

AC 2019-2020 Assessment

Bachelor's Degree in English

College: Arts and Sciences

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Northwestern State Mission: Northwestern State University is a responsive, Student-oriented institution that is committed to the creation, dissemination, and acquisition of knowledge through teaching, research, and service. The University maintains as its highest priority excellence in teaching in graduate and undergraduate programs. Northwestern State University prepares its Students to become productive members of society and promotes economic development and improvements in the quality of life of the citizens in its region.

College of Arts and Sciences' Mission: The College of Arts & Sciences, the largest college at Northwestern State University, is a diverse community of scholars, teachers, and students, working collaboratively to acquire, create, and disseminate knowledge through transformational, high-impact experiential learning practices, research, and service. The College strives to produce graduates who are productive members of society equipped with the capability to promote economic and social development and improve the overall quality of life in the region. The College provides an unequaled undergraduate education in the social and behavioral sciences, English, communication, journalism, media arts, biological and physical sciences, and the creative and performing arts, and at the graduate level in the creative and performing arts, English, TESOL, and Homeland Security. Uniquely, the College houses the Louisiana Scholars' College (the State's designated Honors College), the Louisiana Folklife Center, and the Creole Center, demonstrating its commitment to community service, research, and preservation of Louisiana's precious resources.

Department of English, Foreign Languages, and Cultural Studies Mission Statement: As scholars, students, and teachers, we strive to be engaged, compassionate, curious learners and to engender the same passion in every student we teach. The critical study of texts, languages, and textual production is vital for our development as critical thinkers, effective communicators, and thoughtful community members. As a department, we offer these interdisciplinary experiences in diverse but complementary areas of study.

As scholars of literature, we cultivate comprehension and analysis of texts through evidence-based communication to acknowledge the integral operation of discourse, its forms, and its circulation inherent in all cultures.

As scholars of film and media, we prepare students to interpret and create a range of audiovisual texts through an understanding of the moving image as a form of creative expression, a global commodity, and a culturally situated work.

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As professional writers and scholars of rhetoric, composition, and linguistics, we explore the theory and practice of using language in order to prepare composers to clearly and effectively articulate and support arguments for diverse purposes, contexts, and audiences and to instruct others to do the same.

As creative writers, we build communities where we nurture students as they discover and hone their expressive voices and personal aesthetics through experimentation in style, genre, and form.

As language and TESOL scholars, we bridge cultures through the study of world languages and cultures to expand our horizons, foster understanding of each other, better understand our own languages and cultures, and prepare culturally competent instructors to teach languages effectively.

As folklorists and scholars of cultural studies, we prepare students to document, analyze, and sustain cultural practices and products and provide students with the opportunity to engage with the folk and their lore through ethnographic study, allowing us to examine the dynamics of identity formation, cultural production, exchange, and consumption, and the negotiations these acts entail.

As scholars at Northwestern State University, each faculty and staff member of the Department of English, Foreign Languages, and Cultural Studies is committed to helping our students and each other become effective composers of texts, critical consumers of texts, and responsible members of physical and digital spaces who exchange knowledge locally, nationally, and globally.

Undergraduate English Major Mission Statement: The undergraduate major in English is a dynamic, student-oriented program focused on rigorously preparing students to achieve in diverse fields. The undergraduate program focuses on developing, providing, and supporting innovative, responsive, and accessible education. The program encourages a mastery of disciplinary literature, thoughtful research, professional development, and cross-curricular innovation as members of an engaged scholarly community. Through encompassing a diverse suite of related fields of study, the English major offers its students access to creative, critical, and compositional skills, providing them invaluable versatility in a rapidly changing market.

