

2021-2022 Assessment Cycle

Assessment Findings

Program Assessment Accomplishments

The literature program's assessment achievements for PSLO 2 and 4 (PSLO 1,3, and 5 are not assessed this year) included meeting or exceeding our targets for Course Grades, Portfolios, Course Embedded Assignments, Performance Assessments, and End-of-Program Surveys.

Our external portfolio reviewer was given an updated rubric this year that reflects our current PSLOs.

We have an updated End-of-Program Survey this year that matches our revised PSLOs (updated in December 2019). The updated survey includes a question for PSLO 5, so we have added a new measure that will be assessed next year.

The survey had not been completed by students for several years, but this year we had two out of our three program completers fill out the surveys.

The literature program has also moved away from teaching EN 400 and now requires senior literature/film emphasis students to complete EN 385 (Directed Reading/Writing/Research) with an individual faculty member. We are continuing to assess students for EN 385 in the same way we did for EN 400. Last year we did not have data for the new model, but this year we had three students complete EN 385.

Finding per Measure

BA Literature Outcome Set

PSLO 1

Outcome: Identify and articulate major developments in British, American, and World Literature.

▼ **Measure:** Course Grades
Program level Direct - Other

Details/Description:

English Literature Majors are required to take five of the six survey courses: EN 325, EN 326, EN 330, EN 331, EN 360, and EN 361. These courses are used to measure PSLO 1: Identify and articulate

major developments in British, American, and World Literature. The following are the course grade proficiency levels: A=Advanced, B=Target, C=Developing, and D or below is unsatisfactory.

Acceptable Target:

100% of English Literature Majors must earn a C=developing or higher in EN 325, EN 326, EN 330, EN 331, EN 360, and EN 361. At least 70% should earn a B=target or higher in the courses used to measure PSLO 1. English Literature Majors must take the courses measuring PSLO 1 and must make a C or better in each to fulfill program requirements.

Findings for Course Grades

Summary of Findings:

For the years (2015-2022) reported (N=134), overall course grades strongly reflect that the majority of literature majors (97%) are positively progressing toward meeting learning Outcome 1. 76% of literature majors are at the target level.

As far as knowledge of British Literature, 93% of majors are developing or higher and 69% are target or higher.

With regard to American Literature knowledge, 98% of majors are at the developing level or higher and 79% are at the target level or higher.

100% of majors are at the developing level or higher and 80% are at the target level or higher with regard to knowledge of World Literature.

For British Literature, majors met the developing threshold, but did not reach the target threshold. For American Literature, the target and developing threshold of 70% or higher was met. World Literature met the developing threshold of 100% and exceeded the target threshold of 70%.

In 2021-2022 (N=3), 33% of students were Advanced (N=1), 67% were Target (N=2), and 0% (N=0) were Developing for PSLO 1. There were no Unsatisfactory students. 100% of students met the Target or higher level. 100% of students were Developing or higher.

Results :


Acceptable Target Achievement: Met

Recommendations:

Assessment for PSLO 1 will take place in 2022-23. It was last assessed in 2021-22. This PSLO is assessed every other year.

Reflections/Notes:

Substantiating Evidence:

 PSLO 1 Course Grades Data and Summary_21-22 (Word Document (Open XML))

This data includes information on course grades and findings for the years 2015-2022 on PSLO 1.

▼ **Measure:** End of Program Survey
Program level Indirect - Survey

Details/Description:

This is the seventh year for the end-of-program survey. Please see attached the full survey. Question #5 on the survey asks the students whether they feel the English department effectively prepared them to identify and articulate major developments in British, American, and World Literature (PSLO 1).

Acceptable Target:

The threshold for this question on the survey is 100% agree that the English department effectively prepared them to identify and articulate major developments in British, American, and World Literature (PSLO 1).

Supporting Attachments:

[English Department Survey for Recent Graduates_21-22 \(Adobe Acrobat Document\)](#)

This is an updated survey for 2021-22 that reflects our updated PSLOs.

Findings for End of Program Survey

Summary of Findings: 100% of students surveyed agreed or strongly agreed that the English department effectively prepared them to identify and articulate major developments in British, American, and World Literature (PSLO 1), thus meeting the target for PSLO 1 End-of-Program Survey.

Results : Acceptable Target Achievement: Met

Recommendations: Assessment for PSLO 1 will take place in 2022-23. It was last assessed in 2021-22. This PSLO is assessed every other year.

Reflections/Notes:

Substantiating Evidence:

[PSLO 1_English Literature Major End of Program Survey_21-22 \(Word Document \(Open XML\)\)](#)

▼ **Measure:** Literature Emphasis Portfolio *Program level Direct - Portfolio*


Details/Description: In EN 385 Directed Reading/Writing/Research, Literature majors submit a portfolio of literary papers. The papers included should be a variety of American, British, and World Literature. One of the rubric points, PSLO 1, aligns to the student's ability to identify and articulate major developments in

British, American, and World Literature. The portfolio used to be collected in EN 400, but has been replaced with EN 385 as we moved last year to an independent-study model instead of a senior seminar.

