



Malone University Assessment Report

Program: English Studies – English Major, Integrated Language Arts Major (ILA), and Creative Writing Major

Assessed by: English Faculty

Assessment Cycle: 2021-2022 Academic Year

Mission Statement:

In the department of Language and Literature we cultivate the gifts of language and story. These gifts are close to the heart of our humanity: they are tools by which we process our own experiences, understand other people and other cultures, hear God’s word, and act within the world each day. By helping students grow in their facility with language and literature, we prepare them for thoughtful and effective lives, better serving Christ’s kingdom in the communities where they live, worship, and work.

Program Goals:

- A. Become a reader. Study canonical and contemporary works of literature; gain facility in reading with both greater attention and pleasure. Learn to value literary and intellectual history and to attune yourself to truthfulness in everything you read.
- B. Become a writer. Gain confidence in your ability to employ language that achieves your purpose with cogency, force and precision. Know how to write for exploration, for artistic as well as practical ends. Experience the creative process, and come to enjoy the difficulty and reward of writing well.
- C. Become a more thoughtful person. Strive to better understand, to ask good questions with openness to and respect for divergent points of view. Desire to be a person who seeks—through study and meditation, through conversation and action—to challenge the self and know the world.
- D. Be a person of commitment. Practice intelligent belief, and discover how the liberal arts can inform, widen, and strengthen your faith. Live and work with integrity.

Program Intended Learning Outcomes (PILO)	Means of Program Assessment & Criterion for Success	Summary of Data Collected	Use of Results
<p>Goal A</p> <p>1) Demonstrate range and competence as a literary reader: Be conversant with a broad cross-section of British, American and non-Western literatures and show an understanding of the interplay among form, history & culture, authorial innovation, and literary tradition at work in the creation of literary works.</p>	<p>English Studies Writing Portfolio</p> <p>Criterion 1: Lit. Knowledge & Analysis</p> <p>Criterion for Success: 70 % of students score 2.75 (out of a scale 1-4)</p>	<p>Portfolio</p> <p>50 % of students scored at or above the criterion for success.</p> <p>Criterion not met.</p>	<p>Our portfolio assessment showed improvement in the writing of all (10/10) graduating students. Despite these improvements, none of the goals being measured by our portfolio assessment met our criteria for success.</p> <p>One of our tasks for next year will be to work out program-specific goals for the Creative Writing Program and for the Professional Writing and Editing program.</p> <p>It is also time to revisit our departmental goals and objectives. Among possible changes would be increasing our focus on professional readiness and on campus wide engagement with our Creative Writing Program.</p>

Program Intended Learning Outcomes (PILO)	Means of Program Assessment & Criterion for Success	Summary of Data Collected	Use of Results
<p>Goal A</p> <p>2) Demonstrate proficiency with a variety of ways of responding to written texts: Recognize how the collaborative processes of interpretation and response can yield critical insight and spawn creative work.</p>	<p>English Studies Writing Portfolio Criterion 4: Effective Prose</p> <p>Criterion for Success: 70 % of students score 2.75 (out of a scale 1-4)</p>	<p>Portfolio</p> <p>50 % of students scored at or above the criterion for success.</p> <p>Criterion not met.</p>	

<p>Program Intended Learning Outcomes (PILO)</p>	<p>Means of Program Assessment & Criterion for Success</p>	<p>Summary of Data Collected</p>	<p>Use of Results</p>
<p>Goal B</p> <p>3) Demonstrate rhetorical effectiveness across multiple situations and discourses, whether critical, exploratory, professional, or creative.</p>	<p>English Studies Writing Portfolio Criterion 3: Rhetorical Effectiveness</p> <p>Criterion for Success: 70 % of students score 2.75 (out of a scale 1-4)</p>	<p>Portfolio</p> <p>60 % of students scored at or above the criterion for success.</p> <p>Criterion not met.</p>	