Methodology: The assessor(s) will electronically collect student writing and assignment descriptions. The assessor(s) will determine which SLOs each assignment targets. Student writing will be assessed using the rubric appended to this document. On the rubric, the “targeted” column pertains to whether the SLO was explicitly targeted by the paper assignment, as determined by the assessor(s). On the rubric, the “evaluation” column is for the assessor’s evaluation of how well the paper meets each SLO. The assessor(s) will mark “not applicable” for any goal that is not relevant to the pertinent assignment. The assessor(s) will mark a writing sample “weak” if the goal was explicitly targeted by the assignment but does not appear in the paper. Faculty will meet during the

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fall on call week to discuss the results and determine the actions that need to be taken in response to the evaluation. Individual meetings will be held with faculty during on call week, if necessary. The Director of Undergraduate Studies, in consultation with faculty and the department advisory committee, will propose changes to measurable outcomes, assessment tools for the next period, and, where needed, curriculum and program changes.

Student Learning Outcomes

SLO 1. Analysis and interpretation of evidence. Students in the English BA program will perform analysis and interpretation of evidence. In literature, film studies, and folklore papers, students will use textual evidence from close reading to defend an interpretive thesis, including locating the significance of chosen passages in the context of a larger work. For those students who take professional writing courses, this evidence may include primary materials such as websites, job ads, writing samples, etc. and the argument may be practical rather than interpretive.

Measure 1.1 (Direct – Skill)

On an annual basis, a sample number of research papers and/or projects from all English courses taught that year will be evaluated by a panel of faculty members, using the standardized *Assessment Rubric for English Major Writing* (attached). The writing will be evaluated to determine if students can demonstrate a basic ability to analyze and interpret evidence from a variety of texts, broadly defined to include fiction, nonfiction, drama, film, new media, and primary texts including interviews and oral histories. At least 95% of students sampled will score a 3 (competency) or higher on the evaluation.

Findings: Target was met.

Analysis: In AC 2018-2019, the target was not met, as 91 out of 97 (93.81%) student projects were judged competent or higher in their ability to analyze and interpret evidence from a variety of texts. Based on the analysis of the results, in AC 2019-2020 action was taken to emphasize the skills of close reading, particularly as they apply to nonfiction, primary texts, and scholarly sources.

As a result, in AC 2019-20, the target was met with 68 of 69 (98.55%) student projects being judged as competent or higher in demonstrating the student's ability to analyze and interpret evidence from a variety of texts. This represents a 4.74% increase from the previous year. Increased instruction in the all methods of close reading is the reason for this increase.

Decision: In AC 2019-2020, the target was met. Based on the analysis of the AC 2019-2020 results, courses will be refined to increase instruction in the skills of close reading, particularly as they apply to nonfiction, primary texts, visual media, and scholarly sources. Also, because the target was met, it will be set at 100% of student work receiving a score of competent or higher on the *Rubric for English Major Writing* for AC 2020-2021.

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SLO 2. Application of theory. Students in the English BA program will use theory to inform their analysis and argumentation. This theory may be literary, philosophical, cultural, psychological, political, economic, rhetorical, etc. in nature, and students will reference it explicitly in their writing, as, for example, an explicitly formulated Marxist analysis of the representation of class in a novel. This outcome does not pertain to general approaches that may have an unstated theoretical basis. For example, a focus on the passivity of female characters in a novel would not count for this outcome, unless feminist theory is an explicit topic of the paper as well.

Measure 2.1 (Direct – Knowledge/Skill)

On an annual basis, a sample number of research papers and/or projects from all English courses taught that year will be evaluated by a panel of faculty members, using the standardized *Assessment Rubric for English Major Writing* (attached). The writing will be evaluated to determine if students can demonstrate a basic knowledge of fundamental principles of theory as it relates to a given course. At least 95% of students sampled will score a 3 (competency) or higher on the evaluation.

Finding: Target was met.

Analysis: In AC 2018-2019, the target was not met, as 52 out of 61 (85%) student projects were judged competent or higher in their ability to use theory to inform their analysis and argumentation. Based on the analysis of the results, in AC 2019-2020 instructors were trained in ways to better integrate theory into their courses and assignments.

