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: 2018-2019 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)	**Portfolio** 70 % of students scored at or above the criterion for success. Criterion not met.	Our portfolio assessment showed improvement in the writing of most (8/10) graduating students. One student's portfolio scores decreased from early to late papers, although that student remained above the 2.75 threshold. One other student did not show improvement, and remained below the threshold. We will continue ongoing department conversations about helping students develop as thinkers and writers.

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)	**Portfolio** 80 % of students scored at or above the criterion for success; criterion met.	Our portfolio assessment showed improvement in the writing of most (8/10) graduating students. One student's portfolio scores decreased from early to late papers, although that student remained above the 2.75 threshold. One other student did not show improvement, and remained below the threshold. We will continue ongoing department conversations about helping students develop as thinkers and writers.

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)	**Portfolio** 70 % of students scored at or above the criterion for success; criterion not met.	Our portfolio assessment showed improvement in the writing of most (8/10) graduating students. One student's portfolio scores decreased from early to late papers, although that student remained above the 2.75 threshold. One other student did not show improvement, and remained below the threshold. We will continue ongoing department conversations about helping students develop as thinkers and writers. The department is at work developing a professional writing and editing major. As part of that initiative, the course Style and Usage is being revised under the title Style and Rhetoric, a change which should reflect a greater emphasis on situational and professional writing.

Program Intended Learning Outcomes (PILO)	Means of Program Assessment & Criterion for Success	Summary of Data Collected	Use of Results
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)	**Portfolio** 80 % of students scored at or above the criterion for success; criterion met.	Our portfolio assessment showed improvement in the writing of most (8/10) graduating students. One student's portfolio scores decreased from early to late papers, although that student remained above the 2.75 threshold. One other student did not show improvement, and remained below the threshold. We will continue ongoing department conversations about helping students develop as thinkers and writers. Last year we developed 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 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	**Exit Interview** All respondents felt more confident and accomplished in their reading and writing skills, with many talking about ways their interests have been stretched to include new genres and traditions. All spoke positively about the department's contribution to their readiness to embark upon a career.	This year's responses suggest that a sense of career readiness is on the increase among our graduates. The department is at work developing a professional writing and editing major. As part of that initiative, the course Style and Usage is being revised under the title Style and Rhetoric, a change which should reflect a greater emphasis on situational and professional writing.

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)	**Portfolio** 70 % of students scored at or above the criterion for success; criterion not met.	Our portfolio assessment showed improvement in the writing of most (8/10) graduating students. One student's portfolio scores decreased from early to late papers, although that student remained above the 2.75 threshold. One other student did not show improvement, and remained below the threshold. We will continue ongoing department conversations about helping students develop as thinkers and writers.

Program Intended Learning Outcomes (PILO)	Means of Program Assessment & Criterion for Success	Summary of Data Collected	Use of Results
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	**Exit Interview** All reported positive engagement with co-curricular activities, some primarily within and some primarily outside of the department. Theater was a strong co-curricular emphasis for a number of this year's graduates.	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	**Exit Interview** Almost all students interviewed this year were able to articulate positive and healthy ways their faith has developed at Malone, and cite the positive influence of the department in particular.	Once again members of the English Department are sponsoring a Life Group. No changes made in light of this data.