MALONE UNIVERSITY
CHRIST'S KINGDOM FIRST

Malone University Assessment Report

Program: English Studies – English Major, Integrated Language Arts Major (ILA), and Creative Writing Major
Assessed by: English Faculty
Assessment Cycle: 2017-2018 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
Goal A 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.	**English Studies Writing Portfolio** Criterion 1: Lit. Knowledge & Analysis Criterion for Success: 75 % of students score 2.75 (out of a scale 1-4) **NSSE** NSSE HOL and RIL: "Learned" scores equal or above CCCU mean.	**Portfolio** 60 % of students scored at or above the criterion for success. Criterion not met. **NSSE** 2018 SY mean score on HOL is 38.6 and that of CCCU is 39.4, which is > that of Malone by about 0.8 mean points. *SY score on learning something that changed the way students understand is 62% and that of CCCU is 71% at a difference of -9 % points.	Our portfolio assessment showed improvement in the writing of all graduating students. Three of the five registered well below a 2.0 on their "early paper" assessment, and two of those three raised their "late paper" scores significantly. We will continue ongoing department conversations about helping students develop as writers. One change we have made is to add a common goal to our Living Traditions courses. We are also working together in those courses to help students develop as skills of research and analysis.

Program Intended Learning Outcomes (PILO)	Means of Program Assessment & Criterion for Success	Summary of Data Collected	Use of Results
Goal A 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.	**English Studies Writing Portfolio** Criterion 4: Effective Prose Criterion for Success: 70 % of students score 2.75 (out of a scale 1-4) **NSSE** CL and HOL: "Forming" scores equal or above CCCU mean.	**Portfolio** 40 % of students scored at or above the criterion for success; criterion not met. **NSSE** SY score on CL in 2018 is 33.8 and that of CCCU is 30.8 with a difference of about 3 mean points. *SY score on learning forming a new idea or understanding is 65% and that of CCCU is 70% at a difference of -5 % points.	Our portfolio assessment showed improvement in the writing of all graduating students. Three of the five registered well below a 2.0 on their "early paper" assessment, and two of those three raised their "late paper" scores significantly. We will continue ongoing department conversations about helping students develop as writers. One change we have made is to add a common goal to our Living Traditions courses. We are also working together in those courses to help students develop as skills of research and analysis. This year we are working on developing a department style sheet to help students progress in their handling of sources in their writing.

Program Intended Learning Outcomes (PILO)	Means of Program Assessment & Criterion for Success	Summary of Data Collected	Use of Results
Goal B 3) Demonstrate rhetorical effectiveness across multiple situations and discourses, whether critical, exploratory, professional, or creative.	**English Studies Writing Portfolio** Criterion 3: Rhetorical Effectiveness Criterion for Success: 70 % of students score 2.75 (out of a scale 1-4) **NSSE** DDO and HOL: "evaluating" scores equal or above CCCU mean.	**Portfolio** 60 % of students scored at or above the criterion for success; criterion not met. **NSSE:** DDO mean points of SY in 2018 is 39.1 and that of CCCU is 37.7 with a difference of about 1.4 mean points. 2018 SY score on evaluating a point of view is 71% and that of CCCU is 71%. No difference.	Our portfolio assessment showed improvement in the writing of all graduating students. Three of the five registered well below a 2.0 on their "early paper" assessment, and two of those three raised their "late paper" scores significantly. We will continue ongoing department conversations about helping students develop as writers. One change we have made is to add a common goal to our Living Traditions courses. We are also working together in those courses to help students develop as skills of research and analysis. The new course English in the City introduces students to a wide range of discourses and rhetorical situations in the workplace and the wider community, earlier in our curriculum than was previously the case. Our new required internship is increasing the exposure of our students to professional discourse in the coming years.