As a result, in AC 2019-20, the target was met, with 35 out of 36 (97.22%) student projects being judged as competent or higher in demonstrating the student's ability to use theory to inform their analysis and argumentation. This represents an 12.22% increase from the previous year. Increased instruction in theory and its applications is the reason for this increase.

Decision: In AC 2019-2020, the target was met. Based on the analysis of the AC 2019-2020 results, courses will be refined to increase instruction in the fundamental principles of theory and how to apply it in their work in each course and across our curriculum. Training sessions will be held with instructors on ways to better integrate theory into their courses and assignments. The target will be set at 98% of student work receiving a score of competent or higher on the *Rubric for English Major Writing* for AC 2020-2021.

SLO 3. Application of established methodologies in the field. Students in the English BA program will use established methodologies of literary criticism. This outcome pertains to the use of the discourse of literary criticism, film studies, rhetorical theory, and cultural studies at a complex level, in regard to either: (a) specific approaches to interpretation

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that have established currency in the discipline, such as feminism and new historicism, but which do not involve the explicit theorization of learning outcome #2; and (b) terminology and techniques of formal analysis wielded in a more systematic and knowledgeable manner than the more general close reading that is covered by learning outcome #1.

Measure 3.1 (Direct – Knowledge/Skill)

On an annual basis, a sample number of research papers and/or projects from all English courses taught that year will be evaluated by a panel of faculty members, using the standardized *Assessment Rubric for English Major Writing* (attached). The writing will be evaluated to determine if students can demonstrate a basic knowledge of the methodologies that apply to a given course. At least 95% of students sampled will score a 3 (competency) or higher on the evaluation.

Findings: Target not met.

Analysis: In AC 2018-2019, the target was not met, as 58 out of 63 (92%) student projects were judged competent or higher in their ability to analyze and interpret evidence from a variety of texts. Based on the analysis of the results, in AC 2019-2020 action was taken to increase instruction in (a) specific approaches to interpretation that have established currency in the discipline, such as feminism and new historicism and (b) terminology and techniques of formal analysis at a complex level.

As a result, in AC 2019-2020, the target was not met, with 38 out of 43 (88.37%) student projects being judged competent or higher in their ability to analyze and interpret evidence from a variety of texts. This represents a 3.63% decrease from the previous year.

Decision: In AC 2019-2020, the target was not met. Based on the analysis of the AC 2019-2020 results, courses will be further refined to increase instruction in (a) specific approaches to interpretation that have established currency in the discipline, such as feminism and new historicism and (b) terminology and techniques of formal analysis at a complex level. Meetings will be held with faculty to instruct them in best practices for teaching methodology in their specific courses.

SLO 4. Engagement with social and literary history. Students in the English BA program will engage with social and literary history. While ideally we want students to have a sense of how social and literary history are reciprocal, this outcome may appear as engagement with *either* social history *or* literary history.

Measure 4.1 (Direct – Knowledge)

On an annual basis, a sample number of research papers and/or projects from all English courses taught that year will be evaluated by a panel of faculty members, using the standardized *Assessment Rubric for English Major Writing* (attached). The writing will be

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evaluated to determine if students can demonstrate a basic knowledge of social and/or literary history. At least 98% of students sampled will score a 3 (competency) or higher on the evaluation.

Findings: Target not met.

Analysis: In AC 2018-2019, the target was not met, as 44 out of 47 (94%) student projects were judged competent or higher in their ability to engage with social and literary history. Based on the analysis of the results, in AC 2019-2020 instructors were trained in how to instruct students to engage with social and literary history.

As a result, in AC 2019-2020, the target was not met, with 35 out of 37 (94.59%) student projects being judged competent or higher in their ability to engage with social and literary history. This represents a 0.59% increase from the previous year. Increased instruction in social and literary history is the reason for this small increase.

