



## Malone University Assessment Report

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

**Assessed by: English Faculty**

**Assessment Cycle: 2016-2017 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>2) Demonstrate proficiency with a variety of ways of responding to written texts: Recognize how the collaborative processes of interpretation and response</p>	<p>English Studies Writing Portfolio 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>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>100 % of students scored at or above the criterion for success. Criterion met.</p> <p>75 % of students scored at or above the criterion for success; criterion 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.</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</p>

<p>can yield critical insight and spawn creative work.</p> <p>Goal B</p> <p>3) Demonstrate rhetorical effectiveness across multiple situations and discourses, whether critical, exploratory, professional, or creative</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>Goal C</p> <p>5) Assess your growth as a reader and writer: Reflect upon classroom experiences, personal reading, extracurricular and professional activities, and</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>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>Assessed qualitatively through Exit Interview</p>	<p>100 % of students scored at or above the criterion for success; criterion not met.</p> <p>75 % of students scored at or above the criterion for success; criterion met.</p> <p>All of our respondents felt that their academic program had contributed to their development as a person and to</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.</p> <p>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 should increase the exposure of our students to professional discourse in the coming years.</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</p> <p>This year’s responses suggest that a sense of career readiness is on the increase among our graduates. We are hopeful that our new required</p>
---	---	---	---

<p>consider how these experiences are shaping the person you are and the person you wish to become</p> <p>6) Explore complex issues with increasing maturity and clarity, integrating academic ideas and critical perspectives into your own thinking</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 contributes to your overall education.</p> <p>8) Document experiences—both curricular and co-curricular—where your faith has been challenged,</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>Accessed qualitatively through Exit Interview</p>	<p>their readiness to embark upon a career.</p> <p>75 % of students scored at or above the criterion for success; criterion met.</p> <p>All but one report positive engagement with multiple co-curricular activities, some primarily within and some primarily outside of the department. (The other student admitted to working 35 hours/week).</p> <p>All students interviewed this year were able to articulate</p>	<p>internship will contribute to this trajectory in the coming years.</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>No changes made in light of this data.</p>
--	---	---	--

<p>informed, or tested in ways ultimately fruitful for both your conceptual understandings and your practice.</p>	<p>Accessed qualitatively through Exit Interview</p>	<p>positive and healthy ways their faith has developed at Malone.</p>	<p>The English department now sponsors a literary SFO, which began with reading and this year has expanded to writing.</p>
---	--	---	--





