English BA Program Assessment Plan  
May 2013

I. Mission, Goals, and Student Learning Outcomes

For the English BA mission and goals, see the information in Weave.

English BA student learning outcomes are available in Weave and at the following web address:


II. Methodology for Measuring the Attainment of Student Learning Outcomes

A. Annual review of calendar-year student writing

Student writing is archived electronically according to the procedure described at the following web address:

https://www.iusb.edu/english/assessment/Assessment%20archiving%20procedures.php

This writing is evaluated according to the procedure described at the following web address:

https://www.iusb.edu/english/assessment/Assessment%20evaluating%20procedures.php

The results from the evaluation are entered into Weave, along with the action items that discussion of the evaluation generates.

B. Student survey completed annually

A student survey administered in the senior seminar that asks students to reflect on the strengths and weaknesses in the program, and on their own development as English majors. For the current set of questions, see the document entitled “Survey for English Majors” headed by the current year. These documents are archived in Weave.

III. Process for using assessment information to improve the program:

As described under II.A, faculty members meet to discuss program assessment in relation to the evaluation of student writing. Faculty discuss:

a. How well students are meeting the learning outcomes
b. How well faculty assignments are covering the learning outcomes
c. Whether the learning outcomes require any adjustment
d. Ideas for how the assessment procedure may be improved.

The Director of Assessment leads this meeting. Subsequently, the Director will:

a. Tabulate all the results of the faculty evaluation of papers
b. Create a report summarizing and interpreting those results

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c. Publish this report on the department’s web page

The Director will first discuss the report with the Committee on the Major, who will consider the implications of the assessment results for the following:

a. The major curriculum
b. Pedagogical practices
c. Advising
d. The assessment procedure
e. Staffing
f. Other aspects of the major program.

The Committee will then bring its reflections and any proposals to the Chair and to the rest of the department at a follow-up department meeting. The faculty at large will also have the opportunity to raise issues in regard to assessment results at this department meeting. The Director of Assessment is responsible for overseeing the implementation of resulting program changes, including updating documents, publicizing changes, coordinating proposals for changes that require extra-departmental approval, and collecting and communicating feedback.

For the survey of I.I.B, the Director of Assessment reviews the results with the Chair and the Committee on the Major, and then has the results compiled electronically and made available to all English department faculty on the H: drive. Time is allotted in both a Committee on the Major meeting and a full department meeting to discuss the implications of the results for the major program.

IV. Participation of constituencies

As described in section III, department faculty participate in virtually all aspects of assessment. Students provide formal input yearly in the annual survey of senior. Alumni provide input in survey sent out periodically along with a newsletter (although this is not part of the formal assessment process).

The Director of Assessment makes all assessment reports, plans, instructions, data, and instruments available to the department on its web page and the H: drive. The student learning outcomes and a description of the process for faculty review of student writing are listed on the flyer describing the major requirements that is distributed to all prospective and incoming English majors, and is available to the public in the Wiekamp third-floor hallway. Faculty also are asked to annotate their paper assignments with the student learning outcomes that those assignments target, and faculty are encouraged to explicitly incorporate the outcomes into the language of their assignments.

We have created an assessment page on our website that makes key assessment documents available to our full constituency: instructors, students, alumni, administrators, faculty in other departments, prospective majors and IUSB students, and any other interested parties. These documents include the following:

- A list of the learning outcomes
• The most recent summary report of the results of faculty review of student writing
• This assessment plan
• The most recent third-year assessment report
• A description of the process for faculty review of student writing
• A description of the process for archiving student writing
• The rubrics faculty use for reviewing student writing

English department flyers and letters to alumni list the web address for the department.

V. Record Keeping

As described above, the Director of Assessment keeps current, organized, and available on the H: drive all assessment reports, plans, instructions, data, and instruments; and transmits selected assessment documents to the department webmaster for posting on the webpage.

For the evaluation of student papers, the Director of Assessment oversees the process by which all papers written by English majors in all courses that count toward the major are archived electronically. This archive is organized in such a way that it provides an electronic portfolio of the full writing career of each individual English major, and a historical record of paper assignments for all courses that count toward the major.