Decision: In AC 2019-2020, the target was met. Based on the analysis of the AC 2019-2020 results, courses will be refined to increase and improve instruction in both social and literary history and the way these contexts are reciprocal.

SLO 5. Engagement with genre and form. Students in the English BA program will engage with genre and form. For literature, film, and folklore papers, this outcome requires explicit uses of the terminology or concepts of genre or form, or creative imitations of a specific genre or form. For those students who take creative writing and filmmaking courses, this outcome may appear as implicit engagement, in the creative work itself, with generic and formal conventions, as for example the general generic categories of poetry, fiction, creative nonfiction, and screenwriting; the finer distinctions among, say, prose poem, flash fiction, short story, novella, and novel; specific poetic verse forms such as the sonnet, villanelle, or free verse; modes of fiction such as magical realism or psychological realism; or structural conventions such as linear narrative or experimental narratives that employ a variety of discourses. This outcome also pertains to electronic media-specific composition and design skills, for example, composition for web pages, including effective paragraph length, linking, scannable prose, use of keywords, alignment; proximity, repetition, contrast and color, branding, ease of navigation, clarity and choice of visuals, font, and other multimedia.

Measure 5.1 (Direct – Knowledge)

On an annual basis, a sample number of research papers and/or projects from all English courses taught that year will be evaluated by a panel of faculty members, using the standardized *Assessment Rubric for English Major Writing* (attached). The writing will be evaluated to determine if students can demonstrate a basic knowledge of fundamental principles of genre and form in the context of a given course. At least 85% of students sampled will score a 4 (competent-to-strong) or higher on the evaluation.

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Findings: Target was met.

Analysis: In AC2018-2019, the target was met, as 54 out of 54 (100%) student projects were judged competent or higher in their ability to demonstrate a basic knowledge of fundamental principles of genre and form in the context of a given course. This represents a 3% increase from the previous year. Increased instruction in genre and form were the reason for this increase. Based on the analysis of the results, in AC 2019-2020 faculty refined their instruction to emphasize explicit uses of the terminology or concepts of genre or form and creative imitations of a specific genre or form.

As a result, in AC2019-20, the target was met, with 68 out of 76 (89.47%) student projects being judged competent-to-strong or higher in their ability to demonstrate a basic knowledge of fundamental principles of genre and form in the context of a given course. This was our first year using this new target, and, in an effort to strive for continuous improvement, further action will be taken to emphasize explicit uses of the terminology or concepts of genre or form and creative imitations of a specific genre or form in our courses.

Decision: Consistent findings from both AC2018-2019 and AC2019-2020 provide evidence that the English major must continue to work to fulfill SLO 5.1. The AC2019-2020 results were evaluated on a new target, striving for overall higher competency than our AY2018-2019 results. Analysis of these results in conjunction with our drive for continuous improvement demonstrates that further actions will be taken to sustain and advance students' ability to demonstrate a basic knowledge of fundamental principles of genre and form in the context of a given course. Our courses will be further refined to increase instruction in explicit uses of the terminology or concepts of genre or form and creative imitations of a specific genre or form. Because we met the target, we will set our new target at 90% of student work receiving a score of competent-to-strong or higher on the *Rubric for English Major Writing* for AC2020-2021.

SLO 6. Effective writing. Students in the English BA program will demonstrate effective writing. Students will demonstrate the general skills of college-level exposition developed to some degree of sophistication, as evident in the clarity, precision, fluidity, and aptness of sentence-level grammar, mechanics, and word choice; as well as in higher-level structural flexibility of sentences and paragraphs. For those students who take creative writing and courses, this outcome also involves the effective rendering of poetic lines, poetic stanzas, and dialogue. For students completing professional writing projects with a practical emphasis and is a measure of the projects' rhetorical recognition of their specific audiences, including word choice, tone, selection of evidence, organization, and style (e.g., creative or traditional). This outcome also involves the production of active, concise, engaging prose in clearly delineated chunks in professional writing assignments.

