructional choices that consider the integrated nature of the English language arts, the relationship between culture and language, and the principles of rhetoric and communication.</p> <p><b>Goal Status:</b> Active</p> <p><b>Goal Category:</b> Student Learning</p> <p><b>Start Date:</b> 07/07/2014</p> <p><b>Goal Level (Bloom/Webb):</b> Mid-Level (Analyzing/Applying) [Bloom]</p> <p><b>Institutional Learning:</b> ILO3 - Analysis and Synthesis - Students will organize and synthesize evidence, ideas, or works of imagination to answer an open-ended question, draw a conclusion, achieve a goal, or create a substantial work of art. , ILO4 - Professional Responsibility - Students will demonstrate the ability to apply professional ethics and intercultural competence when answering a question, solving a problem, or achieving a goal.</p>	<p><b>Direct - Writing Intensive Assignment</b> - Unit Plan: Candidates will design a unit plan that illustrates their ability to integrate all six components of the English language arts into units, and their ability to intentionally choose communication models for lessons based on the rhetoric and communication principles. One of the lessons in this unit plan must center on language and culture.</p> <p><b>Schedule/Notes:</b> EDUC441, Spring Year 4</p> <p><b>Related Documents:</b>  <a href="#">English Language Lit Secondary Ed Claim 1 Key Assessment.docx</a></p> <p><b>Direct - Exam/Quiz - Standardized</b> - MTTC English Subject Test</p> <p><b>Criteria Target:</b> Meaning and Communication sub-area scores will be analyzed for general feedback as to candidates' ability related to this claim.</p> <p><b>Schedule/Notes:</b> MTTC English subject test Year 4, April - must be passed prior to student teaching for majors</p>	<p><b>Finding Reporting Year:</b> 2018-2019</p> <p><b>Goal met:</b> No</p> <p>To be assessed in Fall 18. (08/30/2018)</p> <hr/> <p><b>Finding Reporting Year:</b> 2017-2018</p> <p><b>Goal met:</b> No</p> <p>No current results due to reinstatement of program in Fall 2015. (08/30/2018)</p>	<p><b>Use of Result:</b> N/A (08/30/2018)</p> <hr/> <p><b>Use of Result:</b> N/A (08/30/2018)</p>

<i>Student Learning Outcomes</i>	<i>Assessment Criteria &amp; Procedures</i>	<i>Assessment Results</i>	<i>Use of Results</i>
<p><b>Grammar and Language</b> - Claim 2. Candidates will value both prescriptive and descriptive grammars and conventions of English and appreciate the dynamic nature of English as a language shaped by historical, social, and cultural influences.</p> <p><b>Goal Status:</b> Active</p> <p><b>Goal Category:</b> Student Learning</p> <p><b>Start Date:</b> 07/07/2014</p> <p><b>Goal Level (Bloom/Webb):</b> Mid-Level (Analyzing/Applying) [Bloom]</p> <p><b>Institutional Learning:</b> ILO2 - Use of Evidence - Students will identify the need for, gather, and accurately process the appropriate type, quality, and quantity of evidence to answer a complex question or solve a complex problem., ILO3 - Analysis and Synthesis - Students will organize and synthesize evidence, ideas, or works of imagination to answer an open-ended question, draw a conclusion, achieve a goal, or create a substantial work of art.</p>	<p><b>Other Findings</b></p> <hr/> <p><b>Direct - Exam/Quiz - within the course</b> - Final Exam Question: Candidates will respond to an embedded question on the final exam in each of two courses that will demonstrate that they value both prescriptive and descriptive grammar, and appreciate the dynamic nature of English as a language shaped by historical, social, and cultural influences</p> <p><b>Schedule/Notes:</b> ENGL 222 Year 2, fall semester</p> <p>EDUC 441 Year 4, spring semester</p> <p><b>Related Documents:</b>  <a href="#">English Language Lit Secondary Ed Claim 2 Key Assessment.docx</a></p>	<p><b>Finding Reporting Year:</b> 2017-2018</p> <p><b>Goal met:</b> Yes</p> <p>94% of the students were able to define descriptive and prescriptive grammar and appreciate the differences and declare which they would prefer to teach and use with reasons for their preferences.</p> <p>88% of students took accurate notes on the 8 part video about History of English Language. (08/30/2018)</p>	<p><b>Use of Result:</b> More descriptive grammar should be taught in the class.</p> <p>Students will need to be tested about their understanding of history of English language. (08/30/2018)</p>
<p><b>Context</b> - Claim 3. Candidates will consider the broad progression of literary history and critical movements across time and space – including North American literature, classic and world literature, YA literature, visual texts, and critical theory – and place texts in context.</p> <p><b>Goal Status:</b> Active</p> <p><b>Goal Category:</b> Student Learning</p> <p><b>Start Date:</b> 07/07/2014</p>	<p><b>Direct - Portfolio Review</b> - Graphic Organizer: Candidates will create a graphic organizer that presents contexts for a wide range of texts, reflecting the relationships among texts and between literature, history, and culture. Work on this longitudinal assignment will begin in ENGL180. Candidates will submit the completed organizer as a required</p>	<p><b>Finding Reporting Year:</b> 2017-2018</p> <p><b>Goal met:</b> Yes</p> <p>No current results due to reinstatement of program in 2015. (08/30/2018)</p>	<p><b>Use of Result:</b> N/A (08/30/2018)</p>