Acceptable Target:

The proficiency levels for the overall EN 385 portfolio score are 1=Advanced, 2=Target, 3=Developing, 4=Beginning. 100% of students should score a 3 or lower to have met the PSLO 1 developing or lower threshold. 70% of students should score a 2=Target or lower to have met the PSLO 1 target or lower threshold.

Supporting Attachments:

 Literature Portfolio Review Form_21-22 (Adobe Acrobat Document)

This was the rubric given to the external reviewer in Spring 2022. Three students are program completers in 2021-22.

Findings for Literature Emphasis Portfolio


Summary of Findings: In 2021-2022, 100% of Literature majors' portfolios (N=3) earned a 3 or lower. 67% of literature majors earned a 2 or lower. Literature majors did meet the Developing or lower threshold for PSLO 1. 67% of English Literature Majors are on target with regard to PLSO 1: The student will identify and articulate major developments in British, American, and World Literature.

Results : Acceptable Target Achievement: Met

Recommendations: Assessment for PSLO 1 will take place in 2022-23. It was last assessed in 2021-22. This PSLO is assessed every other year.

Reflections/Notes:

Substantiating Evidence:

 PSLO 1 English Literature End of Program Portfolio Data and Summary_21-22 (Word Document (Open XML))

PSLO 2

Outcome: Interpret how the diverse range of human experiences, identities, and cultures is reflected in language, literature, and multimedia texts.

▼ **Measure:** Course Grades
Program level Direct - Other

Details/Description: Course grades from EN 360 (World Literature through 1650) and EN 361 (World Literature Since 1650) are used to measure PSLO 2: Interpret how the diverse range of human experiences, identities, and cultures is reflected in language, literature, and multimedia texts.

Acceptable Target: The following are the course grade proficiency levels: A=Advanced, B=Target, C=Developing, and D or below is unsatisfactory. 100% of English Literature Majors must earn a C=Developing or higher in EN 360 and EN 361. At least 70% should earn a B=Target or higher. English Literature Majors must take EN 360 or EN 361 and must make a C or better to fulfill program requirements.

Findings for Course Grades

Summary of Findings: For the years (2015-2022) reported (N=41), 100% of Literature majors earned a Developing=C or higher in EN 360 or EN 361. Therefore, candidates met the threshold Developing or higher for each course. 80% of candidates also earned a Target=B or higher; thus, exceeding the threshold of 70% or higher for Target=B or higher.

In 2021-2022 (N=3), 33% of students were Advanced (N=1), 33% were Target (N=1), and 33% (N=1) were Developing for PSLO 2. There were no unsatisfactory students. 67% of students met the Target or higher level. 100% of students were Developing or higher.

Based on course grades in EN 360 or EN 361, English Literature majors are attaining acceptable proficiency as it relates to PSLO 2: Students will interpret how the diverse range of human experiences, identities, and cultures is reflected in language, literature, and multimedia texts.

Results :

Acceptable Target Achievement: Met


Recommendations:

None

Reflections/Notes:

Only one out of three students for the 2021-22 year was at the developing level. Two out of three met the target or higher level for PSLO 2. Although we did not meet the 70% target or higher for this year, this has more to do with the number of students assessed (3). We would have to reach the 100% level to reach target with only three students.

Substantiating Evidence:

 PSLO 2 Course Grades Data and Summary_21-22 (Word Document (Open XML))

This document includes data on course grades and findings for the years 2015-2022 on PSLO 2.

▼ **Measure:** End of Program Survey
Program level Indirect - Survey

Details/Description: This is the seventh year for the end-of-program survey. Please see the full survey attached. Question #6 on the survey asks the candidates whether they feel the English department effectively prepared them to interpret how the diverse range of human experiences, identities, and cultures is reflected in language, literature, and multimedia texts (PSLO 2).

Acceptable Target: The threshold is that 100% of the candidates agree with question #6 that the English department effectively prepared them to interpret how the diverse range of human experiences, identities, and cultures is reflected in language, literature, and multimedia texts (PSLO 2).

Supporting Attachments:

[English Department Survey for Recent Graduates_21-22 \(Adobe Acrobat Document\)](#)

This is an updated survey for 2021-22 that reflects our updated PSLOS.

Findings for End of Program Survey


Summary of Findings: 100% of students surveyed strongly agreed that the English department effectively prepared them to interpret how the diverse range of human experiences, identities, and cultures is reflected in language, literature, and multimedia texts (PSLO 2), thus exceeding the target for PSLO 2 End-of-Program Survey.

Results : Acceptable Target Achievement: Exceeded

Recommendations: None

Reflections/Notes: All students surveyed (2) strongly agreed that the department effectively prepared them for PSLO 2. This is the highest rating we could receive, and thus we have no recommendations.