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Measure 6.1 (Direct – Skill)

On an annual basis, a sample number of research papers and/or projects from all English courses taught that year will be evaluated by a panel of faculty members, using the standardized *Assessment Rubric for English Major Writing* (attached). The writing will be evaluated to determine if students can demonstrate a basic ability to compose effective writing. At least 98% of students sampled will score a 3 (competency) or higher on the evaluation.

Finding: Target was not met.

Analysis: In AC 2018-2019, the target was not met, as 117 out of 121 (97%) student projects were judged competent or higher in effective writing. Based on the analysis of the results, in AC 2019-2020 action was taken to emphasize the skills of college-level exposition, as evident in the clarity, precision, fluidity, and aptness of sentence-level grammar, mechanics, and word choice, as well as in higher-level structural flexibility of sentences and paragraphs.

As a result, in AC 2019-2020, the target was not met, with 131 out of 135 (97.04%) student projects being judged competent or higher in effective writing. This represents an 0.04% increase from the previous year. Increased instruction in effective writing is the reason for this small increase.

Decision: In AC 2019-2020, the target was not met. Based on the analysis of the AC 2019-2020 results, courses will be refined to increase and improve instruction in the skills of college-level exposition, as evident in the clarity, precision, fluidity, and aptness of sentence-level grammar, mechanics, and word choice; as well as in higher-level structural flexibility of sentences and paragraphs.

SLO 7. Establishment of sound, applicable arguments. Students in the English BA program will establish sound, applicable arguments. In literature, film studies, and folklore courses, students will clearly articulate a substantive thesis, for which they will provide a logically reasoned and organized defense. For those students who take professional writing courses, the argument may take various practical forms, such as recommendations for a client, a personal statement of qualifications, or carefully selected primary evidence for a portfolio. For such practical arguments, this outcome includes the feasibility of the argument.

Measure 7.1 (Direct – Skill)

On an annual basis, a sample number of research papers and/or projects from all English courses taught that year will be evaluated by a panel of faculty members, using the standardized *Assessment Rubric for English Major Writing* (attached). The writing will be evaluated to determine if students can demonstrate a basic ability to craft a sound

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argument. At least 90% of students sampled will score a 3 (competency) or higher on the evaluation.

Finding: Target was met.

Analysis: In AC 2018-2019, the target was not met, as 66 out of 77 (86%) student projects were judged competent or higher in their ability to establish sound, applicable arguments. Based on the analysis of the results, in AC 2019-2020 action was taken to increase instruction in how to clearly articulate a substantive thesis and provide a logically reasoned and organized defense across courses in our major.

As a result, in AC 2019-2020, the target was met, with 50 out of 50 (100%) student projects being judged competent or higher in their ability to establish sound, applicable arguments. This represents a 14% increase from the previous year. Increased instruction in developing and using sound, applicable arguments is the reason for this increase.

Decision: In AC 2019-2020, the target was met. Based on the analysis of the AC 2019-2020 results, courses will be refined to increase instruction in how to clearly articulate a substantive thesis and provide a logically reasoned and organized defense. A new target will be set at 100% of student work receiving a score of competent or higher on the *Rubric for English Major Writing* for AY 2020-2021.

SLO 8. Relevant use of sources. Students in the English BA program will use sources beyond the one of primary focus to establish relevant support for their argumentation. These sources may be assigned by an instructor specifically for an assignment, ones assigned earlier in the course, or ones the student knows from another course, in addition to those discovered through research.

Measure 8.1 (Direct – Skill)

On an annual basis, a sample number of research papers and/or projects from all English courses taught that year will be evaluated by a panel of faculty members, using the standardized *Assessment Rubric for English Major Writing* (attached). The writing will be evaluated to determine if students can demonstrate a basic ability to identify and incorporate relevant sources. At least 90% of students sampled will score a 3 (competency) or higher on the evaluation.