<i>Student Learning Outcomes</i>	<i>Assessment Criteria &amp; Procedures</i>	<i>Assessment Results</i>	<i>Use of Results</i>
<p><b>Goal Level (Bloom/Webb):</b> Mid-Level (Analyzing/Applying) [Bloom]</p> <p><b>Institutional Learning:</b> ILO3 - Analysis and Synthesis - Students will organize and synthesize evidence, ideas, or works of imagination to answer an open-ended question, draw a conclusion, achieve a goal, or create a substantial work of art.</p>	<p>element in their Student Teaching application portfolio.</p> <p><b>Schedule/Notes:</b> Student Teaching Application Portfolio submission Year 4, spring semester</p> <p><b>Direct - Exam/Quiz - Standardized -</b> MTTC English Subject Test  <b>Criteria Target:</b> Literature and Understanding sub-area scores will be analyzed for general feedback as to candidates' ability related to this claim.  <b>Schedule/Notes:</b> MTTC English subject test Year 4, April - must be passed prior to student teaching for majors</p>	<p><b>Finding Reporting Year:</b> 2017-2018  <b>Goal met:</b> No  No current results due to reinstatement of program in 2015. (08/30/2018)</p>	<p><b>Use of Result:</b> N/A (08/30/2018)</p>
<p><b>Text Analysis - Claim 4.</b> Candidates will synthesize knowledge of genre, craft, literary history, and criticism to analyze texts.</p> <p><b>Goal Status:</b> Active</p> <p><b>Goal Category:</b> Student Learning</p> <p><b>Start Date:</b> 07/07/2014</p> <p><b>Goal Level (Bloom/Webb):</b> Mid-Level (Analyzing/Applying) [Bloom]</p> <p><b>Institutional Learning:</b> ILO2 - Use of Evidence - Students will identify the need for, gather, and accurately process the appropriate type, quality, and quantity of evidence to answer a complex question or solve a complex problem., ILO3 - Analysis and Synthesis - Students will organize and synthesize evidence, ideas, or works of imagination to answer an open-ended question, draw a conclusion, achieve a goal, or</p>	<p><b>Direct - Writing Intensive Assignment - Essay:</b>  Candidates complete textual analysis in American literature survey courses, using literary terminology, genre characteristics, and close reading.</p> <p><b>Schedule/Notes:</b> ENGL231 and ENGL232 Year 2</p>	<p><b>Finding Reporting Year:</b> 2017-2018  <b>Goal met:</b> Yes  231: The average level of performance was in the intermediate range. Students continue to do well in identifying important passages and applying rudimentary interpretation of them, but fall short of a building a more advanced argument about the text.</p> <p>232: Analytical skills show to be in the average/above average range. (08/30/2018)</p>	<p><b>Use of Result:</b> Devote more instruction to writing and analysis skills. (08/30/2018)</p>
<p><b>Goal Level (Bloom/Webb):</b> Mid-Level (Analyzing/Applying) [Bloom]</p> <p><b>Institutional Learning:</b> ILO2 - Use of Evidence - Students will identify the need for, gather, and accurately process the appropriate type, quality, and quantity of evidence to answer a complex question or solve a complex problem., ILO3 - Analysis and Synthesis - Students will organize and synthesize evidence, ideas, or works of imagination to answer an open-ended question, draw a conclusion, achieve a goal, or</p>	<p><b>Direct - Capstone Project - including undergraduate research - Senior Project:</b>  Candidates complete a senior thesis project illustrating their mastery of textual analysis, and synthesizing their knowledge of formal analysis with criticism.</p> <p><b>Schedule/Notes:</b> ENGL499 Year 4, spring semester</p>	<p><b>Finding Reporting Year:</b> 2017-2018  <b>Goal met:</b> No  No current results due to reinstatement of program in 2015. (08/30/2018)</p>	<p><b>Use of Result:</b> N/A (08/30/2018)</p>