Substantiating Evidence:

 PSLO 2_English Literature Major End of Program Survey_21-22 (Word Document (Open XML))

PSLO 3

Outcome: Analyze how language works, especially regarding grammar, writing conventions, and rhetorical situation.

- ▼ **Measure:** Course Embedded Assignment
Program level Direct - Portfolio

Details/Description:

In EN 300 (Advanced College Writing), Literature Majors must submit a portfolio of writing. One aspect of the portfolio is evaluated on the student's ability to analyze how language works, especially regarding grammar, writing conventions, and rhetorical situation (PSLO 3). What this means is that through their portfolio work students are evaluated for their ability to analyze and apply the forms and conventions appropriate to a particular genre and illustrate a mastery of organization, presentation, mechanics, grammar, formatting, and documentation in their writing.

Acceptable Target:

The proficiency levels are 4=Advanced, 3=Target, 2=Target, and 1=Beginning. 100% of the portfolios should receive a score of 2=Developing or higher and 70% should receive a score of 3=Target or higher.

Findings for Course Embedded Assignment

Summary of Findings: 100% of 2021-22 English Literature Majors

earned a Developing=2 or higher for the EN 300 Portfolio Forms and Conventions score. Therefore, candidates met the threshold of Developing or higher for this score point. 67% of candidates also earned a Target=3 or higher, not meeting the threshold of 70% or higher for Target=3 or higher for the EN 300 Portfolio Forms and Conventions score. Based on these results, English Literature Majors are meeting the developing= 2 or higher threshold for PSLO 3: Students will analyze how language works, especially regarding grammar, writing conventions, and rhetorical situation.

Results :


Acceptable Target Achievement: Met

Recommendations:

Assessment for PSLO 3 will take place in 2022-23. It was last assessed in 2021-22. This PSLO is assessed every other year.

Reflections/Notes:

Substantiating Evidence:

 PSLO 3 English Literature Major Course Embedded Assessment_EN 300 Portfolio Forms and Conventions Scores_21-22 (Word Document (Open XML))

▼ **Measure:** Course Grades
Program level Direct - Other

Details/Description:

Course grades from EN 300 (Advanced College Writing) and EN 310 (English Grammar/Linguistics) are used to measure PSLO 3: Analyze how language works, especially regarding grammar, writing conventions, and rhetorical situation.

Acceptable Target:

The following are the course grade proficiency levels: A=Advanced, B=Target, C=Developing, and

D or Below=Unsatisfactory. 100% of English Literature majors must earn a C=Developing or higher in EN 300 and EN 310. At least 70% should earn a B=Target or higher. English Literature majors must take EN 300 and EN 310 and must make a C or better to fulfill program requirements.

Findings for Course Grades

Summary of Findings:

97% of 2015-22 English Literature Majors (N=32) earned a Developing=C or higher in EN 310. Therefore, candidates did not meet the threshold Developing or higher for EN 310. 75% of literature majors also earned a Target=B or higher in 310; thus, meeting the threshold of 70% or higher for Target=B or higher.

100% of 2015-22 English Literature Majors (N=25) earned a Developing=C or higher EN 300. Therefore, candidates did meet the threshold Developing or higher for EN 300. 80% of literature majors also earned a Target=B or higher in 300; thus, exceeding the threshold of 70% or higher for Target=B or higher.

Based on course grades in EN 300, English Literature Majors are meeting and exceeding the thresholds for PSLO 3: The student will analyze how language works, especially regarding grammar, writing conventions, and rhetorical situation. However, based on course grades in EN 310, literature majors are not meeting the threshold of Developing=C or higher for PSLO 3.

Results :


Acceptable Target Achievement: Met

Recommendations:

Assessment for PSLO 3 will take place in 2022-23. It was last assessed in 2021-22. This PSLO is assessed every other year.

Reflections/Notes:

Substantiating Evidence:

 PSLO 3 English Literature Major Course Grade Data and Summary_21-22 (Word Document (Open XML))

This document includes EN 300 and EN 310 data and findings for the years 2015-2022 on PSLO 3.

▼ **Measure:** End of Program Survey *Program level Indirect - Survey*


Details/Description:

This is the seventh year for the end-of-program survey. Please see the full survey in the attachment. Question #7 on the survey that asks the candidates whether they feel the English department effectively prepared them to analyze how language works, especially regarding grammar, writing conventions, and rhetorical situation (PSLO 3).

Acceptable Target:

The threshold for this question on the survey is 100% of candidates agree that the English department effectively prepared them to analyze how language works, especially regarding grammar, writing conventions, and rhetorical situation (PSLO 3).

Supporting Attachments:

 English Department Survey for Recent Graduates_21-22 (Adobe Acrobat Document)

This is an updated survey for 2021-22 that reflects our updated PSLOs.

Findings for End of Program Survey

Summary of Findings:

100% of students surveyed agreed or strongly agreed that the English department effectively prepared them to analyze how language works, especially regarding

grammar, writing conventions, and rhetorical situation (PSLO 3), thus meeting the target for PSLO 3 End-of-Program Survey.