Finding: Target was met.

Analysis: In AC 2018-2019, the target was not met, as 64 out of 72 (89%) student projects were judged competent or higher in their ability to identify and incorporate relevant sources. Based on the analysis of the results, in AC 2019-2020 action was taken to emphasize instruction on the research process and the use of sources beyond the one of primary focus to establish relevant support for their argumentation.

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As a result, in AC 2019-2020, the target was met, with 77 out of 78 (98.72%) student projects being judged competent or higher in their ability to identify and incorporate relevant sources. This represents a 9.72% increase from the previous year. Increased instruction in the relevant use of sources is the reason for this increase.

Decision: In AC 2019-2020, the target was met. Based on the analysis of the AC 2019-2020 results, courses will be further refined to increase instruction in the research process and the use of sources beyond the one of primary focus to establish relevant support for their argumentation. A new target will be set at 100% of student work receiving a score of competent or higher on the *Rubric for English Major Writing* for AY 2020-2021.

SLO 9. Independent, relevant research. Students in the English BA program will conduct independent research to establish relevant support for their argumentation. This outcome requires student-directed research, usually for assignments that explicitly require such research. For those students who take professional writing, folklore, and film courses, this outcome may appear in other forms than traditional library research, such as interviews, investigations of companies or individuals, or comparison of websites, films, or versions of folktales.

Measure 9.1 (Direct – Skill)

On an annual basis, a sample number of research papers and/or projects from all English courses taught that year will be evaluated by a panel of faculty members, using the standardized *Assessment Rubric for English Major Writing* (attached). The writing will be evaluated to determine if students can demonstrate a basic ability to conduct independent, relevant research. At least 82% of students sampled will score a 3 (competency) or higher on the evaluation.

Findings: Target was met.

Analysis: In AC 2018-2019, the target was met, as 56 out of 62 (90%) student projects were judged competent or higher in their ability to conduct independent, relevant research. Based on the analysis of the results, action was taken to increase instruction in the research process and how to conduct independent research to establish relevant support for students' argumentation.

As a result, in AC 2019-20, the target was met, with 58 out of 60 (96.67%) student projects being judged competent or higher in their ability to conduct independent, relevant research. This represents a 6.67% increase from the previous year. Increased instruction in conducting independent, relevant research is the reason for this increase.

Decision: In AC 2019-2020, the target was met. Based on the analysis of the AC 2019-2020 results, courses will be refined to increase and further improve instruction in the research process and how to conduct independent research to establish relevant support for students' argumentation. Furthermore, undergraduate faculty will participate in

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professional training that directs them in how to integrate increased independent research in their course and assignment design. A new target will be set at 98% of student work receiving a score of competent or higher on the *Rubric for English Major Writing* for AY 2020-2021.

SLO 10. Documentation of sources. Students in the English BA program will document resources accurately, consistently, and fully. This outcome extends to the documentation of all sources in any paper that requires documentation (that is, in more than just research papers). For those students who take professional writing courses, this document extends to image credits and linking to websites; it does not necessarily involve a formal references page.

Measure 10.1 (Direct – Skill)

On an annual basis, a sample number of research papers and/or projects from all English courses taught that year will be evaluated by a panel of faculty members, using the standardized *Assessment Rubric for English Major Writing* (attached). The writing will be evaluated to determine if students can demonstrate a basic ability to document sources in the citation style specified by the professor. At least 83% of students sampled will score a 3 (competency) or higher on the evaluation.

Findings: Target was met.

Analysis: In AC 2018-2019, the target was met, as 62 out of 70 (89%) student projects were judged competent or higher in their ability to document sources in the citation style specified by the professor. Based on the analysis of the results, in AC 2019-2020 action was taken to increase instruction on the importance of citation and how to document resources accurately, consistently, and fully.