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<p>Goal B</p> <p>4) Demonstrate the skills of an independent writer: Engage multiple voices, generate ideas, organize research, experiment with form and style, and revise effectively.</p>	<p>English Studies Writing Portfolio Criterion 5: Mechanics</p> <p>Criterion for Success: 70 % of students score 2.75 (out of a scale 1-4)</p>	<p>Portfolio</p> <p>50 % of students scored at or above the criterion for success.</p> <p>Criterion not met.</p> <p>While all portfolio learning outcomes showed progress in the aggregate, scores for this goal showed considerably less progress than for our other goals.</p>	<p>Students underperformed relative to PILO, and especially relative to this item on the portfolio assessment.</p> <p>We plan to address this issue not curricularly, but pedagogically. Our first goal will be to find ways to help our students better internalize the goal of clear prose and meeting the needs of a reader. Revising our classroom practices in this area and talking about them as a department will be a point of emphasis in the coming year.</p>

<p>Program Intended Learning Outcomes (PILO)</p>	<p>Means of Program Assessment & Criterion for Success</p>	<p>Summary of Data Collected</p>	<p>Use of Results</p>
<p>Goal C</p> <p>5) Assess your growth as a reader and writer: Reflect upon classroom experiences, personal reading, extracurricular and professional activities, and consider how these experiences are shaping the person you are and the person you wish to become</p>	<p>Exit Interview</p> <p>Accessed qualitatively through Exit Interview</p>	<p>Exit Interview</p> <p>Students responded positively, often able to name particular teachers, classes, and authors that were helpful.</p>	

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<p>Goal C</p> <p>6) Explore complex issues with increasing maturity and clarity, integrating academic ideas and critical perspectives into your own thinking.</p>	<p>English Studies Writing Portfolio Criterion 2: Engagement w/ Ideas</p> <p>Criterion for Success: 70 % of students score 2.75 (out of a scale 1-4)</p>	<p>Portfolio</p> <p>40% of students scored at or above the criterion for success.</p> <p>Criterion not met.</p> <p>While the percentage of students meeting this criterion was the lowest for any outcome, students also showed the greatest improvement in this outcome on the portfolio.</p>	

<p>Program Intended Learning Outcomes (PILO)</p>	<p>Means of Program Assessment & Criterion for Success</p>	<p>Summary of Data Collected</p>	<p>Use of Results</p>
<p>Goal D</p> <p>7) Develop a niche within the department and campus community: Reflect upon the ways this work, service, and play intersect your coursework and contribute to your overall education.</p>	<p>Exit Interview</p> <p>Accessed qualitatively through Exit Interview</p>	<p>Exit Interview</p> <p>Students involved in intercollegiate sports were generally not very involved in the campus or in the department outside this commitment. Work was also mentioned as a factor.</p>	

Program Intended Learning Outcomes (PILO)	Means of Program Assessment & Criterion for Success	Summary of Data Collected	Use of Results
<p><u>Goal D</u></p> <p>8) Document experiences—both curricular and co-curricular—where your faith has been challenged, informed, or tested in ways ultimately fruitful for both your conceptual understandings and your practice.</p>	<p><u>Exit Interview</u></p> <p>Accessed qualitatively through Exit Interview</p>	<p><u>Exit Interview</u></p> <p>We are seeing more students graduating without a Christian faith commitment, although comments in this area are still strongly favorable toward the department. LGBT issues are a recurrent factor.</p>	<p>Some other general observations from our assessment work this cycle:</p> <ul style="list-style-type: none"> ● We are not attracting the same caliber of student or writing into our major over the last few years as we were when we developed our department goals. This May need to affect the way we articulate those goals and objectives. ● More students than in the past are finishing their time with us without professing Christian faith. We are developing a departmental SFO, and will be looking for other ways to encourage positive faith engagement, particularly for student who feel outside the “Malone mainstream” in this area. ● Exit interviews indicate that LGBT issues tend to be of particular importance for a number of students in our department. We need to continue to discuss our roles as faculty in helping students with these issues.