Results :


Acceptable Target Achievement: Met

Recommendations:

Assessment for PSLO 3 will take place in 2022-23. It was last assessed in 2021-22. This PSLO is assessed every other year.

Reflections/Notes:

Substantiating Evidence:

 PSLO 3_English Literature Major End of Program Survey_21-22 (Word Document (Open XML))

▼ **Measure:** Literature Emphasis Portfolio
Program level Direct - Portfolio


Details/Description:

In EN 385 Directed Reading/Writing/Research, Literature majors submit a portfolio of literary papers. One of the rubric points, Writing Proficiency, aligns to the students' ability to analyze how language works, especially regarding grammar, writing conventions, and rhetorical situation (PSLO 3). The portfolio used to be collected in EN 400, but has been replaced with EN 385 as we moved last year to an independent-study model instead of a senior seminar.

Acceptable Target:

The proficiency levels for this rubric point on the EN 385 portfolio assessment rubric are 4=Beginning, 3=Developing, 2=Target, and 1=Advanced. 100% of students should score a 3 or lower on this rubric point measuring PSLO 3. 70% of students should score a 2=Target or lower on this score point measuring PSLO 3.

Supporting Attachments:

 Literature Portfolio Review Form_21-22 (Adobe Acrobat Document)

This was the rubric given to the external reviewer in Spring 2022. Three students are program completers in 2021-22.

Findings for Literature Emphasis Portfolio

Summary of Findings: 100% of 2021-22 English Literature Majors (N=3) earned a Developing=3 or lower for the EN 385 Portfolio Writing Proficiency score. Therefore, candidates did meet the threshold of Developing or lower for this score point.

100% of candidates earned a Target=2 or lower; thus, exceeding the threshold of 70% or lower for Target=2 or lower for the EN 385 Portfolio Writing Proficiency score.


Based on these results, English Literature Majors are meeting the target= 2 or lower and the developing= 3 or lower threshold for PSLO 3: Students will analyze how language works, especially regarding grammar, writing conventions, and rhetorical situation.

Results : Acceptable Target Achievement: Met

Recommendations: Assessment for PSLO 3 will take place in 2022-23. It was last assessed in 2021-22. This PSLO is assessed every other year.

Reflections/Notes:

Substantiating Evidence:

 PSLO 3 English Literature Major Portfolio Writing Proficiency Scores_21-22 (Word Document (Open XML))

▼ **Measure:** Performance Assessment
Course level Direct - Other

Details/Description: In EN 385 Directed Reading/Writing/Research, Literature majors compose and present a scholarly paper over a variety of literary topics. One of the score points on the rubric measures the students' ability to analyze how language works, especially regarding grammar, writing conventions, and rhetorical situation (PSLO 3). The performance assessment used to be evaluated in EN 400, but since we moved to an independent-study model it is now assessed in EN 385.

Acceptable Target: The proficiency levels for this rubric point on the EN 385 Performance Assessment are 5=Advanced, 4=Target, 3=Developing, 2=Limited, and 1=Unsatisfactory. 100% of students should score a 3 or higher on this rubric point measuring PSLO 3. 70% of students should score a 4=Target or higher on this score point measuring PSLO 3.

Findings for Performance Assessment


Summary of Findings: 100% of 2021-22 English Literature Majors (N=3) earned a Developing=3 or higher for the EN 385 Directed Reading/Writing/Research Scholarly Paper Conventions score. Therefore, Literature Majors met the threshold of Developing or higher for this score point. 100% of candidates earned a Target=4 or higher; thus, exceeding the threshold of 70% or higher for Target=4 or higher for the EN 385 Directed Reading/Writing/Research Scholarly Paper Conventions score. Based on these results, English Literature Majors are meeting the developing= 3 or higher threshold for PSLO 3: Students will analyze how language works, especially regarding grammar, writing conventions, and rhetorical situation.

Results : Acceptable Target Achievement: Met

Recommendations: Assessment for PSLO 3 will take place in 2022-23. It was last assessed in 2021-22. This PSLO is assessed every other year.

Reflections/Notes:

Substantiating Evidence:

 PSLO 3_English Literature Major Performance Assessment EN 385 Scholarly Paper_21-22 (Word Document (Open XML))

PSLO 4

Outcome: Demonstrate knowledge and understanding of the forms, genres, and conventions of literary and multimedia texts.

- ▼ **Measure:** Course Embedded Assignment
Course level Direct - Other

Details/Description: In EN 300 (Advanced College Writing), students must submit a portfolio of writing. The overall portfolio score is a measure of the students' ability to demonstrate knowledge and understanding of the forms, genres, and conventions of literary and multimedia texts (PSLO 4).

Acceptable Target: The proficiency levels are 4=Advanced, 3=Target, 2=Developing, and 1=Unacceptable. 100% of the portfolios should receive a rating of a 2 or higher for the overall portfolio score and 70% should be rated a 3 or higher for the overall portfolio score.