As a result, in AC 2019-2020, the target was met, with 62 out of 63 (98.41%) student projects being judged competent or higher in their ability to document sources in the citation style specified by the professor. This represents a 9.41% increase from the previous year. Increased instruction in how to document sources is the reason for this increase.

Decision: In AC 2019-2020, the target was met. Based on the analysis of the AC 2019-2020 results, courses will be refined to increase instruction in the importance of citation and how to document resources accurately, consistently, and fully. A new target will be set at 100% of student work receiving a score of competent or higher on the *Rubric for English Major Writing* for AY 2020-2021.

SLO 11. Critical thinking. Students in the English BA program will explore and render insight in argument, reasoning, and methodology. For those students who take creative

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writing and filmmaking courses, this outcome requires an exploration of profound and complex themes, independent of creativity and originality.

Measure 11.1 (Direct – Skill)

On an annual basis, a sample number of research papers and/or projects from all English courses taught that year will be evaluated by a panel of faculty members, using the standardized *Assessment Rubric for English Major Writing* (attached). The writing will be evaluated to determine if students can demonstrate a basic ability to use critical thinking. At least 92% of students sampled will score a 3 (competency) or higher on the evaluation.

Findings: Target was met.

Analysis: In AC 2018-2019, the target was met, as 106 out of 114 (93%) student projects were judged competent or higher in their ability to use critical thinking. Based on the analysis of the results, in AC 2019-2020 action was taken to increase instruction on how to explore and render insight in argument, reasoning, and methodology.

As a result, in AC 2019-2020, the target was met, with 121 out of 127 (95.28%) student projects being judged competent or higher in their ability to use critical thinking. This represents a 2.28% increase from the previous year. Increased instruction in critical thinking is the reason for this increase.

Decision: In AC 2019-2020, the target was met. Based on the analysis of the AC 2019-2020 results, courses will be refined to increase and improve instruction in how to explore and render insight in argument, reasoning, and methodology. A new target will be set at 98% of student work receiving a score of competent or higher on the *Rubric for English Major Writing* for AY 2020-2021.

SLO 12. Creativity and originality. Students in the English BA program will display creativity and originality in argument, reasoning, or methodology. For those students who take creative writing or filmmaking courses, this outcome pertains to creativity in a range of items including fresh concepts, unique ideas, novel approaches, unusual perspectives, surprising images, playful language usage, and innovative forms.

Measure 12.1 (Direct – Skill)

On an annual basis, a sample number of research papers and/or projects from all English courses taught that year will be evaluated by a panel of faculty members, using the standardized *Assessment Rubric for English Major Writing* (attached). The writing will be evaluated to determine if students can demonstrate creativity and originality. At least 98% of students sampled will score a 3 (competency) or higher on the evaluation.

Findings: Target not met.

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Analysis: In AC 2018-2019, the target was not met, as 87 out of 91 (96%) student projects were judged competent or higher in their ability to demonstrate creativity and originality. Based on the analysis of the results, in AC 2019-2020 action was taken to increase instruction in the development of both (a) creativity and originality in argument, reasoning, and methodology and (b) fresh concepts, unique ideas, novel approaches, unusual perspectives, surprising images, playful language usage, and innovative forms.

As a result, in AC 2019-2020, the target was not met, with 69 out of 72 (95.83%) student projects being judged competent or higher in their ability to demonstrate creativity and originality. This represents a 0.17% decrease from the previous year. A significant decrease in sample size is the reason for this slight decrease.

Decision: In AC 2019-2020, the target was not met. Based on the analysis of the AC 2019-2020 results, courses will be refined to increase instruction in the development of both (a) creativity and originality in argument, reasoning, and methodology and (b) fresh concepts, unique ideas, novel approaches, unusual perspectives, surprising images, playful language usage, and innovative forms.

