

**English Department
2009-2010 Assessment Plan**

Expanded Statement of Institutional Purpose	Program Goals	Student Learning Outcomes	Means of Program Assessment and Criteria for Success	Summary of Data Collected	Use of Results
<p>Mission Statement The English Department provides a strong and diverse liberal education in literature and writing for majors, minors, and general education students.</p> <p>Goal Statement The English Department provides courses, instruction, advising, mentoring, and experiential opportunities for students in an atmosphere that encourages and supports learning, free inquiry, critical thinking, creativity, and clear and honest communication.</p>	<p>1. Composition A. Students will be able to communicate their ideas effectively in writing in a variety of rhetorical situations. B. Students will be prepared to conduct basic research and write effectively in all of their undergraduate courses.</p> <p>2. Literature Emphasis A. Students will be able to</p>	<p>1. Composition A. Students will demonstrate the ability to adapt their writing for different purposes, audiences, and composing situations. B. Students will demonstrate critical and analytical thinking in their writing. C. Students will demonstrate the ability to use the syntax and the mechanics of edited American English appropriately. D. Students will demonstrate the ability to conduct research, assess the quality of that research, and use the results of their research to create a persuasive written argument.</p> <p>2. Literature Emphasis A. Students will</p>	<p>1. Composition A. The English Dept. Composition Committee collects and reviews a select sample of ENGL 1010 and 2010 syllabi each semester to ensure those sections are striving to meet core objectives and are using a variety of assessment measures to determine the degree to which students are achieving established curricular goals. B. Every three years, all entering ENGL 1010 students write a benchmark essay to determine their written communication and critical thinking skills; these benchmark essays are paired with capstone essays written by exiting ENGL 2010 students, and all composition instructors participate in evaluating the essays to determine the degree of improvement exhibited by composition students. We expect all of the 2010 capstone essays to demonstrate that core objectives have been met. We will conduct this review next in AY 2009-2010.</p> <p>2. Literature Emphasis A. Every three years,</p>		

