

## ANNUAL ASSESSMENT REPORT FOR 2009-10

**Department/Program:** English

**Date Submitted:** October 2010

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**Mission:** The English Department seeks to foster excellence in the study of literature and in the composition of creative writing. In order to accomplish this, the department strives to cultivate among students an understanding of the importance of language and literature in the development of identity, community and culture. Students who complete a degree in English will also have an understanding of the genres, historical periods and cultural traditions of literary expression. Finally, graduates of our program will develop the skills necessary to analyze, interpret and, evaluate writing.

Student Learning Outcome (SLO)	For each SLO, list two methodologies and the criteria for successful performance (such as a measurement, rubric or scale that indicates a baseline for competency).				Term Assessed (F07 or S08)
	<i>Methodology 1</i>	<i>Criteria for Success</i>	<i>Methodology 2</i>	<i>Criteria for Success</i>	
1. Differentiate and recognize literary genres in British, Anglophone and US literatures in their cultural and historical contexts.	Portfolio Core Assessment Document EN 246, EN 266	(waiting for Core Assessment document)  Completion with a C plus or better in three out of the four surveys, and an upper level course in the remaining area. (rubric 1 attached)	Exit Interview	.(see Rubric 3)	

Student Learning Outcome (SLO)	For each SLO, list two methodologies and the criteria for successful performance (such as a measurement, rubric or scale that indicates a baseline for competency).				Term Assessed (F09 or S10)
	<i>Methodology 1</i>	<i>Criteria for Success</i>	<i>Methodology 2</i>	<i>Criteria for Success</i>	
2. Demonstrate a knowledge of comparative approaches to literature, especially of literature originally composed in another language.	Portfolio	A paper from En 321 or En 322 with a C plus or better that demonstrates knowledge of said literature. (rubric 1 attached)	Exit Interview	.	
3. Discuss and analyze literature using a critical vocabulary.	Portfolio	A paper from En 185 with a C plus or better. (rubric 1 attached)	Exit Interview		
4. Use appropriate rhetorical terms and techniques necessary for analyzing and evaluating writing.	Portfolio	<b>Paper from 185 Rubric 1</b>	Exit Interview		
5. Apply appropriate theories and critical methodologies.	Portfolio	<b>Senior Essay Rubric 2</b>	Exit Interview		<b>S08</b>
6. Be able to write clearly, logically, persuasively, and gracefully for a variety of purposes and different audiences.	Portfolio	<b>(see attached rubrics 1 and 2)</b>	Exit Interview		<b>S08</b>

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	<i>Methodology 1</i>	<i>Criteria for Success</i>	<i>Methodology 2</i>	<i>Criteria for Success</i>	
7. Perform the fundamentals of literary research and employ the appropriate tools available to them as seekers of textual knowledge.	Portfolio	<b>Senior Essay (see attached rubric 2)</b>	Exit Interview		<b>S08</b>
8. Develop and embolden their own expressive and analytical writing.	Portfolio	<b>Senior Essay (see attached rubric 2)</b>	Exit Interview		
9. Appreciate how literature both reflects and engages cultural, historical and political movements.	Portfolio	<b>(paper from 321, 390 or Senior Essay, see attached rubrics 1 and 2)</b>	Exit Interview		<b>S08, S10</b>
10. Appreciate how the study of literature invites interactions with other disciplines.	Portfolio	<b>Senior Essay (attached rubric 2)</b>	Exit Interview		<b>S10</b>

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	<i>Methodology 1</i>	<i>Criteria for Success</i>	<i>Methodology 2</i>	<i>Criteria for Success</i>	
11. Value how literary study invites deeper understanding of human nature and its attendant ethical perplexities.	Portfolio	All collected papers (attached rubric 1 and 2)	Exit Interview		

1. **Findings**—Summarize the findings from the assessment activities for each SLO that was assessed. Identify the SLO # and append supporting documentation such as rubrics, scales, pass rates, test scores, or other measurements used to assess each SLO.

14 Senior Exit Surveys (on file in the department) were examined as both assessment tools and as sources of suggestions for programmatic strengths and deficiencies, as well as suggestions for programmatic revision. Our target survey questions for our analysis here are the following:

- In which courses do you feel you have learned the most?
- What recommendations do you have for the curriculum?
- What courses from other departments were most beneficial to you?

These three questions yielded concrete information about courses, the program, and students’ perceptions of it. Though not numerical in nature we can infer from the tone of the comments that students are at once enthusiastic and insightful about their experience.

Given that the Exit survey is listed as a significant component of our assessment initiative we feel it is a viable focus for study itself, as our responses to question two here will suggest.

**SLO #9: Appreciate how the study of literature both reflects and engages cultural, historical, and political movements.**

Respondents are effusive in their praise for advanced literature classes that give them the opportunity to examine the effects of “outside factors” on literature, and give the faculty high marks for developing classes on subjects that address such matters. This is true of the creative writing majors as well, who often cite literature classes and their content as significant contributors to the overall quality of their experience. These responses are also markers of places where we might consider some programmatic changes, particularly in the area of expanding into more comparative literature offerings and courses in the literatures of under-represented people or regions. This was a specific area of interest for students, with suggestions ranging from Irish literature to classes in specific genres of popular literature.

In praising and suggesting, we see evidence of the sorts of thinking that our program is designed to develop. By offering the suggestions that they do, students manifest the sorts of expansive, inclusive thinking that helps guide programs to develop more student centered responses. We have made hires in areas to address some of these absences, and are undergoing some introspection to determine how those all of us might refine our courses to incorporate more of these suggestions.