Findings for Course Embedded Assignment

Summary of Findings: 100% of 2021-22 English Literature Majors (N=3) earned a Developing=2 or higher for the EN 300 Portfolio overall score. Therefore, literature majors met the threshold of Developing or higher for this score point. 67% of literature majors earned a Target=3 or higher; thus, not meeting the threshold of 70% or higher for Target=3 or higher for the EN 300 Portfolio overall score. Based on these results, English Literature Majors are meeting the developing= 2 or higher, but not the target= 3 or higher thresholds for PSLO 4: The student will demonstrate knowledge and understanding of the forms, genres, and conventions of literary and multimedia texts.

Results : Acceptable Target Achievement: Met

Recommendations: None

Reflections/Notes: Only one out of three students for the 2021-22 year was at the developing level. Two out of three met the target or higher level for PSLO 4. Although we did not meet the 70% target or higher for this year, this has more to do with the number of students assessed (3). We would have to reach the 100% level to reach target with only three students.

Substantiating Evidence:

[📎 PSLO 4_English Literature Major Course Embedded Assessment_EN 300 Portfolio Overall Score_21-22 \(Word Document \(Open XML\)\)](#)

▼ **Measure:** Course Grades
Program level Direct - Other

Details/Description: Course grades from EN 300 (Advanced College

Writing), EN 301 (Literary Criticism and Theory), and EN 385 (Directed Reading/Writing/Research) are used to measure PSLO 4: Demonstrate knowledge of the forms, genres, and conventions of literary and multimedia texts. The change to EN 385 instead of the previous EN 400 is due to the literature/film criticism emphasis moving away from the senior seminar to an independent-study model.

Acceptable Target:

The following are the course grade proficiency levels: A=Advanced, B=Target, C=Developing, and D or below=Unsatisfactory. 100% of English Literature majors must earn a C=Developing or higher in EN 300, EN 301, and EN 385. At least 70% should earn a B=Target or higher. English Literature majors must take EN 300, EN 301, EN 385, and must make a C or better to fulfill program requirements.

Findings for Course Grades

Summary of Findings:

93% of 2015-22 English Literature Majors (N=29) earned a Developing=C or higher in EN 301. Therefore, candidates did not meet the threshold Developing or higher for EN 301. 72% of literature majors also earned a Target=B or higher in 301; thus, meeting the threshold of 70% or higher for Target=B or higher.

100% of 2015-22 English Literature Majors (N=25) earned a Developing=C or higher in EN 300. Therefore, candidates did meet the threshold Developing or higher for EN 300. 80% of literature majors also earned a Target=B or higher in 300; thus, exceeding the threshold of 70% or higher for Target=B or higher.

96% of 2015-22 English Literature Majors (N=26) earned a Developing=C or higher EN 400/385. Therefore, candidates did not meet the threshold Developing or higher for EN 400/385. 92% of literature majors also

earned a Target=B or higher in 400/385; thus, exceeding the threshold of 70% or higher for Target=B or higher in EN 400/385.

In 2021-22, 67% of English Literature Majors (N=3) earned a Developing=C or higher in EN 301. Therefore, candidates did not meet the threshold Developing or higher for EN 301. However, 67% of literature/film majors earned an Advanced score.

100% of 2021-22 English Literature Majors (N=3) earned a Developing=C or higher in EN 300. 100% of these literature/film majors also earned a Target=B or higher, thus exceeding the threshold of 70% Target=B or higher.

100% of 2021-22 English Literature Majors (N=3) earned an Advanced score for EN 385, thus exceeding the threshold of both Target and Developing.

Results :

Acceptable Target Achievement: Met

Recommendations:

None


Reflections/Notes:

Only one student in EN 301 did not meet the Developing or higher threshold necessary for the program. This same student did meet Target or higher in both EN 300 and EN 385.

All the other students for 2021-22 (N=2) met the thresholds. These other two students received Advanced scores for EN 300, EN 301, and EN 385.

Because of these high scores, we do not recommend any overall changes to the program in these courses.

Substantiating Evidence:

 PSLO 4_English Literature Major Course Grade Data and Summary_21-22 (Word Document (Open XML))

▼ **Measure:** End of Program Survey
Program level Indirect - Survey

Details/Description: This is the seventh year for the end-of-program survey. Please see the full attached rubric. Question #8 that asks the candidates whether they feel the English department effectively prepared them to demonstrate knowledge and understanding of the forms, genres, and conventions of literary and multimedia texts (PSLO 4).

Acceptable Target: The threshold for this question on the survey is 100% agree that the English department effectively prepared them to demonstrate knowledge and understanding of the forms, genres, and conventions of literary and multimedia texts (PSLO 4).

Supporting Attachments:

[English Department Survey for Recent Graduates_21-22 \(Adobe Acrobat Document\)](#)

This is an updated survey for 2021-22 that reflects our updated PSLOs.