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Goal B 4) Demonstrate the skills of an independent writer: Engage multiple voices, generate ideas, organize research, experiment with form and style, and revise effectively.	**English Studies Writing Portfolio** Criterion 5: Mechanics Criterion for Success: 70 % of students score 2.75 (out of a scale 1-4) **NSSE** RIL and ETP: "Provided" scores equal or above CCCU mean.	**Portfolio** 60 % of students scored at or above the criterion for success; criterion met. **NSSE** SY mean points on RIL in 2018 is 39.9 and that of CCCU is 39.0 with 0.9 mean difference in favor of Malone. 2018 SY score on provision of feedback is 66% and that of CCCU is 60% with 6% difference in favor of Malone.	Our portfolio assessment showed improvement in the writing of all graduating students. Three of the five registered well below a 2.0 on their "early paper" assessment, and two of those three raised their "late paper" scores significantly. We will continue ongoing department conversations about helping students develop as writers. This year we are working on developing a department style sheet to help students progress in their handling of sources in their writing.

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Goal C 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	**Exit Interview** Accessed qualitatively through Exit Interview **NSSE** QOI and RIL:"Connected" scores equal or above CCCU mean.	**Exit Interview** All respondents felt more confident and accomplished in their reading and writing skills. All spoke positively about the program and department's contribution to their readiness to embark upon a career. **NSSE** 2018 SY mean score on QOI is 45.2 and that of CCCU is 43.9, with 1.3 mean difference in favor of Malone. *SY score Connected ideas from your courses is 86% and that of CCCU is 84% with 2% difference in favor of Malone.	This year's responses suggest that a sense of career readiness is on the increase among our graduates. We are hopeful that our required internship will contribute to this trajectory in the coming years.

Program Intended Learning Outcomes (PILO)	Means of Program Assessment & Criterion for Success	Summary of Data Collected	Use of Results
Goal C 6) Explore complex issues with increasing maturity and clarity, integrating academic ideas and critical perspectives into your own thinking.	**English Studies Writing Portfolio** Criterion 2: Engagement w/ Ideas Criterion for Success: 70 % of students score 2.75 (out of a scale 1-4) **NSSE** HOL and RIL"Learned" scores equal or above CCCU mean.	**Portfolio** 60 % of students scored at or above the criterion for success; criterion not met. **NSSE** 2018 SY mean score on HOL is 38.6 and that of CCCU is 39.4, which is > that of Malone by about 0.8 mean points. *SY score on learning something that changed the way students understand is 62% and that of CCCU is 71% at a difference of -9 % points.	Our portfolio assessment showed improvement in the writing of all graduating students. Three of the five registered well below a 2.0 on their "early paper" assessment, and two of those three raised their "late paper" scores significantly. We will continue ongoing department conversations about helping students develop as writers. One change we have made is to add a common goal to our Living Traditions courses. We are also working together in those courses to help students develop as skills of research and analysis.

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Goal D 7) Develop a niche within the department and campus community: Reflect upon the ways this work, service, and play intersect your coursework and contributes to your overall education.	**Exit Interview** Accessed qualitatively through Exit Interview **NSSE** QOI and SFI: "Talked" scores equal or above CCCU mean.	**Exit Interview** All reported positive engagement with multiple co-curricular activities, some primarily within and some primarily outside of the department. **NSSE** SY mean points on QOI in 2018 is 45.2 and that of CCCU is 43.9 with 1.3 mean difference in favor of Malone. 2018 SY score on Talked about career plans is 57% and that of CCCU is 47% with 10% difference in favor of Malone.	No changes made in light of this data.

Program Intended Learning Outcomes (PILO)	Means of Program Assessment & Criterion for Success	Summary of Data Collected	Use of Results
Goal D 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.	**Exit Interview** Accessed qualitatively through Exit Interview **NSSE** RIL and DDO: "religious" scores equal or above CCCU mean.	**Exit Interview** All students interviewed this year were able to articulate positive and healthy ways their faith has developed at Malone. **NSSE** 2 SY mean points on RIL in 2018 is 39.9 and that of CCCU is 39.0 with 0.9 mean difference in favor of Malone. *SY score on Discussions with people with religious beliefs different is 53% and that of CCCU is 46% with 7% difference in favor of Malone.	The English department continues to sponsor a literary SFO. No changes made in light of this data.