



## Malone University Assessment Report

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

**Assessed by: English Faculty**

**Assessment Cycle: 2015-2016 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.

<p><b>Program Intended Learning Outcomes (PILO)</b></p>	<p><b>Means of Program Assessment &amp; Criterion for Success</b></p>	<p><b>Summary of Data Collected</b></p>	<p><b>Use of Results</b></p>
<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 &amp; culture, authorial innovation, and literary tradition at work in the creation of literary works.</p>	<p>ETS Major Fields Test in English Literature Criterion for Success: 70% of students score at or above the national mean (155) or no less than one standard deviation point below the national mean; no more than 30% of students score more than one standard deviation point below the mean</p> <p>English Studies Writing Portfolio Criterion 1: Lit. Knowledge &amp; Analysis</p> <p>Criterion for Success: 70 % of students score 2.75 (out of a scale 1-4)</p>	<p>71% scored at or above the mean (155) or no less than one standardization deviation point below the national mean; only 29% scored more than one standard deviation point below the mean; criterion met.</p> <p>69.2% of students scored at or above the criterion for success. Criterion not met.</p>	<p>English Studies Curriculum recently underwent a significant revision, deleting courses, adding new courses, and adjusting requirements for all three programs. The department will continue to monitor student portfolios as an increasing percentage of students are products of the new curriculum. The department will also this year undergo an inter-course discussion among upper-level literature offerings to coordinate curricular objectives, particularly in the area of literary knowledge.</p>

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<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>62% of students scored at or above the criterion for success; criterion not met</p>	<p>English Studies Curriculum underwent a significant revision, deleting courses, adding new courses, and adjusting requirements for all three programs. We will continue to monitor and assess the new curriculum as our graduates increasingly become products of that new curriculum.</p>

Program Intended Learning Outcomes (PILO)	Means of Program Assessment & Criterion for Success	Summary of Data Collected	Use of Results
<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>69% of students scored at or above the criterion for success; criterion not met.</p>	<p>English Studies Curriculum underwent a significant revision, deleting courses, adding new courses, and adjusting requirements for all three programs. We will continue to monitor and assess the new curriculum as our graduates increasingly become products of that new curriculum.</p> <p>The new course English in the City (now in the curricular process, and really a revision of our current Senior Capstone course) will introduce students to a wide range of discourses and rhetorical situations in the workplace and the wider community.</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>69% of students scored at or above the criterion for success; criterion not met.</p>	<p>English Studies Curriculum underwent a significant revision, deleting courses, adding new courses, and adjusting requirements for all three programs. We will continue to monitor and assess the new curriculum as our graduates increasingly become products of that new curriculum.</p>

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<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>Accessed qualitatively through Exit Interview</p>	<p>Most of our respondents felt that their academic program had contributed to their development as a person in some significant way.</p> <p>A number of students had ideas about how they could be better prepared for career and vocation beyond Malone. But almost all still responded positively</p>	<p>Along with our external review, this data has contributed to our decision to revise our “capstone course and move it to earlier in the curriculum, and to add an internship requirement for all English and Creative Writing majors.</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>62% of students scored at or above the criterion for success; criterion met</p>	<p>English Studies Curriculum underwent a significant revision, deleting courses, adding new courses, and adjusting requirements for all three programs. We will continue to monitor and assess the new curriculum as our graduates increasingly become products of that new curriculum.</p>

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<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 contributes to your overall education.</p>	<p>Accessed qualitatively through Exit Interview</p>	<p>Most report engagement with co-curricular activities, and most experienced a sense of belonging in the department while they were here.</p>	<p>No changes made in light of this data.</p>



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<p>Goal D</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>Accessed qualitatively through Exit Interview</p>	<p>In general, students reported that their work in English and writing courses and ancillary activities did contribute to their spiritual growth.</p>	<p>No changes made in light of this data.</p>