Findings for End of Program Survey

Summary of Findings: 100% of students surveyed agreed or strongly agreed that the English department effectively prepared them to demonstrate knowledge and understanding of the forms, genres, and conventions of literary and multimedia texts (PSLO 4), thus meeting the target for PSLO 4 End-of-Program Survey.


Results : Acceptable Target Achievement: Met

Recommendations: None

Reflections/Notes:

We met the threshold of 100% of students surveyed agreed with the preparation they received for PSLO 4, and thus we have no recommendations.

Substantiating Evidence:

 PSLO 4_English Literature Major End of Program Survey_21-22 (Word Document (Open XML))

▼ **Measure:** Literature Emphasis Portfolio
Program level Direct - Portfolio


Details/Description:

In EN 385 Directed Reading/Writing/Research, Literature majors submit a portfolio of literary papers. The overall portfolio score is a measure of the students' ability to demonstrate knowledge and understanding of the forms, genres, and conventions of literary and multimedia texts (PSLO 4). The portfolio used to be collected in EN 400, but has been replaced with EN 385 as we moved last year to an independent-study model instead of a senior seminar.

Acceptable Target:

The proficiency levels for the EN 385 portfolio assessment are 4=Beginning, 3=Developing, 2=Target, and 1=Advanced. 100% of students should score 3 or lower on the overall portfolio measuring PSLO 4. 70% of students should score a 2=Target or lower on the overall portfolio measuring PSLO 4.

Supporting Attachments:

 Literature Portfolio Review Form_21-22 (Adobe Acrobat Document)

This was the rubric given to the external reviewer in Spring 2022. Three students are program completers in 2021-22.

Findings for Literature Emphasis Portfolio

Summary of Findings: 100% of 2021-22 English Literature Majors (N=3) earned a Developing=3 or lower for the EN 385 Portfolio score for PSLO 4. Therefore, literature majors did meet the threshold of Developing or lower for this score point. 100% of candidates earned a Target=2 or lower; thus, exceeding the threshold of 70% or lower for Target=2 or lower for the EN 385 Portfolio overall score. Based on these results, English Literature Majors are meeting the developing= 3 or lower threshold for PSLO 4: The student will demonstrate knowledge and understanding of the forms, genres, and conventions of literary and multimedia texts.

Results : Acceptable Target Achievement: Met

Recommendations: None

Reflections/Notes: 100% of literature/film criticism majors (N=3) received a Target overall score in 2021-22, and thus we have no recommendations for this measure.

Substantiating Evidence:

[📎 PSLO 4_English Literature Major Portfolio Overall Scores Data and Summary_21-22 \(Word Document \(Open XML\)\)](#)

▼ **Measure:** Performance Assessment
Course level Direct - Other

Details/Description: EN 385 (Directed Reading/Writing/Research), Literature majors compose and present a scholarly

paper over a variety of literary topics. The overall rubric score is a measure of the students' ability to demonstrate knowledge and understanding of the forms, genres, and conventions of literary and multimedia texts (PSLO 4). The performance assessment used to be evaluated in EN 400, but since we moved to an independent-study model it is now assessed in EN 385.

Acceptable Target:

The proficiency levels for this rubric point on the EN 385 performance assessment rubric are 5=Advanced, 4=Target, 3=Developing, 2=Limited Knowledge, and 1=Unsatisfactory. 100% of students should score a 3 or higher on the overall rubric measuring PSLO 4. 70% of students should score a 4=Target or higher on the overall rubric measuring PSLO 4.

Findings for Performance Assessment

Summary of Findings: 100% of 2021-22 English Literature Majors (N=3) earned a Developing=3 or higher for the EN 385 Scholarly Paper overall score. Therefore, literature majors met the threshold of Developing or higher for this score point. 100% of literature majors earned a Target=4 or higher; thus, exceeding the threshold of 70% or higher for Target=4 or higher for the EN 385 Scholarly paper overall score. Based on these results, English Literature Majors are meeting the developing= 3 or higher threshold for PSLO 4: The student will demonstrate knowledge and understanding of the forms, genres, and conventions of literary and multimedia texts.

Results : Acceptable Target Achievement: Met

Recommendations: None

Reflections/Notes: 100% of literature/film majors (N=3) received an Advanced score for 2021-22, and thus we have no recommendations for this measure.

Substantiating Evidence:

📎 PSLO 4_English Literature Major Performance Assessment EN 385
Scholarly Paper Overall Score_21-22 (Word Document (Open XML))

PSLO 5

Outcome: Compose and present scholarly research that interprets and analyzes a variety of literary and/or multimedia texts.

▼ **Measure:** End of Program Survey
Program level Indirect - Survey

Details/Description: This is the seventh year for the end-of-program survey. Please see the full attached rubric. Question #9 asks the candidates whether they feel the English department effectively prepared them to compose and present scholarly research that interprets and analyzes a variety of literary and/or multimedia texts (PSLO 5).