Comprehensive summary of key evidence of improvements based on analysis of results

Changes implemented in AC 2019-2020 as a result of AC 2018-19 data analysis:

- Increased number and diversity of writing assignments including textual explication, rhetorical analysis, assignments that specifically required students to engage with a specific genre, assignments that allowed students to produce texts in a genre of their choosing, thesis-writing exercises, short reading responses, video essays, annotated bibliographies, brainstorming activities, free-writing, writing prompts, and formal challenges (in creative assignments), which has improved students' ability to write and communicate effectively in a variety of situations and genres.
- Use of quizzes to identify strong versus weak thesis statements to ensure student success as they matriculate through the program and in all other written assignments.
- Increased instruction on our library's resources, database use assignments, and instruction in how to document sources and related worksheets, posts, and presentations on identifying relevant sources. This change has strengthened students' research and documentation skills.
- Presentations on specific theories, theorists, specific methodologies, and identifying relevant sources, which has improved students' ability to identify and apply essential theories and methods in the discipline of English studies.

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- Increased the variety of genres that reading assignments are drawn from, which ensures students' ability to recognize and replicate different forms of writing.
- Increased critical thinking exercises asking students to identify their assumptions about a specific text, exercises on suspending your beliefs, discussions of ethical dilemmas related to the texts being taught, and discussions of how to react when your way of thinking is challenged. This instruction ensures student success as they matriculate through the program and enter the workforce.
- Increased student feedback in peer-review sessions, one-on-one instructor feedback sessions, and advising, which builds consistent improvement in student work and overall grades.
- Hired one new tenure-track faculty member in British literature who began teaching in fall 2019. We are now able to offer more specialized and diverse courses in British literature, while also drawing on this faculty member's expertise to improve instruction in literature and theory across our curriculum.

Plan of action moving forward

For AC 2020-2021, the following refinements will be made to the curriculum:

- Increased focus on all SLOs in ENGL 2070, the introductory course taken by students in all concentrations in our major. This will instill the importance of these skills at the beginning of each student's degree program.
- Faculty will adapt existing assignments and create new assignments to target the SLOs relevant to a given course. Faculty teaching within each concentration will undergo professional development related to best practices for connecting the SLOs to their discipline.
- A new, tenure-track faculty member in professional and technical writing will be hired. Filling this position is essential to the department's ability to serve its students in the professional writing track and improving the overall quality of writing instruction across the program.

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Findings

Student Learning Outcomes:		Number of Assignments Targeting SLO	Weak (1)	Weak to Competent (2)	Competent (3)	Competent to Strong (4)	Strong (5)
1	Analysis and interpretation of evidence	69	0	1	15	23	30
2	Application of theory	36	0	1	5	13	17
3	Application of established methodologies	43	0	5	6	11	21
4	Engagement with social and literary history	37	0	2	7	15	13
5	Engagement with genre and form	78	0	2	8	22	46
6	Effective writing	135	0	4	18	53	60
7	Establishment of sound, applicable arguments	50	0	0	10	17	23
8	Relevant use of sources	78	0	1	16	29	32
9	Independent, relevant research	60	0	2	11	16	31
10	Documentation of sources	63	0	1	11	23	28
11	Critical Thinking	127	0	6	20	47	54
12	Creativity and originality	72	0	3	8	21	40

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Student Learning Outcomes:		Number of Assignments Assessed	Number of Students Scoring Competent (3) or Higher	Percentage of Students Scoring Competent (3) or Higher
1	Analysis and interpretation of evidence	69	68	98.55
2	Application of theory	36	35	97.22
3	Application of established methodologies	43	38	88.37
4	Engagement with social and literary history	37	35	94.59
5	Engagement with genre and form	78	76	97.44
6	Effective writing	135	131	97.04
7	Establishment of sound, applicable arguments	50	50	100
8	Relevant use of sources	78	77	98.72
9	Independent, relevant research	60	58	96.67
10	Documentation of sources	63	62	98.41
11	Critical Thinking	127	121	95.28
12	Creativity and originality	72	69	95.83