<i>Student Learning Outcomes</i>	<i>Assessment Criteria &amp; Procedures</i>	<i>Assessment Results</i>	<i>Use of Results</i>
create a substantial work of art.	<p><b>Direct - Exam/Quiz - Standardized -</b> MTTC English Subject Test  <b>Criteria Target:</b> Genre and Craft of Language sub-area scores will be analyzed for general feedback as to candidates' ability related to this claim.  <b>Schedule/Notes:</b> MTTC English subject test Year 4, April - must be passed prior to student teaching for majors  <b>Related Documents:</b>  <a href="#">English Language Lit Secondary Ed Claim 4 Key Assessment.docx</a></p>	<p><b>Finding Reporting Year:</b> 2017-2018  <b>Goal met:</b> No            No current results due to reinstatement of program in 2015. (08/30/2018)</p>	<p><b>Use of Result:</b> N/A (08/30/2018)</p>
<p><b>Claim 5 Literacy and Scholarship Practices</b> - Candidates will value, apply, and recommend effective literacy and scholarship practices.  <b>Goal Status:</b> Active  <b>Goal Category:</b> Student Learning  <b>Start Date:</b> 07/07/2014  <b>Goal Level (Bloom/Webb):</b> Mid-Level (Analyzing/Applying) [Bloom]  <b>Institutional Learning:</b> ILO1 - Formal Communication - Students will develop and clearly express complex ideas in written and oral presentations.</p>	<p><b>Direct - Writing Intensive Assignment</b> - Research Project: Candidates complete a research project demonstrating ability to value and apply effective literacy and scholarship practices  <b>Schedule/Notes:</b> EDUC441 Year 4, spring semester</p>	<p><b>Finding Reporting Year:</b> 2018-2019  <b>Goal met:</b> No            To be assessed in Fall 18. (08/30/2018)</p>	<p><b>Use of Result:</b> N/A (08/30/2018)</p>
	<p><b>Direct - Writing Intensive Assignment</b> - Unit Plan: Candidates adapt or design, and present a research project unit plan, illustrating their ability to recommend effective literacy and scholarship practices to students.   <b>Schedule/Notes:</b> EDUC441 Year 4, spring semester   <b>Related Documents:</b>  <a href="#">English Language Lit Secondary Ed Claim 5 Key Assessment.docx</a></p>	<p><b>Finding Reporting Year:</b> 2018-2019  <b>Goal met:</b> No            To be assessed in Fall 18. (08/30/2018)</p>	<p><b>Use of Result:</b> N/A (08/30/2018)</p>
	<p><b>Direct - Exam/Quiz - Standardized -</b></p>	<p><b>Finding Reporting Year:</b> 2017-2018</p>	<p><b>Use of Result:</b> N/A (08/30/2018)</p>

<i>Student Learning Outcomes</i>	<i>Assessment Criteria &amp; Procedures</i>	<i>Assessment Results</i>	<i>Use of Results</i>
	<p>MTTC English Subject Test</p> <p><b>Criteria Target:</b> Skills and Processes sub-area scores will be analyzed for general feedback as to candidates' ability related to this claim.</p> <p><b>Schedule/Notes:</b> MTTC English subject test Year 4, April - must be passed prior to student teaching for majors</p>	<p><b>Goal met:</b> No</p> <p>No current results due to reinstatement of program in 2015. (08/30/2018)</p>	

# Assessment: Reporting Unit Four Column

## Program (CoELA) - Language Arts BA Elementary. Ed.

**Mission Statement:** The mission of the Department of English is to provide a stimulating learning environment to provide experiences to student which will improve their written and oral communication skills, increase their critical thinking, and prepare students for graduate school and/or careers.

