

End of Year Assessment Report for Programs

Program: English Department	Semester/year: Spring / 2018-19 Academic Year
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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 240 – Reading Notes	ENGL 244 – Performance Project	* no mastery courses this semester
	Benchmark: >=75%	Benchmark: >=75%	Benchmark: >=75%
PO2. Writing	ENGL 264 – Discussion Posts	ENGL 240 – Impersonation Essay	
	Benchmark: >=75%	Benchmark: >=75%	Benchmark: >=75%
PO3. Literature	ENGL 244 – Daily Discussion	ENGL 240 – Final Exam	
	Benchmark: >=75%	Benchmark: >=75%	Benchmark: >=75%

Assessment Findings – SPRING SEMESTER

PO1. Reading

- A. Introducing: ENGL 240 – Reading Notes – Students complete 10 sets of reading notes recording observations and interpretations of the text.
- B. Developing: ENGL 244 – Performance Project – Students must choose a scene to perform from one of the assigned texts and present it in a conceptually creative way.
- C. Mastering: no mastery-level courses offered this semester

PO2. Writing

- A. Introducing: ENGL 264 – Discussion Posts – Students post weekly 300-word discussions, with an emphasis on summary and analysis.
- B. Developing: ENGL 240 – Impersonation Essay – Students impersonate the literary style of one of the assigned authors.
- C. Mastering: no mastery courses offered this semester.

PO3. Literature

- A. Introducing: ENGL 244 – Daily Discussion – Students come prepared to discuss literary texts, seminar-style.
- B. Developing: ENGL 240 – Final Exam – a comprehensive written final exam of the literature of the course.
- C. Mastery: no mastery courses offered this semester.

Overall comments about students meeting course benchmarks:

No students failed our two literature offerings this semester (ENGL 240 and 244)

3 students (across 2 sections) failed ENGL 265 (Storytelling)

Analysis of Assessment Findings – SPRING SEMESTER

Reflections on English 105, our main general education offering:

- WIN: across 3 sections this spring, only 2 grades were below a C. This is wonderful. (For comparison, last fall it was 16 students who earned grades below a C.)
- WIN: Our primary instructor, Dr. Zach Marshall, is finding a great deal of success with the course. The students' final evaluations are revealing that the students are coming out of the class with many more skills than they came in with.
- WIN: the course evaluations for Dr. Marshall's ENGL 105 sections were very, very positive. Students are enjoying this course, and the majority of them are doing well. We are lucky to have a faculty member whose specialty is composition and who deeply enjoys this work.

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.

- 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.
- The English Department currently has approximately 28-33 majors, and we just graduated 7 of them. We've also learned that we have approximately 15 incoming English/English Ed majors who have made deposits.
- We are actively doing the work of recruiting students for our major.

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. 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. Similar to last year, students who took ENGL 100 in the fall did very well in 105 when they transitioned the following semester. This was a large cohort of students who started out needing extra help and then succeeded. For every single objective in the course, students did about 10% better on meeting the benchmark in the spring than they did in the fall. This semester, Dr. Marshall also taught ENGL 240 for the first time.

Dr. Alexandria LaFaye was on sabbatical this year.

Dr. Courtney Bailey Parker taught ENGL 105, 264, 244. She taught many sections online, which was interesting, but the course evaluations were actually overwhelming positive. Dr. Bailey Parker is committed to recruiting for the major and this was a major focus for her this year.

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

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 2019: 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 2019: 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 2020: 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 remains in good health. We still have three full time (tenured or tenure-track) faculty members and solid adjuncts. Our classes consistently make and our major is growing. This year, we had approximately 28 majors and we graduated 7. In light of the institution's focus on academic restructuring, we are feeling a renewed sense of motivation for recruiting English majors.

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.