

## English Department Assessment Plan 2002-2003

<i>English Department Mission Statement</i>	<i>Program Intended Outcomes</i>	<i>Means of Program Assessment</i>	<i>Summary of Data Collected</i>	<i>Use of Results</i>
<p><b>The English Department provides a strong and diverse liberal arts education in literature and writing for majors, minors, and general education students</b></p> <p><b>Goal Statement: To provide courses, instruction, advising, mentoring, and experiential opportunities for students in an atmosphere that encourages and supports free inquiry, critical thinking, creativity, and clear and honest communication.</b></p>	1. Graduates in English will compare favorably in their knowledge of literature with those students completing a similar program nationally.	1. The average score of the MFAT or GRE of graduating seniors will be at or near the 50 <sup>th</sup> percentile compared to national results; no subscale score will be lower than the 30 <sup>th</sup> percentile. <sup>1</sup>		
	2. Students will understand departmental and professional goals related to English study.	2. All English majors will evaluate the program as part of the English Department's exit interview.		
	3. Students will demonstrate a capacity to create diverse texts that reflect the program's mission statement and goals relative to critical thinking and clear and honest communication.	3.a. A committee of 4000-level instructors will review random samples of papers written in capstone courses offered during the academic year. 3.b. English Department faculty from institutions comparable to SUU will assess random samples of papers written in 4000-level (capstone) courses.		

<sup>1</sup> Major field Achievement Test (ETS) . For means of program assessment, I suggest requiring test of graduating seniors every third year.

<p><b>4. In English, Secondary Teaching Emphasis, students will demonstrate knowledge of methodology in teaching composition, grammar, and literature,</b></p>	<p><b>4. Secondary teaching majors will score favorably on the PRAXIS content area exam and on the PLT methodology exam before entering into student teaching.<sup>2</sup></b></p>		
<p><b>5. In creative writing, students will be capable of writing a creative work acceptable for publication or admission into graduate school.</b></p>	<p><b>5. Create writing students will submit senior portfolios that comprise a collection of their work while in the program. Portfolios will be evaluated by departmental and outside creative writing faculty.</b></p>		
<p><b>6. Dependent upon funding, students will learn in a variety of experiential circumstances such as course assistants, reading series assistants, interns, writing center tutors, and literary magazine editors.</b></p>	<p><b>6. An English Department committee will conduct a self-study to determine means of evaluating experiential learning in the Department. This evaluation will include Writing Center tutors.</b></p>		

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<sup>2</sup> Required by the Education Department. The English Department will receive results of these tests.