**Assessment Contact:** Prof. Mary McMyne

<i>Student Learning Outcomes</i>	<i>Assessment Criteria &amp; Procedures</i>	<i>Assessment Results</i>	<i>Use of Results</i>
<p><b>Instructional Choices</b> - Candidates will make instructional choices that consider the integrated nature of the language arts, the socio-cultural and dynamic nature of language, and the principles of rhetoric and communication.</p> <p><b>Goal Status:</b> Active</p> <p><b>Goal Category:</b> Student Learning</p> <p><b>Goal Level (Bloom/Webb):</b> Mid-Level (Analyzing/Applying) [Bloom]</p> <p><b>Institutional Learning:</b> ILO3 - Analysis and Synthesis - Students will organize and synthesize evidence, ideas, or works of imagination to answer an open-ended question, draw a conclusion, achieve a goal, or create a substantial work of art. , ILO4 - Professional Responsibility - Students will demonstrate the ability to apply professional ethics and intercultural competence when answering a question, solving a problem, or achieving a goal.</p>	<p><b>Direct - Writing Intensive Assignment</b> - Candidates will design a unit plan that illustrates their ability to integrate all six components of the English language arts into units, and make instructional decisions based on sound rhetorical principles. Candidates will design a lesson in the unit that values the socio-cultural and dynamic nature of language.</p> <p><b>Schedule/Notes:</b> EDUC 411</p>	<p><b>Finding Reporting Year:</b> 2017-2018</p> <p><b>Goal met:</b> No</p> <p>Data from Fall 2017 course assessment: Unit plan integrates all 6 language arts: 6/6 Unit plan is based on sound rhetorical principles: 6/6 Unit plan contains a lesson focusing on the dynamic nature of language: 0/6 (09/03/2018)</p>	<p><b>Use of Result:</b> Question for the Dean/Arts &amp; Letters/School of Ed meeting: Should something different be done with the requirement to include a lesson in the EDUC 411 unit that values the socio-cultural and dynamic nature of language? This is very difficult to fit in EDUC 411 (which is only a 2 credit course). (09/03/2018)</p>
<p><b>Grammar and Language</b> - Candidates will value both prescriptive and</p>	<p><b>Direct - Exam/Quiz - within the course</b> - Embedded questions on the</p>	<p><b>Finding Reporting Year:</b> 2016-2017</p> <p><b>Goal met:</b> Yes</p>	<p><b>Use of Result:</b> Integrated additional materials into Fall 2018</p>

<i>Student Learning Outcomes</i>	<i>Assessment Criteria &amp; Procedures</i>	<i>Assessment Results</i>	<i>Use of Results</i>
<p>descriptive grammars and conventions of English and appreciate the dynamic nature of English as a language shaped by historical, social, and cultural influences.</p> <p><b>Goal Status:</b> Active</p> <p><b>Goal Category:</b> Student Learning</p> <p><b>Institutional Learning:</b> ILO1 - Formal Communication - Students will develop and clearly express complex ideas in written and oral presentations.</p> <p><b>Revision Notes:</b> ASSESSED EVERY FALL IN ENGL 222</p>	<p>final exam will allow students to demonstrate that they value both prescriptive and descriptive grammar, and appreciate the dynamic nature of English as a language shaped by historical, social, and cultural influences.</p> <p><b>Schedule/Notes:</b> ENGL 222</p> <p><b>Direct - Exam/Quiz - within the course</b> - Instructor assessed student position on prescriptive and descriptive grammars and conventions of English with an essay; instructor assessed dynamic nature of English by having students take notes on an 8-part video on the subject.</p> <p><b>Schedule/Notes:</b> ENGL 222</p>	<p>Data from the Fall 2016 final exam embedded questions: Students understand the prescriptivism versus descriptivism debate: 83%</p> <p>Students value both descriptive and prescriptive grammars: 89%</p> <p>Students appreciate dynamic nature of English: 71.5% (01/06/2017)</p> <p><b>Finding Reporting Year:</b> 2017-2018</p> <p><b>Goal met:</b> No</p> <p>Data from the Fall 2017 course offering: Students understand the prescriptivism versus descriptivism debate: 94%</p> <p>Students value both descriptive and prescriptive grammars: NO DATA</p> <p>Students appreciate dynamic nature of English: 88% (01/23/2018)</p>	<p>course design to make students more appreciative of the dynamic nature of English affected by outside forces (e.g., activities translating Old English, Middle English, Early Modern English; guest lecture by the Actors from the London Stage on the language of Shakespeare). (08/03/2018)</p> <p><b>Use of Result:</b> Future offerings of course will collect all information using the MDE-approved program assessment method (embedded questions on the final exam). (01/23/2018)</p>
<p><b>Lifelong Reading and Writing -</b> Candidates will consider and recommend research-proven language arts teaching practices that foster lifelong reading and writing in children.</p> <p><b>Goal Status:</b> Active</p> <p><b>Goal Category:</b> Student Learning</p> <p><b>Goal Level (Bloom/Webb):</b> High-Level (Creating/Evaluating) [Bloom]</p> <p><b>Institutional Learning:</b> ILO4 - Professional Responsibility - Students will demonstrate the ability to apply professional ethics and intercultural competence when answering a question, solving a problem, or achieving a goal.</p>	<p><b>Direct - Exam/Quiz - within the course</b> - Students will recommend research-proven language arts pedagogies as part of a 20+ page capstone research paper, drawing from elements of their integrated studies in theatre, communication, and literature.</p> <p><b>Schedule/Notes:</b> ENGL 470</p>	<p><b>Finding Reporting Year:</b> 2017-2018</p> <p><b>Goal met:</b> Yes</p> <p>4/5 students completing the Language Arts senior thesis during the last two years successfully completed the project.</p> <p>The grade breakdown was as follows: A+, A, A, B, and incomplete.</p> <p>The student who did not complete the project left the program.</p> <p>The most recent student participated in the 2018 Senior Research Symposium and has submitted a proposal to present her research at an MCTE event downstate later this fall (senior research poster attached). She reports that creating the poster was really useful in drafting her paper, so we will continue to participate in the symposium. (05/31/2018)</p> <p><b>Related Documents:</b> <a href="#">LangArtsSeniorPoster.png</a></p>	<p><b>Use of Result:</b> Continue to participate in senior research symposium. (05/31/2018)</p>

