2016-2017 Assessment Cycle COLA_English BA

Mission (due 1/20/17)

University Mission

The University of Louisiana at Lafayette offers an exceptional education informed by diverse worldviews grounded in tradition, heritage, and culture. We develop leaders and innovators who advance knowledge, cultivate aesthetic sensibility, and improve the human condition.

University Values

We strive to create a community of leaders and innovators in an environment that fosters a desire to advance and disseminate knowledge. We support the mission of the university by actualizing our core values of equity, integrity, intellectual curiosity, creativity, tradition, transparency, respect, collaboration, pluralism, and sustainability.

University Vision

We strive to be included in the top 25% of our peer institutions by 2020, improving our national and international status and recognition.

College / Department / Program Mission

College Mission

Provide the college mission in the space provided. If none is available, write "None Available in 2016-2017." The College of Liberal Arts is dedicated to the advancement of knowledge through teaching, research, and service. The College teaches students to think critically, applying scientific principles and intellectual schema to understand human behavior and society in a diverse world, to express ideas and ideals in a variety of forms, and to understand themselves and others as members of regional and global communities. The intellectual and creative foundations of this enterprise are written and oral communication, analytical and reasoning skills, and the ability to solve problems creatively. Each departmental curriculum presents perspectives from the past, provides an understanding of the present and directs attention to the challenges of the future. As active researchers, faculty in the College work to advance the frontiers of knowledge and our understanding of humanity and the world we live in, and to use that knowledge and understanding to improve the human condition.

Department / Program Mission

Provide the department / program mission in the space provided. If none is available, write "None Available in 2016-2017".

Study in the field of English offers a general humanistic education as well as training in communication and analytical skills that are essential in most careers. An education in English enables you to read closely and critically, to think analytically, to write and communicate, to weigh values, and to understand different peoples and cultures. A B.A. in English can lead to careers in public relations, publishing, radio, theater, and library science.

Assessment Plan (due 1/20/17)

Assessment List (Goals / Objectives, Assessment Measures and Criteria for Success)

Assessment List

Goal/Objective	Students will learn to make well-informed, coherent arguments supported by evidence and critical thinking.				
Legends	SLO - Student Le	earning Outcome/Objective (academic units);			
Standards/Outcomes					
Assessment Measures					
	Assessment Measure	Criterion	Attachments		
	Direct - Capstone Assignment	Course embedded assessment is conducted toward the end of each semester, using relatively short research papers (no more than 10-12 pages) from English majors only, taken from senior-level courses (ENGL 4XX)those meant mainly for English majors. Two readers from the English Majors Committee evaluate the anonymous essays using the rubric (attached). Goal #1 of the rubric assesses reading comprehension of text and context. The assignments from the courses mentioned above always require the development of a strong thesis. Goal #2 of the rubric assesses critical thinking, organization, unity, development of ideas. All the papers selected are formal analytical essays in which Standard English is required. Goal #3 of the rubric assesses clarity of written expression, grammar, syntax, mechanics. Number of students assessed = 15 per semester. To achieve reliability, readers are given samples of past papers with specific scores. The assistant dept. head compiles results and acts as third reader on any essays with discrepancies in scoring. The papers are anonymous and free of instructor comment, and duplications are eliminated (i.e., the same student in two courses). The goal is measured twice a year. This way we can have as many papers as possible per year to assess. Successful attainment of results was to be 75% of students scoring at least a 3.0 out of 4.0 on the rubric for this goal			

Goal/Objective	Students will write clearly and effectively in Standard English						
Legends	SLO - Student Le	SLO - Student Learning Outcome/Objective (academic units);					
Standards/Outcomes							
Assessment Measures							
	Assessment Measure	Criterion	Attachments				
	Direct - Capstone Assignment	Course embedded assessment is conducted toward the end of each semester, using relatively short research papers (no more than 10-12 pages) from English majors only, taken					

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Goal/Objective	To demonstrate an understanding of text or subject under analysis or interpretation.					
Legends	SLO - Student Le	SLO - Student Learning Outcome/Objective (academic units);				
Standards/Outcomes						
Assessment Measures						
	Assessment Measure	Criterion	Attachments			
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the rubric for this goal

Results & Improvements (due 9/15/17)

Results and Improvement Narratives

Assessment List Findings for the Assessment Measure level for Students will learn to make well-informed, coherent arguments supported by evidence and critical thinking.

