

## End of Year Assessment Report for Programs

Program: English	Semester/year: 2019-2020
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### Program Mission Statement

In the English Department at Greenville College, 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

[List all of your program's objectives.]

At the close of their degree, students should 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 be able to discuss, contextualize, and interpret exemplary works from British, American, Continental, and non-Western literature and apply various critical approaches to literary texts and authors.

### Assessment Methods and Benchmarks – SPRING SEMESTER

For each program objective, choose one “best representative” assignment at the Introductory, Developmental, and Mastery levels. You will have a total of three assignments/measurements per program objective. Put this information in a chart. Refer back to your [Program Learning Objective Alignment Chart](#) to determine best representative assignments and benchmarks. In any given semester, you may not have assignments at all three levels for every program objective; simply report all that you can.

Program Objective	Introducing	Developing	Mastering
<b>PO1. Reading</b>	Engl 105 Faith Lens Discussion Posts	Engl 246 Literary Presentation	Engl 452 Reverse Outline
	Benchmark: >=70%	Benchmark: >=70%	Benchmark: >=75%
	Evidence: 79% completion	Evidence: 90% completion	Evidence: 86% completion
<b>PO2. Writing</b>	Engl 105 Rhetorical Analysis Essay	Engl 246 Final Reflection	Engl 452 Conference Paper
	Benchmark: >=70%	Benchmark: >=70%	Benchmark: >=75%
	Evidence: 74% completion	Evidence: 95% completion	Evidence: 100% completion
<b>PO3. Literature</b>	<i>Not taught this semester</i>	Engl 246 CCCL Comparison (D14)	Engl 452 Comparison Essay

	Benchmark: >=75%	Benchmark: >=70%	Benchmark: >=75%
	Evidence: N/A	Evidence: 90% completion	Evidence: 100% completion

### Analysis of Assessment Findings – SPRING SEMESTER

**(1) What strengths and weaknesses do the findings reveal about the program and/or the assessment process?**

Our assessment reveals our core strengths in guiding our students to meet departmental objectives in writing and literature which are reflected in the 90-100% completion rates in these areas at the developing and mastery levels. A current weakness in our department is absence of a specialist in British Literature which is a fundamental requirement for graduate school admittance, training pre-service teachers, English Departmental Review requirements for the HLC. There is a current trend within our department, university wide, and among employers and graduate school admissions that students are not reading enough to prepare them for mastery in this area. This trend suggests we need to incorporate more reading into our curriculum.

**(2) What impact have program changes in the last several years had on student learning (indicate those program changes that resulted from previous assessment findings)?**

Our colleague Courtney Bailey Parker drew in a lot of majors to our program and engaged a lot of students interested in theater which expanded our enrollment across the board and particularly in our theater history courses. This will no doubt have an impact on our program in the future, particularly since we will not be hiring a replacement for her. The loss of communications as a major has drastic implications for the health of the English major because so many of our students double majored in that field in the past and participated in student publications. Their experiences in communication were often a key factor in their being hired for the positions they held after graduation. Secondary Education majors are required to take Comm 101: Media Communication and Comm 430: Gender Studies in Media Communication

**(3) What impact have recent changes in the assessment process had on the quality and usefulness of the findings? Of particular importance to note are recent changes and improvements in the program that resulted from previous assessment efforts.**

Based on assessment feedback in English 105, Dr. Marshall has moved away from a portfolio model to a serial assignment model. Based on assessment feedback in that she needs to incorporate more rubrics in her grading process despite her ideological commitment to the Socratic method.

### Sharing and Discussion of Assessment Findings – SPRING SEMESTER

Through departmental meetings and shared responsibility in the completion of assessment documentation.

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

(A) Describe any changes in (1) the program and/or (2) the assessment process that are planned in response to these assessment findings.

**We will respond to this question by pointing out that the current constraints on our university and our department makes our need for increased resources to improve our departmental offerings and impossibility. Dr. LaFaye plans to use more rubrics in grading discussion posts and return to using class session objectives that are shared with the students. Dr. Marshall plans to change the way he grades the faith lens discussion posts assignment to clarify his expectations for textual engagement.**

(B) Briefly summarize the status of the previous years' or semester's action plans. Are they complete, still being implemented, on hold, or some other status? **We do not have access to last year's assessment plan.**

(C) For each intended improvement or change in the program stemming from this semester's data, provide a detailed timeline for follow-up data collection, data analysis, and data review. **We will collect assessment data next fall and reflect on it during interterm, and create an action plan, then follow the same procedure after the completion of spring semester.**

### **Full Year Reflection - FALL/INTERTERM/SPRING TERMS**

Due to inclement pressures external to our department, we were unable to complete our fall reflection and none of our faculty taught during interterm.

### **Supporting Documents**

We will submit FCARs for Engl 105, Engl 246, Engl 452.