<i>Student Learning Outcomes</i>	<i>Assessment Criteria &amp; Procedures</i>	<i>Assessment Results</i>	<i>Use of Results</i>
<p><b>Analyze Texts</b> - Candidates will synthesize knowledge of genre, craft, and criticism to analyze texts.  <b>Goal Status:</b> Active  <b>Goal Category:</b> Student Learning  <b>Institutional Learning:</b> ILO3 - Analysis and Synthesis - Students will organize and synthesize evidence, ideas, or works of imagination to answer an open-ended question, draw a conclusion, achieve a goal, or create a substantial work of art.</p>	<p><b>Direct - Writing Intensive Assignment</b> - Candidates complete standardized essay assignments in American literature survey courses, using literary terminology, genre characteristics, and close reading, to complete textual analysis.  <b>Schedule/Notes:</b> ENGL 231, 232</p>	<p><b>Finding Reporting Year:</b> 2017-2018  <b>Goal met:</b> Yes  In Fall 2017, in ENGL 231, students performed a close reading of a text that illustrated how its style, voice, and language choices, as well as literary techniques and devices, impacted overall sense and meaning. They also considered how the text reflects or challenges the culture, values, and perspectives of the period. Of the three essays students composed performing analysis of literary texts, the average level of performance was in the intermediate range. Students continue to do well in identifying important passages and applying rudimentary interpretation of them, but fall short of a building a more advanced argument about the text. In Spring 2018, in ENGL 232, students performed similarly on both prose and poetry analytical essays. Their performance in both genres was in the high intermediate range. This is in contrast with previous years where poetry analysis faltered behind prose. (09/03/2018)</p>	<p><b>Use of Result:</b> For Fall 2018, in ENGL 231, devote class time to writing instruction; provide more opportunity to draft and revise and engage with basic skills of writing about literature. For Spring 2019, in ENGL 232, continue with organization of course into separate units for prose and poetry (09/03/2018)</p>
<p><b>Literacy and Scholarship Practices</b> - Candidates will value, apply, and recommend effective literacy and scholarship practices.  <b>Goal Status:</b> Active  <b>Goal Category:</b> Student Learning  <b>Goal Level (Bloom/Webb):</b> Mid-Level (Analyzing/Applying) [Bloom]  <b>Institutional Learning:</b> ILO2 - Use of Evidence - Students will identify the need for, gather, and accurately process the appropriate type, quality, and quantity of evidence to answer a complex question or solve a complex problem., ILO3 - Analysis and Synthesis - Students will organize and synthesize evidence, ideas, or works of imagination to answer an open-ended question, draw a conclusion, achieve a goal, or</p>	<p><b>Direct - Writing Intensive Assignment</b> - Candidates complete a research project that illustrates their ability to value and apply effective literacy and scholarship practices midway through their coursework. Later, they will design a unit plan, which illustrates their ability to recommend effective literacy and scholarship practices to students. They also display their mastery of the ability to apply literacy and scholarship practices in their senior project.  <b>Schedule/Notes:</b> ENGL 320, EDUC 411, ENGL 470  <b>High Impact Program Practices 1:</b> Undergraduate Research  <b>High Impact Program Practices 2:</b> Writing-Intensive Course(s)</p>	<p><b>Finding Reporting Year:</b> 2017-2018  <b>Goal met:</b> No  A three-year review of student assignments, course evaluations, and informal feedback in EDUC 411--the place where key assessment of this outcome is supposed to occur--revealed that students are not given enough of an opportunity to focus enough on mastering this outcome in that course and its related fieldwork, due to the time spent on instilling in students a lifelong love of reading and writing in EDUC 411. (04/12/2018)  <b>Related Documents:</b>  <a href="#">HistoryDayFlyer2018.pdf</a></p>	<p><b>Use of Result:</b> Moved some materials pertaining to lifelong love of reading and writing focus to ENGL 470 (language arts senior thesis course). Removed creative writing component in EDUC 411 based on feedback from the district. Coordinated a series of meetings in spring and summer 2018 between program professors and key members of the local school district to initiate a new model for field placement in EDUC 411 and EDUC 422 that would both meet district needs and give our candidates the opportunity to more actively apply and recommend effective literacy and scholarship practices. As of Fall 2018, the EDUC 411 and 422</p>