**SLO #10: Appreciate how the study of literature invites interactions with other disciplines.**

The last question in our area of focus for this cycle was particularly helpful in this area, because it produced a variety of answers ranging from departmental offerings in creative writing and rhetoric to courses in journalism, web design, foreign languages, sciences, psychology, mythology, folklore, and a host of others. Many respondents cite courses in areas that became their academic minors, while others take the time to reflect upon how the ancillary courses offered them perspective on their departmental program.

The responses here give us a sense of security in knowing that our program affords students the luxury of taking different outside courses and encourages them to embrace the learning they receive. We feel confident that students are getting the message that ours is a truly liberal arts type major in that we attempt to show time and again through both our programmatic offerings and our advising efforts that English is a degree that is one of accommodation of alternatives, and one that encourages students to explore, reflect, and critique their major experience in light of other disciplinary lenses.

2. **Use of Results**—*What programmatic changes, if any, were made in response to the findings? Reference the SLO #.*  
[Fall 2010, SLOs #9 and #10] Several possibilities come to light here, both in considering the exit survey as an assessment tool and in using the responses to shape programmatic direction:

- In an effort to offer a more numerically oriented set of responses, we will consider developing a Likert-informed survey to be administered through BB or Survey Monkey. This device would ask students to rate the quality of their experience in a number of areas.
- Similarly, we will look into the use of IDEA and NESSE results with respect to our graduates, and use past results to assess where we are now and where we might orient ourselves in times to come.
- As noted, we have made hires in areas identified as areas of interest on the part of the students, and have been diligent in letting the new hires develop and offer courses in these areas. In addition, experienced faculty are being encouraged to revise existing courses to incorporate heretofore underrepresented authors and viewpoints. The development of new offerings is also encouraged, and rewarded.
- We will use student feedback to guide how we advise students on the order of classes to take, looking to facilitate making choices that will alter prove helpful in specialized courses and seminars.
- We will also take student suggestions into consideration with respect to scheduling courses; making earnest attempts to provide them with access to the courses that they want at various points during their undergraduate careers.
- We will examine the Intro to the Discipline class (EN 185) since it was a source of concern noted by several respondents (consider this a follow up to last year's examination of student performance in this early career class.
- We will continue to use the Exit survey in its current form because of the reflective nature of the questions. Reflection is something literary study prizes highly, and radically changing this device could compromise our desire to have students ponder and critique their experience with us.

3. What **support services or resources** for faculty would help your department assess its SLOs better?
4. What **revisions**, if any, to current SLOs did you make or are under consideration?
5. Map each of your program's SLOs to the University Learning Outcomes. Make annual updates only if your SLOs changed. For example:

**Butler University students will:**

1. Explore various ways of knowing in the humanities, social and natural sciences, quantitative and analytic reasoning, and creative arts. (*Know*)
2. Articulate and apply required content knowledge within their area(s) of study. (*Know*)
3. Find, understand, analyze, synthesize, evaluate and use information, employing technology as appropriate. (*Know*)
4. Explore a variety of cultures. (*Know*)
5. Recognize the relationship between the natural world and broader societal issues. (*Know*)
6. Communicate clearly and effectively. (*Do*)
7. Demonstrate collaborative behavior with others. (*Do*)
8. Practice ways and means of physical well-being. (*Do*)
9. Acquire the skills to make informed, rational and ethical choices. (*Do*)

- 10. Appreciate diverse cultures, ethnicities, religions and sexual orientations. *(Value)*
- 11. Share their talents with Butler and the greater community at large. *(Value)*
- 12. Be exposed to the value of lifelong learning. *(Value)*

<b>English Student Learning Outcomes:</b>	<b>Butler University Learning Outcomes</b>											
	1	2	3	4	5	6	7	8	9	10	11	12
1. Differentiate and recognize literary genres in British, Anglophone and US literatures in their cultural and historical contexts.	X	X	X									
2. Demonstrate knowledge of comparative approaches to literature, especially of literature originally composed in another language.			X	X						X		
3. Discuss and analyze literature using a critical vocabulary.	X											
4. Use appropriate rhetorical terms and techniques necessary for analyzing and evaluating writing.						X						
5. Apply appropriate theories and critical methodologies.	X	X										
6. Be able to write clearly, logically, persuasively, and gracefully for a variety of purposes and different audiences.						X						
7. Perform the fundamentals of literary research and employ the appropriate tools available to them as seekers of textual knowledge.	X	X										
8. Develop and embolden their own expressive and analytical writing.						X	X					
9. Appreciate how literature both reflects and engages cultural, historical and political movements.				X		X				X		

6a. List all courses in the program and map each of your SLOs to the **curriculum** in which the learning occurs, indicating the extent to which the outcome is introduced (I) or refined (R). [Make annual updates only if your SLOs or curriculum changed.]

	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5	SLO 6	SLO 7	SLO 8	SLO 9
<u>Emphasis in Literature</u>									
EN 185		I					I		
EN 245-46									
EN 265-66									
EN 321-22									
EN 390									
EN 392-93									
EN 395-96									
EN 410									
<u>Emphasis in Writing</u>									
EN 185									
EN 218									
EN 219									
EN 245-46									
EN 265-66									
EN 390	R	R	R		R		R		
EN 392-93									
EN 395-96									
EN 410									

6b. **Learning/developmental opportunities for students outside the classroom**—*If any SLO was addressed outside the classroom, explain where and how the learning/developmental opportunities were provided to students in your program? (i.e., internships, field experiences, visiting lectures, collaborative projects, and other creative ideas you may have employed.)*