



## Malone University Assessment Report

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

**Assessed by: English Faculty**

**Assessment Cycle: 2019-2020 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.

| <b>Program Intended Learning Outcomes (PILO)</b>   | <b>Means of Program Assessment &amp; Criterion for Success</b>   | <b>Summary of Data Collected</b>   | <b>Use of Results</b>   |
|--|--|--|---|
| <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><b>English Studies Writing Portfolio</b></p> <p>Criterion 1: Lit. Knowledge &amp; Analysis</p> <p>Criterion for Success: 75 % of students score 2.75 (out of a scale 1-4)</p> | <p><b>Portfolio</b></p> <p>33 % of students scored at or above the criterion for success. Criterion not met.</p> | <p>Our portfolio assessment showed improvement in the writing of all (6/6) graduating students. Despite these improvements, none of the goals being measured by our portfolio assessment met our criteria for success.</p> <p>One reason is undoubtedly that this was an unusually weak graduating class of writers, and (as always) a small sample. Two of our 6 writers. For instance, showed improvement but did not meet any of our criteria for success thresholds.</p> <p>Another factor is that two of the six students completed creative projects for their 400-level major paper. These projects were difficult to assess using our portfolio criteria. This has initiated a departmental discussion about the relative emphasis on creative and expository writing in our 400-level classes. We do affirm the pedagogical value of creative projects in the classes, but we are working on clarification regarding the role of expository prose in those classes in general and in writings chosen for portfolio assessment.</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><b>English Studies Writing Portfolio</b><br/>                     Criterion 4: Effective Prose</p> <p>Criterion for Success: 70 % of students score 2.75 (out of a scale 1-4)</p> | <p><b>Portfolio</b></p> <p>50 % of students scored at or above the criterion for success; criterion not met.</p> |                       |

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|---|---|--|--|
| <p>Goal B</p> <p>3) Demonstrate rhetorical effectiveness across multiple situations and discourses, whether critical, exploratory, professional, or creative.</p> | <p><b>English Studies Writing Portfolio</b><br/>                     Criterion 3: Rhetorical Effectiveness</p> <p>Criterion for Success: 70 % of students score 2.75 (out of a scale 1-4)</p> | <p><b>Portfolio</b></p> <p>67 % of students scored at or above the criterion for success; criterion not met.</p> | <p>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. This revised course will be taught for the first time in the spring.</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><b>English Studies Writing Portfolio</b><br/>                     Criterion 5: Mechanics</p> <p>Criterion for Success: 70 % of students score 2.75 (out of a scale 1-4)</p> | <p><b>Portfolio</b></p> <p>33 % of students scored at or above the criterion for success; criterion met.</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><b>Exit Interview</b></p> <p>Accessed qualitatively through Exit Interview</p> | <p><b>Exit Interview</b></p> <p>Our one respondent, who was an early transfer to Malone, credits Malone with helping him connect his academic study of English to life and to the world in new ways.</p> | <p>This COVID year was not a good one for exit interviews, as we (OK, I) didn't prompt students immediately after graduation, and our later email invitation produced only one exit interview.</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><b>English Studies Writing Portfolio</b><br/>                     Criterion 2: Engagement w/ Ideas</p> <p>Criterion for Success: 70 % of students score 2.75 (out of a scale 1-4)</p> | <p><b>Portfolio</b></p> <p>50% of students scored at or above the criterion for success; criterion not met.</p> |                       |

| <b>Program Intended Learning Outcomes (PILO)</b>  | <b>Means of Program Assessment &amp; Criterion for Success</b>                    | <b>Summary of Data Collected</b>  | <b>Use of Results</b> |
|---|---|---|-----------------------|
| <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><b>Exit Interview</b></p> <p>Accessed qualitatively through Exit Interview</p> | <p><b>Exit Interview</b></p> <p>Our single respondent was involved in our Writers Series events, but otherwise participated little in extracurricular activities.</p> |                       |
|   | <b>Means of Program</b>   | <b>Summary of Data Collected</b>  | <b>Use of Results</b> |



| <p><b>Program Intended Learning Outcomes (PILO)</b></p>  | <p><b>Assessment &amp; Criterion for Success</b></p>  |   |  |
|--|---|---|--|
| <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><b><u>Exit Interview</u></b></p> <p><u>Accessed qualitatively through Exit Interview</u></p> | <p><b><u>Exit Interview</u></b></p> <p><u>Our single respondent testified that his expanded worldview and empathy for those not like himself have contributed to making him a “more effective and faithful follower of Christ.”</u></p> |  |