Goal/Objective	Students will learn to make well-informed, coherent arguments supported by evidence and critical thinking.			
Legends	SLO - Student Le	earning Outcome/Objective (academic units);		
Standards/Outcomes				
Assessment Measures				
	Assessment Measure	Criterion		
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Assessment				

Findings					
	Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
	Direct - Capstone Assignment	Has the criterion Course embedded assessment is conducted toward the end of each semester, using relatively short research papers (no more than 10-12 pages) from English majors only, taken from senior-level courses (ENGL 4XX)those meant mainly for English majors. Two readers from the English Majors Committee evaluate the anonymous essays using the rubric (attached). Goal #1 of the rubric assesses reading comprehension of text and context. The assignments from the courses mentioned above always require the development of a strong thesis. Goal #2 of the rubric assesses critical thinking, organization, unity, development of ideas. All the papers selected are formal analytical essays in which Standard English is required. Goal #3 of the rubric assesses clarity of written expression, grammar, syntax, mechanics. Number of students assessed = 15 per semester. To achieve reliability, readers are given samples of past papers with specific scores. The assistant dept. head compiles results and acts as third reader on any essays with discrepancies in scoring. The papers are anonymous and free of instructor comment, and duplications are	This year, 53/57 papers assessed were at the 3.0 or above level (this year, marked as "A" or "B")		- Assessment Process: Data Collection changed: We will now only assess the final projects from ENGL 490, the capstone course.
		eliminated (i.e., the same			

		student in two courses). The goal is measured twice a year. This way we can have as many papers as possible per year to assess. Successful attainment of results was to be 75% of students scoring at least a 3.0 out of 4.0 on the rubric for this goal been met yet? Met
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Assessment List Findings for the Assessment Measure level for Students will write clearly and effectively in Standard English

Goal/Objective	Students will write clearly and effectively in Standard English				
Legends	SLO - Student L	earning Outcome/Objective (academic units);	
Standards/Outcomes					
Assessment Measures					
	Assessment Measure	Criterion			
	Direct - Capstone Assignment	Course embedded assessemester, using relatively from English majors only those meant mainly for E Committee evaluate the #1 of the rubric assesses assignments from the condevelopment of a strong thinking, organization, unterpreter formal analytical essesses of the rubric assesses clamechanics. Number of streliability, readers are given assistant dept. head committed discrepancies in sconinstructor comment, and in two courses). The goal as many papers as possioner results was to be 75% of rubric for this goal	y short research, taken from ser inglish majors. I anonymous ess a reading comprurses mentione thesis. Goal #2 hity, developmentally, developmentally, developmentally, developmentally, developmentally in which States and with the samples of publics results and aring. The paper duplications are the surrough the per year to	a papers (no more nior-level courses fwo readers from a ays using the rubre ehension of text a dabove always re of the rubric assent of ideas. All the andard English is repression, grammed = 15 per semes past papers with set acts as third reads are anonymous eliminated (i.e., the wice a year. This wassess. Successful	than 10-12 pages) (ENGL 4XX) the English Majors ic (attached). Goal nd context. The quire the sses critical papers selected equired. Goal #3 ar, syntax, ter. To achieve pecific scores. The der on any essays and free of he same student vay we can have ul attainment of
Assessment Findings				,	,
	Assessment Measure	Criterion	Summary	Attachments of the	Improvement Narratives

				Assessments	
	Direct -	Has the criterion Course	This year,		- : This year,
	Capstone	embedded assessment is	53/57		53/57 papers
	Assignment	conducted toward the end	papers		assessed were
]	of each semester, using	assessed		at the 3.0 or
		relatively short research	were at the		above level (this
		papers (no more than 10-	3.0 or above		year, marked as
		12 pages) from English	level (this		"A" or "B")
		majors only, taken from	year, `		,
		senior-level courses	marked as		
		(ENGL 4XX)those meant	"A" or "B")		
		mainly for English majors.	,		
		Two readers from the			
		English Majors Committee			
		evaluate the anonymous			
		essays using the rubric			
		(attached). Goal #1 of the			
		rubric assesses reading			
		comprehension of text and			
		context. The assignments			
		from the courses			
		mentioned above always			
		require the development			
		of a strong thesis. Goal #2			
		of the rubric assesses			
		critical thinking,			
		organization, unity,			
		development of ideas. All			
		the papers selected are			
		formal analytical essays in			
		which Standard English is			
		required. Goal #3 of the			
		rubric assesses clarity of			
		written expression,			
		grammar, syntax,			
		mechanics. Number of			
		students assessed = 15			
		per semester. To achieve			
		reliability, readers are			
		given samples of past			
		papers with specific			
		scores. The assistant			
		dept. head compiles			
		results and acts as third			
		reader on any essays with discrepancies in scoring.			
		The papers are			
		anonymous and free of			
		instructor comment, and			
		duplications are			
		eliminated (i.e., the same			
		student in two courses).			
		The goal is measured			
		twice a year. This way we			
		can have as many papers			
		as possible per year to			
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assess. Successful attainment of results was to be 75% of students scoring at least a 3.0 out of 4.0 on the rubric for this goal been met yet? Met	

Assessment List Findings for the Assessment Measure level for To demonstrate an understanding of text or subject under analysis or interpretation.