Acceptable Target: The threshold for this question on the survey is 100% agree that the English department effectively prepared them to compose and present scholarly research that interprets and analyzes a variety of literary and/or multimedia texts (PSLO 5).

Supporting Attachments:

📎 English Department Survey for Recent Graduates_21-22 (Adobe Acrobat Document)

This is an updated survey for 2021-22 that reflects our updated PSLOs.

Findings for End of Program Survey

Summary of Findings: 100% of students surveyed strongly agreed that the English department effectively prepared them to compose and present scholarly research that interprets and analyzes a variety of literary and/or multimedia texts (PSLO 5), thus exceeding the target for PSLO 5 End-of-Program Survey.

Results : Acceptable Target Achievement: Exceeded

Recommendations: Assessment for PSLO 5 will take place in 2022-23. It was last assessed in 2021-22. This PSLO is assessed every other year.

Reflections/Notes:

Substantiating Evidence:

[📎 PSLO 5_English Literature Major End of Program Survey_21-22 \(Word Document \(Open XML\)\)](#)

▼ **Measure:** Performance Assessment
Course level Direct - Other

Details/Description: In EN 385 (Directed Reading/Writing/Research), Literature majors compose and present a scholarly paper over a variety of literary topics. The overall rubric score measures the students' ability to compose and present scholarly research that interprets and analyzes a variety of literary and/or multimedia texts (PSLO 5). The performance assessment used to be evaluated in EN 400, but since we moved to an independent-study model it is now assessed in EN 385.

Acceptable Target: The proficiency levels for the overall rubric score of the EN 385 Performance Assessment rubric are 5=Advanced, 4=Target, 3=Developing, 2=Limited

Knowledge, and 1=Unsatisfactory. 100% of students should average a score of 3 or higher on this section measuring PSLO 5. 70% of students should average a score of 2=Target or higher on this section of the rubric measuring PSLO 5.

Findings for Performance Assessment

Summary of Findings: 100% of 2021-22 English Literature Majors (N=3) earned a Developing=3 or higher for the EN 385 Scholarly Paper overall score. Therefore, literature majors met the threshold of Developing or higher for this score point. 100% of literature majors earned a Target=4 or higher; thus, exceeding the threshold of 70% or higher for Target=4 or higher for the EN 385 Scholarly paper overall score. Based on these results, English Literature Majors are meeting the developing= 3 or higher threshold for PSLO 5: The student will compose and present scholarly research that interprets and analyzes a variety of literary and/or multimedia texts.

Results : Acceptable Target Achievement: Exceeded

Recommendations: Assessment for PSLO 5 will take place in 2022-23. It was last assessed in 2021-22. This PSLO is assessed every other year.

Reflections/Notes:

Substantiating Evidence:


[📎 PSLO 5_English Literature Major Performance Assessment EN 385 Scholarly Paper Overall Score_21-22 \(Word Document \(Open XML\)\)](#)

Program level Direct - Portfolio

Details/Description: In EN 385 (Directed Reading/Writing/Research), Literature majors submit a portfolio of literary papers. One of the rubric points, Literary Analysis, aligns to the students' ability to compose and present scholarly research that interprets and analyzes a variety of literary and/or multimedia texts (PSLO 5). The portfolio used to be collected in EN 400, but has been replaced with EN 385 as we moved last year to an independent-study model instead of a senior seminar.

Acceptable Target: The proficiency levels for this rubric point on the EN 385 portfolio assessment rubric are 4=Beginning, 3=Developing, 2=Target, and 1=Advanced. 100% of students should score a 3 or lower on this rubric point measuring PSLO 5. 70% of students should score a 2=Target or lower on this score point measuring PSLO 5.

Supporting Attachments:

 Literature Portfolio Review Form_21-22 (Adobe Acrobat Document)

This was the rubric given to the external reviewer in Spring 2022. Three students are program completers in 2021-22.

Findings for Portfolio

Summary of Findings: In 2021-2022, 100% of Literature majors' portfolios (N=3) earned a 3 or lower. 67% of literature majors earned a 2 or lower. Literature majors did meet the Developing or lower threshold for PSLO 5. 67% of English Literature Majors are advanced with regard to PSLO 5: Students will compose and present scholarly research that interprets and analyzes a variety of literary and/or multimedia texts.


Results : Acceptable Target Achievement: Met

Recommendations: Assessment for PSLO 5 will take place in 2022-23. It was last assessed in 2021-22. This

PSLO is assessed every other year.

Reflections/Notes:

Substantiating Evidence:

 PSLO 5_English Literature Major Portfolio Literary Analysis Scores Data and Summary_21-22 (Word Document (Open XML))

Overall Recommendations

Recommendation 1:

Overall scores were very high in 2021-22 for the three program completers. It was only for one course (EN 301) that one student did not meet the Developing or higher threshold. We will continue to assess why this one student had difficulties, but there could have been many reasons for the struggles of this student. At this point we do not see any major problems with the teaching in the program overall because all other scores on the measures for PSLOs 2 and 4 met the threshold and were in many cases Advanced.