	<p>write and speak about literature from a variety of critical perspectives. B. Students will be prepared for entrance into graduate school; for positions in publishing, writing, or editing; and for other areas where their critical reading, thinking, and writing skills are required.</p> <p>3. Teaching Emphasis In addition to the goals of the Literature Emphasis in Section 2 above, students will attain licensure to</p>	<p>demonstrate knowledge of canonical Western and non-Western texts. B. Students will demonstrate knowledge of non-canonical texts by traditionally marginalized writers. C. Students will demonstrate knowledge of traditional periods and genres. D. Students will demonstrate the ability to apply current critical theories to texts. E. Students will demonstrate the ability to write and speak about literature and other texts critically. F. Students will have the opportunity to present essays and to submit them for publication.</p> <p>3. Teaching Emphasis A. Students will achieve the Literature Emphasis goals in Section 2 above. B. Students will</p>	<p>graduates in English with a Literature emphasis are encouraged to take ETS's MFAT (Major Field Achievement Test) in Literature in English to determine how they compare with graduating seniors at other institutions. The MFAT tests students' knowledge of major works in all periods of British and American literature as well as works translated into English; genres covered include poetry, drama, biography, essay, short story, novel, and literary theory. The MFAT also tests students' analytical skills. We expect all students who take the test to score at or above the 50th percentile. We will administer this test next in Spring 2012. B. Every three years, a random sample of capstone literature essays is evaluated by 4000-level literature instructors and an outside reader to determine students' ability to interpret, analyze, and synthesize material in a major scholarly essay. We expect all students to demonstrate knowledge and skills at a level comparable with other institutions. We will conduct this assessment next in Spring 2012.</p> <p>3. Teaching Emphasis A. Every year, Teaching majors in English must take ETS's PRAXIS content area exam,</p>		
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	<p>teach English at the secondary level.</p> <p>4. Creative Writing Emphasis A. Students will be prepared to submit creative writing texts for publication or presentation. B. Students will be prepared for entrance into graduate school; for positions in publishing, writing, or editing; and for other areas where their writing skills and creative abilities are required.</p>	<p>demonstrate knowledge of language history and advanced grammar principles. C. Students will demonstrate the ability to create lesson plans and teaching units, find information about texts, form critical ideas about texts, and evaluate research. D. Students will be prepared to teach literature and writing at the secondary level.</p> <p>4. Creative Writing Emphasis A. Students will demonstrate the ability to write original work in poetry, fiction, creative nonfiction, and playwriting. B. Students will demonstrate knowledge of the literary traditions out of which their own work develops. C. Students will demonstrate the ability to produce polished work to submit for publication in at least one genre. D. Students will have the opportunity to gain experience in editing and publishing a literary journal. E. Students will have the opportunity to plan and attend literary workshops and conferences. F. Students will have the opportunity to submit work</p>	<p>administered by the SUU School of Education, to attain licensure. We expect all of our secondary education majors to pass the PRAXIS exam. B. All student-teachers must submit a teacher work sample during their student-teaching semester, submit a teaching portfolio, and be observed and assessed twice during their student-teaching semester by an English Department supervisor. We expect all of our secondary education majors to be prepared to teach their own classes by the end of their student-teaching semester.</p> <p>4. Creative Writing Emphasis Every three years, a random sample of capstone creative projects is evaluated by 4000-level creative writing instructors and an outside reader to assess students' creative writing abilities. We expect the majority of students to demonstrate skills that could lead to publication or acceptance into graduate school. We will conduct this assessment next in Spring 2011.</p>		
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			All graduating seniors, irrespective of program emphasis, are asked to complete an online exit survey to indicate their level of satisfaction with the English program. We expect an average score of 8 or higher (out of 10) in every category and an overall average score of 8.5 or higher.		
	<p>5. Advising Students will graduate in a timely manner and find jobs in their chosen field of work, begin graduate study, or apply their knowledge and skills in other ways that fulfill their chosen goals.</p>	<p>5. Advising The English Dept. provides a 5-year course rotation schedule and a 4-year course plan so that students can map out their program of study. The College of Humanities and Social Sciences Advisor works in concert with the English Dept. Chair to advise students and monitor their progress.</p>	<p>5. Advising English majors should complete their degree requirements with no more than 140 total credit hours. We expect the average total credit hours per student to be 130 or fewer.</p>		
	<p>6. Mentoring and Experiential Opportunities A. Students will have the opportunity to exercise skills in teaching, research, and writing in controlled settings outside the classroom. B. Students will have the opportunity to work as paid writing tutors. C. Students will have the opportunity to become members of Sigma Tau Delta, the international English honor society, and present their work at the society's annual conference. D. Students will have the opportunity to gain work experience through</p>	<p>6. Mentoring and Experiential Opportunities A. Students will observe the practical aspects of teaching, research, and writing as they work alongside individual instructors. B. Students will exercise their skills as tutors in one-on-one and/or small group settings. C. Students will exercise their presentation skills at a peer-reviewed conference. D. Students will learn to work with others to produce a high-quality literary journal, to write grant proposals, to organize conferences and readings, or to teach</p>	<p>6. Mentoring and Experiential Opportunities A. All students who express an interest and demonstrate the aptitude will be able to serve as an Instructor Assistant, Research Assistant, Writing Center Tutor, ENGL 1000 Workshop Tutor, Literary Journal intern, Literary Arts Administration intern, or Teaching English Abroad intern. English instructors are assigned to monitor the experiences of students participating in these activities and report to the Dept. Chair. Our upper-level majors should participate in at least one</p>		

	<p>internships. E. Students will have the opportunity to complete coursework through Study Abroad.</p>	<p>English in a foreign country. E. Students will enhance their understanding of literature and culture by participating in a study abroad program.</p>	<p>of these activities. B. The students in SUU's chapter of Sigma Tau Delta are encouraged to submit work to be presented at the annual international conference. C. At least six English students each year will successfully complete a study abroad program, either with the London Summer Study Abroad (two-week) Program or a semester- or year-long program abroad.</p>		
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