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Outcomes*

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*Assessment Results*

*Use of Results*

create a substantial work of art.

courses will be co-taught by LSSU professors at the local middle school, with field placement occurring during a History-Day themed 5th grade after school program designed by LSSU candidates in EDUC 411 (with debriefing and reflection occurring directly afterwards at the middle school in another room). The closer supervision of professors and more direct alignment of this program outcome with fieldwork will allow students more practice applying and recommending effective literacy and scholarship practices. (04/12/2018)

**Budget Rationale:** To encourage parents of fifth graders to have their children join the after-school program, the School of Education should pay for all materials.

**Budget Request:** 500

# Assessment: Reporting Unit Four Column

## Program (CoELA) - Literature - Creative Writing BA

**Mission Statement:** Mission Statement: The mission of the Department of English's Creative Writing Program is to provide a stimulating learning environment in order for students to improve their written and oral communication skills, increase their critical and creative thinking, and prepare students for related careers and/or graduate school. The Creative Writing Program emphasizes self-expression and allows students to develop their craft and skills in numerous genre by using a variety of writing experiences, including: classes, workshops, readings, internships, editorships, conferences, and collaboration with other arts and disciplines.

**Assessment Contact:** Prof. Julie Barbour

<i>Student Learning Outcomes</i>	<i>Assessment Criteria &amp; Procedures</i>	<i>Assessment Results</i>	<i>Use of Results</i>
<p><b>Creation</b> - Students will use the elements of craft and the writing process to (1) develop, (2) plan, (3) create, and (4) complete book-length works of literary merit in a genre of their choice</p> <p><b>Goal Status:</b> Active</p> <p><b>Goal Category:</b> Student Learning</p> <p><b>Start Date:</b> 11/18/2014</p> <p><b>Institutional Learning:</b> ILO1 - Formal Communication - Students will develop and clearly express complex ideas in written and oral presentations., ILO2 - Use of Evidence - Students will identify the need for, gather, and accurately process the appropriate type, quality, and quantity of evidence to answer a complex question or solve a complex problem., ILO3 - Analysis and Synthesis - Students will organize and synthesize evidence, ideas, or works of imagination to answer an open-ended question, draw a conclusion, achieve a goal, or</p>	<p><b>Direct - Capstone Project - including undergraduate research</b> - Our Literature-Creative Writing program is assessed through review of senior thesis projects and embedded course assignments against program claims. During the AY2015-2016 and AY2016-2017, we were able to assess the senior thesis projects for seven graduates (not all projects were available for assessment due to one creative writing faculty member's departure from the</p> <p><b>Schedule/Notes:</b> ENGL 480: (1) develop (2) plan ENGL 482: (3) create (4) complete</p> <p><b>High Impact Program Practices 2:</b> Capstone Course(s), Projects</p>	<p><b>Finding Reporting Year:</b> 2017-2018</p> <p><b>Goal met:</b> No</p> <p>The assessment for this program is completed every two years; the next assessment will occur at the end of AY 2018-19 (09/03/2018)</p> <hr/> <p><b>Finding Reporting Year:</b> 2016-2017</p> <p><b>Goal met:</b> No</p> <p>On a five point scale, the seven student theses in the sample scored the following on the four points of this outcome in ENGL 480 and 482 (see notes above):</p> <p>Develop: 4.71 Plan: 4.57 Create: 4.71 Complete: 4.29 (05/24/2018)</p>	<p><b>Use of Result:</b> Consider ways to improve student ability complete works. (05/24/2018)</p>