Recommendation 2:

In the report last year we noted that a new required course for English majors, EN 105, would be introduced for assessment once we had data to share. We are not at the point where we have data yet, but this remains a goal to introduce the course into the assessment of the PSLOs once we have program completers who took EN 105.

Recommendation 3:

Improvement to our Internship program remains a goal. Our previous Internship coordinator, Mary Sheldon, retired in Summer 2021. We have a new Internship coordinator, Louise Krug, this year. It is our goal to establish connections with businesses and organizations who can mentor our students in internships. Because we have so few seniors in our program, it likely will take time to develop these relationships, especially if not all of our students choose to take part in an Internship.

Recommendation 4:

We hope to maintain contact with our literature/film majors after they graduate. We believe this will help us educate our current students on the job possibilities available to them as an English major in literature and film criticism. Achieving this goal will depend on the students sharing current contact information with us on their end-of-program survey. In previous years students weren't filling out the surveys, but this year two of them did.

If we can maintain contact with the students, we could even possibly bring them back to speak with our EN 105 students, where professional development is a key component of the class.

Overall Reflection

The fall 2021 semester was a challenging one for both faculty and students. It was a semester that had both face-to-face and hybrid setups. We noticed overall that both faculty and students faced more challenges when placed in a remote-learning environment. Overall students strongly revealed to us that they work better in a face-to-face classroom. We think this is reflected in their improvement in the spring 2022 semester, when most students were back in the classroom. The faculty members continue to use the new technologies they learned for remote teaching, but in better ways as we gain experience over time.

English faculty have also by and large grown more flexible with students since the beginning of the pandemic, creating innovative assignments and at times alternative plans for students. We believe this fits in well with our department's goal of inclusivity. We believe this has made us better teachers and will continue to benefit students in the future. It is a goal we will continue to work on as we move forward.

Faculty Collaboration

In the fall of 2021, Muffy Walter, Dennis Etzel, Jr., Louise Krug, Kara Kendall-Morwick, and Vanessa Steinroetter participated in a Course Success Group. Their goal was to conduct an inventory of the level of service performed by all faculty members of the English department. Collecting this data was meant to reveal if there were any inequities taking place. They wanted to find out who was overburdened or burnt out by service, and perhaps where we could improve things overall.

Their report revealed that English faculty typically go above and beyond when it comes to levels of service at the department and university levels, but there were many complexities related to how much service is performed and how that impacts the classroom experience for our students.

They also analyzed the connections between service and student retention. Thus, this course success group looked at ways the faculty contributions outside the classroom can directly benefit our students. What this group learned should help us think about all the aspects of our jobs in teaching, service, and research.

Communication & Collaboration with Students

We continue to include and explain the 5 PSLOs to our students on our syllabi each semester, thus we are communicating the assessment process to them.

We can continue to improve in our collaboration with students for assessment. The end-of-program survey is useful as it provides students with an opportunity to share how effectively they learned each of the PSLOs, but we should also develop collaboration methods with them throughout their time in the English department, not simply at the end.

Communication & Collaboration with External Stakeholders

Our external stakeholders remain in two key areas: the speakers we bring in for EN 105 and the external reviewer who evaluates the portfolios for the former EN 400 (now EN 385).

In EN 105, students learn from the professional speakers (often alumni) how what they learn through each of the five PSLOs will benefit them in their future careers.

The external portfolio reviewer gives the students feedback on their writing throughout their time in the English department, so students aren't simply hearing from their own professors about how they can improve in the future. The external reviewer thus collaborates with the English department in assessing the students' work.

Communication & Collaboration with University

English faculty members frequently participate in teaching and assessment-related workshops through CTCL, and in Course Success Groups sponsored by the Dean of the College of Arts and Sciences.

In the fall of 2021, Muffy Walter, Dennis Etzel, Jr., Vanessa Steinroetter, Louise Krug, and Kara Kendall-Morwick participated in a Course Success Group, taking inventory of faculty service obligations and providing recommendations.

Four English literature faculty members participated in multiple CTCL workshops in 2021-22 related to best teaching practices and assessment. While not comprehensive, the following list shows how frequently English literature faculty collaborated with other members of the university on teaching and assessment.

Erin Chamberlain - Internal Grants Workshop, Demystifying Disability, Teaching to Transgress

Kara Kendall-Morwick - Student Success Initiatives, Introduction to CEL (Community Engaged Learning), OER, First-Generation Students, Antiracist Pedagogy

Vanessa Steinroetter - First-Generation Students, Assets-Based Learning

Corey Zwikstra - Antiracist Pedagogy, Student Success Initiatives, Teaching and Assessing Critical Thinking

Erin Chamberlain, the literature assessment liaison, also attended workshops for those faculty writing assessment reports.

