

End of Year Assessment Report for Programs

Program: English Department	Semester/year: 2018-19 Academic Year (Spring)
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Program Mission Statement

In the English Department at Greenville University, we empower students to build professional and creative skills in a faith-based environment. We dedicate ourselves to four interrelated pursuits: experiencing and analyzing the diversity and depth of literature in the English language; investigating the origins of that language; cultivating exceptional writing skills in academic, professional, and creative contexts; and reading texts within a global context. Our chief mission as educators is to enable students to realize the great worth of the literary life, which prepares students for global citizenship as critical thinkers, careful readers, arts advocates, and dedicated professionals.

Program Objectives

At the close of their degree students will be able to:

1. Reading Objectives: Students will be able to discuss, critique, and synthesize complex texts.
2. Writing Objectives: Students will be able to produce well-crafted, well-organized, and well-documented writing that communicates critically, creatively, and journalistically, depending on their area of concentration and career goals.
3. Literature Objectives: Students will encounter and interpret British, American, Continental, and non-Western literature and apply various critical approaches to literary texts and authors.

Assessment Methods and Benchmarks – SPRING SEMESTER

Program Objective	Introducing	Developing	Mastering
PO1. Reading	ENGL 201: Reflection Essay on My Name is Asher Lev	ENGL 310: Film Adaptation Paper	ENGL 452: Daily Talking Points
	Benchmark: $\geq 75\%$	Benchmark: $\geq 75\%$	Benchmark: $\geq 75\%$
PO2. Writing	ENGL 246: Connecting to the Text Report	ENGL 243: TEA Paragraph	ENGL 460: Final Revision
	Benchmark: $\geq 75\%$	Benchmark: $\geq 75\%$	Benchmark: $\geq 75\%$
PO3. Literature	ENGL 201: Text Based Creative Project	ENGL 201 Twelfth Night Performance Review	ENGL 452: Conference Paper
	Benchmark: $\geq 75\%$	Benchmark: $\geq 75\%$	Benchmark: $\geq 75\%$

Assessment Findings – SPRING SEMESTER

PO1. Reading

- A. Introducing: ENGL 201 Reflection Essay on My Name is Asher Lev – Students write a reflection essay on a novel. For many students, this is the first essay that they write that is a close reading of a novel. 20 students met the objective at 75% or higher; 1 student did not.
- B. Developing: ENGL 310 Film Adaptation Paper – Students write an essay evaluating how a dramatic text transposes to film. All students (17) met the objective at 75% or higher.
- C. Mastering: ENGL 452 Daily Talking Points – Students write daily talking points about the assigned novel for seminar discussion. All students (7) met the benchmark at 75% or higher.

PO2. Writing

- A. Introducing: ENGL 246 Connecting to the Text Assignment – Students must find personal connections to a text and then ask a question about a literary element that is used to convey a theme. The students must also test the cultural accuracy of the text with an outside source. 19 students met the benchmark at 75% or higher; 1 did not.
- B. Developing: ENGL 243 TEA Paragraph – Student has to take 2 texts from class and compare how they portray a cultural issue and support their analysis with an outside source. All students (11) met the benchmark at 75% or higher.
- C. ENGL 460 Final Revision – Students have to submit their final revised project to a literary journal. 6 students met the benchmark at 75% or higher; 1 did not.

PO3. Literature

- A. Introducing: ENGL 201 Text Based Creative Project – Students create a text-based creative project that the rest of the class closely reads during a Q and A session. All students (21) met this benchmark at 75% or higher.
- B. Developing: ENGL 201 Twelfth Night Performance Review – Students write a performance review of The Globe Theatre’s 2012 Twelfth Night. All students (21) met the objective at 75% or higher.
- C. Mastery: ENGL 452 Conference Paper – students write an academic conference paper on a novel and present it formally to the class. All students (7) met the objective at 75% or higher.

Analysis of Assessment Findings – SPRING SEMESTER

Below are some general reflections based on our assessment data. We have compiled these in the form of a bulleted list, with no particular organization. Occasionally, we list a “win,” which details a major accomplishment for our department.