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<p>create a substantial work of art. , ILO4 - Professional Responsibility - Students will demonstrate the ability to apply professional ethics and intercultural competence when answering a question, solving a problem, or achieving a goal.</p> <p><b>Revision Notes:</b> Previous goal for this category ("The ability to use the elements of craft, to create compelling works of literary merit in prose, drama, and poetry") further defined for 2017 program review.</p>			
<p><b>Publishing/Pathways</b> - Students will (1) analyze the process by which creative work is evaluated for publication and (2) identify significant trends in publishing.</p> <p><b>Goal Status:</b> Active</p> <p><b>Goal Category:</b> Student Learning</p> <p><b>Start Date:</b> 11/18/2014</p> <p><b>Institutional Learning:</b> ILO3 - Analysis and Synthesis - Students will organize and synthesize evidence, ideas, or works of imagination to answer an open-ended question, draw a conclusion, achieve a goal, or create a substantial work of art. , ILO4 - Professional Responsibility - Students will demonstrate the ability to apply professional ethics and intercultural competence when answering a question, solving a problem, or achieving a goal.</p> <p><b>Revision Notes:</b> Previous goal for this category under the title "Evaluation" (Consider the concept of and determine how to create a sustainable writing life consistent</p>	<p><b>Direct - Exam/Quiz - within the course</b> - Faculty may use a variety of methods to assess these outcomes including quizzes, essays, and oral evaluations, portfolio review, and self-evaluation statement. Faculty may also assess the students' ability to integrate trends and aspects of contemporary thought in their own work, and the ability to recognize these elements as a part of the process of evaluation of work for possible publication.</p> <p><b>High Impact Program Practices 1:</b> Collaborative Assignments, Projects</p> <p><b>High Impact Program Practices 2:</b> Undergraduate Research</p> <hr/> <p><b>Direct - Writing Intensive Assignment</b> - Our Literature-Creative Writing program is assessed through review of senior thesis projects and embedded course assignments against program claims.</p> <p>The particular assignment assessed for this outcome was a Market</p>	<p><b>Finding Reporting Year:</b> 2017-2018</p> <p><b>Goal met:</b> No</p> <p>The assessment for this program is completed every two years; the next assessment will occur at the end of AY 2018-19 (09/03/2018)</p> <hr/> <p><b>Finding Reporting Year:</b> 2016-2017</p> <p><b>Goal met:</b> Yes</p> <p>Assignments were scored on a five point scale. Fall 2016: 4.4</p>	<p><b>Use of Result:</b> Continue current practice; evaluate assignment more closely according to this framework (breaking out into five</p>

<i>Student Learning Outcomes</i>	<i>Assessment Criteria &amp; Procedures</i>	<i>Assessment Results</i>	<i>Use of Results</i>
<p>with the University's mission to lead students on "paths to rewarding careers and productive, satisfying lives" ) further defined for 2017 program review.</p>	<p>Research Portfolio in ENGL 409. <b>High Impact Program Practices 2:</b> Writing-Intensive Course(s)</p>	<p>Spring 2015: 4.52 (05/24/2018)</p>	<p>point scale for two objectives). (05/24/2018)</p>
<p><b>Literature</b> - Students illustrate the ability to (1) read literature closely and (2) borrow craft techniques from professional authors. <b>Goal Status:</b> Active <b>Goal Category:</b> Student Learning <b>Start Date:</b> 11/18/2014 <b>Institutional Learning:</b> ILO2 - Use of Evidence - Students will identify the need for, gather, and accurately process the appropriate type, quality, and quantity of evidence to answer a complex question or solve a complex problem., ILO3 - Analysis and Synthesis - Students will organize and synthesize evidence, ideas, or works of imagination to answer an open-ended question, draw a conclusion, achieve a goal, or create a substantial work of art. <b>Revision Notes:</b> Previous goal for this category (Knowledge, comprehension, and analysis of foundational texts of literature, including British and American, and the ability to read and respond critically to those texts) further defined for 2017 program review. <b>Assessment Year:</b> AY15-16, AY16-17</p>	<p><b>Direct - Exam/Quiz - within the course</b> - The study of Literature is important to the study of and creation of Creative Writing. The literature requirements for creative writing majors currently include English 180, 340, 421, 404 or 408, 235 or 236, and either the American literature sequence, 231 and 232, or the British Literature sequence, 233 and 234. These courses are assessed by the Literature program using a variety of assessment methods including: quizzes, essays, oral examination, and analysis of scholarly papers. <b>High Impact Program Practices 1:</b> Writing-Intensive Course(s) <b>High Impact Program Practices 2:</b> Common Intellectual Experiences</p> <p><b>Direct - Writing Intensive Assignment</b> - Our Literature-Creative Writing program is assessed through review of senior thesis projects and embedded course assignments against program claims.</p> <p>The assignments assessed for this outcome were Sacred Writing Prompts and Process Narratives in ENGL 409.</p> <p><b>High Impact Program Practices 2:</b> Writing-Intensive Course(s)</p>	<p><b>Finding Reporting Year:</b> 2017-2018 <b>Goal met:</b> No The assessment for this program is completed every two years; the next assessment will occur at the end of AY 2018-19 (09/03/2018)</p> <hr/> <p><b>Finding Reporting Year:</b> 2016-2017 <b>Goal met:</b> Yes Assignments scored on a five-point scale: Fall 2016: 4.6 Spring 2015: no data (new assessment) (05/24/2018)</p>	<p><b>Use of Result:</b> Continue current practice; evaluate assignment more closely according to this framework (breaking out into five point scale for two objectives). (05/24/2018)</p>

