Assessment Plan
English B.A.

Contents

Program Information

*Program: ____English, B. A. _____

Program Assessment Coordinator: ____Jennifer Sisk_____

Assessment Committee Members (if applicable):   ____Greg Bottoms_____

                                                               ____Liz Fenton_____

Chair: ____Mary Lou Kete_____

Department: ____English_____

College: ____CAS_____

Person Completing Report: ____Jen Sisk_____

*NOTE: Ideally, every Program should have its own Assessment Plan. However, in instances where two or more programs share a significant amount of their Learning Outcomes it is OK to submit a single Assessment Plan for them. However, every effort should be made to include information differentiating between the two Programs in each part of the Plan (Learning Outcomes, Rubrics, Curriculum Map, etc.)

Mission Statement:

In this space, please include the mission statement for your Program. If this Plan covers more than one program, please indicate how the mission statement of each differs from the others.

English is the study of texts: we teach our students to produce, interpret, analyze, and evaluate texts in many forms, including literature, non-fiction prose, academic writing, and film and television. Reading and writing well are essential capabilities for every citizen and crucial to success in virtually every professional field.

Student Learning Outcomes:

In this space, please list the learning outcomes for your Program. If this Plan covers more than one program, please list the shared outcomes first and then the remaining outcomes separately.

For assistance in writing Student Learning Outcomes for your Program, please contact Richard Cohen via email or Microsoft Teams.

NOTE: There is no "correct" number of learning outcomes that your Program should have. You should have enough to cover the entirety of student learning but not too many that it becomes impossible to create a sustainable assessment cycle. Although there are 8 spots below, you should not interpret this as the number of learning outcomes you should have and should add/remove spots as needed.

Learning Outcome #1:

Close reading: Students will demonstrate close reading skills and knowledge of the terms and concepts essential to writing interpretive arguments that are attentive to such aspects of literary and cultural production as form, genre, and historical and cultural contexts.

Learning Outcome #2:

Theory: Students will demonstrate facility with the key concepts of several theoretical approaches as well as an ability to interpret literary and cultural productions using different theoretical frameworks.

Learning Outcome #3:

Writing: Students will demonstrate skill and discernment working in argumentative, analytical, and/or creative modes. Where applicable this work will exhibit more advanced use of the skills gained in ENGL 1500 and 2000.

Learning Outcome #4:

Learning across the curriculum: Students demonstrate cross-curricular understanding of the range and diversity of literatures in English, literary and cultural forms and genres, literary history, and critical theories.

Rubrics

Two different levels of Rubrics should be created for your Outcomes:

General Rubric Template

This rubric describes student behavior at each level of learning across the curriculum of the Program; it does _not_ contain language to any specific course or activity. A single General Rubric should exist for each of your outcomes.

Data Source/Course Specific Rubric Template

This rubric translates the language of the General Rubric into the language of the specific course or activity that is used to assess the outcome. Each data source for your outcome should have its own Data Source/Course Specific rubric; in other words, if you have two data sources for an outcome, two different Data Source/Course Specific Rubrics should be created, one for each data source.

For new Assessment Plans, rubrics do not need to be created for all learning outcomes. Instead, focus should be on creating rubrics for the outcomes assessed in the first year of the new plan with rubrics for the other outcomes being created either the year before it is assessed, or at the start of the academic year they are assessed.

All Rubrics should be submitted to Assess@uvm.edu. Rubrics can be updated anytime as needed and does not require the submission of an entirely new Assessment Plan.

Curriculum Map

A curriculum map is designed to show where Program Learning Outcomes are learned and assessed (the data sources) in your Program. Please make sure the map indicates which year of your Assessment Cycle each outcome will be assessed, which courses Program Learning Outcomes are taught in (using checkmarks), and which courses outcomes are assessed in (using the abbreviation "DS").

All Curriculum Maps should be submitted to Assess@uvm.edu. Curriculum Maps can be updated anytime as needed and does not require the submission of an entirely new Assessment Plan.

E1A/E1B Forms

NECHE requires all Programs to have updated E1A or E1B forms on file. These forms can be updated anytime as needed as does not require the submission of an entirely new Assessment Plan. When completed or updated, please submit them to Assess@uvm.edu. These forms can be found at the following links:

E1A Form: This form is required for any Program that does **_not_** have an external accreditation.

E1B Form: This form is required for any Program that has an external accreditation.

Measures

Measures are created by Faculty within data sources to assess each learning outcome.

Direct measures typically originate from courses and consist of artifacts of student work. Examples of direct measures include:
- free response questions,
- subset of multiple-choice questions,
- performances or artwork,
- laboratory reports,
- papers.

Indirect measures mostly refer to items that are not artifacts of student work. Indirect measures may ask people to reflect on their perceptions of learning or include parts that go beyond the outcome itself. Examples of indirect measures student include:
- results of student or Faculty surveys,
- focus groups,
- grades,
- completion rates,
- graduation rates,
- employment rates,
- employer surveys.

Please provide a list of measures that you plan on using during your assessment process.

Direct Measures

Measure Name	Outcome(s) Measure is Used With
Essays	Close reading (outcome 1) Theory (outcome 2) Writing (outcome 3)
Exams (with varying question types)	Theory (outcome 2)

Indirect Measures

Measure Name	Outcome(s) Measure is Used With
Exit survey	Learning across the curriculum (outcome 4)
Focus group	Learning across the curriculum (outcome 4)

Communication

Briefly discuss how the results of assessment activities will be communicated with your Department, College, and/or the entire campus community. Please make sure to highlight any regular assessment workshops/events/trainings that your Department/College sponsors.

Each year there will be an Assessment Team consisting of, at minimum, the following personnel:
-the faculty teaching data source courses that AY
-at least one member of the department's Curriculum Committee (usually the assessment coordinator)
-the Chair of the department

Members of this team will meet twice during the Assessment year, once in December and once in May. The meetings will take place in the first five days after final grades are due. At the meeting, assessment data will be reviewed, analyzed, and discussed.

The Assessment Team will also report back to the full department in the subsequent AY, either at a retreat before the fall semester begins or at the first regularly scheduled department meeting. This will be an opportunity for the department to hear the results of the previous year's assessment and discuss plans for moving forward.

Each year the department's assessment coordinator will also hold an orientation meeting for the Assessment Team early in the fall semester.