- Win: We had a student last semester who failed a program requirement; but that student pulled it together this semester. This is significant for us because we rarely have English majors fail a program requirement. The fact that this was remediated was really important for us.
- Win: We have a student going to Oxford this summer, and she has also is planning on going to graduate school in English.
- Win: We also have a student who got a full tuition scholarship to pursue a masters in theatre studies.
- Our practicum requirement is a strength, but our students are often not very proactive about getting these practicums set up. We want to be more

intentional about helping students prepare for their practicum requirements in advance.

- We'd love to have more community building within our major. This will likely help with retention and creating a sense of belonging within our department.
- Another strength in our department is a recognizable connection to the role of literature in cultural understanding. We are also committed to social justice as a department. This is reflected in our course readings and in our course objectives.

Sharing and Discussion of Assessment Findings – SPRING SEMESTER

Our assessment findings are shared among all department members at our meetings each semester. We are now monitoring our adjunct evaluations and FCARs. We also share assessment information at our bi-weekly CVCMS meetings. Additionally, we met with our dean this semester to discuss student workers and their involvement in assessment data collection. During our End of Semester Assessment meeting, our department takes time to share “highs” and “lows” of the semester, based on the results of our courses from that semester. Below are some of our general reflections. We have kept these responses brief since most of our findings are recorded in our individual FCARs.

Dr. Zach Marshall taught 3 sections of English 105 this semester. The two things that seemed most significant is that he had 40% of students who took English 100 with him transition to English 105. This was a large cohort of students who started out needing extra help and then succeeded. He made many small changes with how he taught the “research” objective in the course, which resulted in a 24% increase in students meeting this particular objective.

Dr. Alexandria LaFaye taught ENGL 243, 246, 264, 338, 351, 362, and 460. Dr. LaFaye reflected that students consistently asked for more organization and more specificity in class requirements. In the future, she will ask students to reiterate assignment expectations (in writing). She also noted the need to work with advisors to funnel students into Storytelling in their freshman or sophomore year.

Dr. Courtney Bailey Parker taught ENGL 105, 201, 310, and 452. She reflected that students, particularly in her upper level classes, seemed to be writing at a much higher level than previous semesters. She also noted that there was some difficulty in shifting gears between lower level and upper levels classes throughout the workday.

Use of Assessment Findings for Program Improvement (Action Plan) – SPRING SEMSTER

As a department, we will continue to use the basic assessment plan we put in place in the 2016-17 academic year (below). This academic year, though, we are now including data from 100-level English courses within the general education program, primarily because Dr. Zach Marshall is an integral part of our department and because these 100-level English courses are an important recruitment gateway for the English major generally.

Our general assessment plan is as follows:

Start of Fall Semester 2018: All course syllabi are uploaded to D2L according to the template. All objectives are linked to assignments in the grade book in D2L. We are all committed to keeping attendance on D2L and keeping our grade books updated.

End of Fall Semester 2018: We convene for our 2-hour end of semester assessment meeting, in which we share the results of our FCAR forms and complete the End of Semester Report, per the format provided to us from the Assessment Office. Our intention is to always have our assessment reports turned in ON TIME.

Start of Spring Semester 2019: As a department, we keep one another accountable by making sure that all of our D2L requirements are met at the beginning of each semester.

Full Year Reflection – FALL/INTERTERM/SPRING TERMS

The English Department at Greenville University is in good health. We have three full time (tenured or tenure-track) faculty members, and a trusted contingent of adjuncts. Very few of our in-person classes are being cancelled due to low enrollment, and we are consistently getting commits from new English majors throughout the year. The English Department is also now the home of the Theatre Studies minor, which was approved by ASCC this Spring. Because first-year writing is housed in our department, we do have a strong interest in serving/retaining high risk students in our ENGL 100 and 105 courses. Finally, we are pleased with our department's ability to fulfill the expectation of the Assessment Office.

Supporting Documents

All of our FCARs will be submitted to the appropriate dropbox. We have combined all data for ENGL 105 into a comprehensive FCAR.