<i>Student Learning Outcomes</i>	<i>Assessment Criteria &amp; Procedures</i>	<i>Assessment Results</i>	<i>Use of Results</i>
<p><b>Critical Response</b> - Students (1) reflect critically on multiple genres and (2) express constructive feedback to others (a) orally and (b) in writing.  <b>Goal Status:</b> Active  <b>Goal Category:</b> Student Learning  <b>Start Date:</b> 01/01/2015  <b>Institutional Learning:</b> ILO1 - Formal Communication - Students will develop and clearly express complex ideas in written and oral presentations., ILO3 - Analysis and Synthesis - Students will organize and synthesize evidence, ideas, or works of imagination to answer an open-ended question, draw a conclusion, achieve a goal, or create a substantial work of art. , ILO4 - Professional Responsibility - Students will demonstrate the ability to apply professional ethics and intercultural competence when answering a question, solving a problem, or achieving a goal.  <b>Assessment Year:</b> AY15-16, AY16-17</p>	<p><b>Direct - Writing Intensive Assignment</b> - Our Literature-Creative Writing program is assessed through review of senior thesis projects and embedded course assignments against program claims.  <b>Schedule/Notes:</b> Key assessments for this outcome took place in ENGL 409 and included workshop as well as a Border Crossing Reader Project.  <b>High Impact Program Practices 2:</b> Writing-Intensive Course(s)</p>	<p><b>Finding Reporting Year:</b> 2017-2018  <b>Goal met:</b> No  The assessment for this program is completed every two years; the next assessment will occur at the end of AY 2018-19 (09/03/2018)</p> <hr/> <p><b>Finding Reporting Year:</b> 2016-2017  <b>Goal met:</b> No  Fall 2016: No data</p> <p>Spring 2015 (operating on a 5-point scale):  Oral critiques: 4.66, Written: 4.67  Border Crossing Reader Project: 4.69 (05/24/2018)</p>	<p><b>Use of Result:</b> Assignments will be evaluated more closely according to the framework in future semesters. (05/24/2018)</p>
<p><b>Meta-cognition/Process</b> - Students illustrate the ability to (1) reflect meta-cognitively about process, (a) using feedback from others as well as (b) self-reflection to (c) revise writing and (d) prepare for an independent writing life.  <b>Goal Status:</b> Active  <b>Goal Category:</b> Student Learning  <b>Start Date:</b> 01/01/2015  <b>Institutional Learning:</b> ILO1 - Formal Communication - Students will develop and clearly express complex ideas in written and oral</p>	<p><b>Direct - Capstone Project - including undergraduate research</b> - Our Literature-Creative Writing program is assessed through review of senior thesis projects and embedded course assignments against program claims. During the AY2015-2016 and AY2016-2017, we were able to assess the senior thesis projects for seven graduates (not all projects were available for assessment due to one creative writing faculty member's departure from the  <b>Schedule/Notes:</b> Senior Theses</p>	<p><b>Finding Reporting Year:</b> 2017-2018  <b>Goal met:</b> No  The assessment for this program is completed every two years; the next assessment will occur at the end of AY 2018-19 (09/03/2018)</p> <hr/> <p><b>Finding Reporting Year:</b> 2016-2017  <b>Goal met:</b> No  Senior theses scored on five-point scale for the points noted in the course outcome:  (1) reflect meta-cognitively about process: 4.86  (a) use feedback from others: 4.71  (b) self-reflection: 4.57  (c) revise writing: 4.43  (d) prepare for an independent writing life: 4.14</p>	<p><b>Use of Result:</b> Consider ways to better prepare students for an independent writing life. (05/24/2018)</p>

<i>Student Learning Outcomes</i>	<i>Assessment Criteria &amp; Procedures</i>	<i>Assessment Results</i>	<i>Use of Results</i>
<p>presentations., ILO2 - Use of Evidence - Students will identify the need for, gather, and accurately process the appropriate type, quality, and quantity of evidence to answer a complex question or solve a complex problem., ILO3 - Analysis and Synthesis - Students will organize and synthesize evidence, ideas, or works of imagination to answer an open-ended question, draw a conclusion, achieve a goal, or create a substantial work of art. , ILO4 - Professional Responsibility - Students will demonstrate the ability to apply professional ethics and intercultural competence when answering a question, solving a problem, or achieving a goal.</p> <p><b>Assessment Year:</b> AY15-16, AY16-17</p>	<p>Projects assessed from ENGL 480 and ENGL 482.</p> <p><b>High Impact Program Practices 2:</b> Capstone Course(s), Projects</p>	<p>(05/24/2018)</p>	