Goal/Objective	To demonstrate an understanding of text or subject under analysis or interpretation.					
Legends	SLO - Student L	SLO - Student Learning Outcome/Objective (academic units);				
Standards/Outcomes						
Assessment Measures						
	Assessment Measure	Criterion				
	Direct - Capstone Assignment	Course embedded assessemester, using relative from English majors on those meant mainly for Committee evaluate the #1 of the rubric assesses assignments from the development of a stronthinking, organization, are formal analytical estof the rubric assesses mechanics. Number of reliability, readers are gassistant dept. head cowith discrepancies in scinstructor comment, and in two courses). The goas many papers as postesults was to be 75% or rubric for this goal	ely short reseatly, taken from English major en anonymous des reading concourses mentice g thesis. Goal unity, developresays in which clarity of writte students assemples results coring. The pad duplications oal is measured is measured is measured stible per year	senior-level courses. Two readers from the says using the runprehension of text and above always #2 of the rubric assent of ideas. All the Standard English is nexpression, grammated acts as third rupers are anonymout are eliminated (i.e. discussed).	re than 10-12 pages) es (ENGL 4XX) m the English Majors ubric (attached). Goal that and context. The require the sesses critical the papers selected is required. Goal #3 mar, syntax, ester. To achieve the specific scores. The eader on any essays us and free of the that is way we can have sful attainment of	
Assessment Findings						
	Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives	
	Direct - Capstone Assignment	Has the criterion Course embedded assessment is conducted toward the end of each semester.	This year, 53/57 papers assessed		- Assessment Process: Goals / Outcomes / Objectives	

using relatively short research papers (no more than 10-12 pages) from English majors only, taken from seniorlevel courses (ENGL 4XX)--those meant mainly for English majors. Two readers from the English Majors Committee evaluate the anonymous essays using the rubric (attached). Goal #1 of the rubric assesses reading comprehension of text and context. The assignments from the courses mentioned above always require the development of a strong thesis. Goal #2 of the rubric assesses critical thinking, organization, unity, development of ideas. All the papers selected are formal analytical essays in which Standard English is required. Goal #3 of the rubric assesses clarity of written expression, grammar, syntax, mechanics. Number of students assessed = 15 per semester. To achieve reliability, readers are given samples of past papers with specific scores. The assistant dept. head compiles results and acts as third reader on any essays with discrepancies in scoring. The papers are anonymous and free of instructor comment, and duplications are eliminated (i.e., the same student in two courses). The goal is measured twice a year. This way we can have as many papers as

were at the 3.0 or above level (this year, marked as "A" or "B") changed: We will be revising this goal, and the rubric, to more accurately reflect the kind of work that our students are actually doing in the English major.

possible per year to assess. Successful attainment of results was to be 75% of students scoring at least a 3.0 out of 4.0 on the rubric for this goal been met yet? Met	
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Reflection (Due 9/15/17)

Reflection

1) How were assessment results shared in the unit?

Please select all that apply. If "other", please use the text box to elaborate.

Distributed via email

Presented formally at staff / department / committee meetings (selected)

Discussed informally

Other (explain in text box below)

Results are stored in a secured shared folder that members of the English majors committee have access to.

2) How frequently were assessment results shared in the unit?

Frequently (>4 times per cycle)
Periodically (2-4 times per cycle) (selected)
Once per cycle
Results were not shared this cycle

3) With whom were assessment results shared?

Please select all that apply.

Department Head (selected)

Dean / Asst. or Assoc. Dean

Departmental assessment committee (selected)

Other faculty / staff

4) What were the measurable or perceivable effects on your current (2016-2017) findings based on prior action plans (created in 2015-2016)?

We did have some improved participation in the senior exit surveys, and it was clear that the changes that we made to the survey were effective.

5) What has the unit learned from the current assessment cycle?

Committee agreed that we need to choose from following assessment targets for our upcoming assessment cycle(s):

1) Scaffolding 290 and 300-level courses as preparation for 400-level courses. Members of the committee feel that these lower-level courses are not providing a strong enough foundation for the work that should be done 400-level courses.

Some questions under consideration: what is the function and purpose of ENGL 290? How do 300-level courses fit into the major? Could we either target specific courses or sections of courses as "for English majors"? Should we create a set of new 300-level courses as a bridge between lower and upper level courses?

- 2) ENGL 490. Revisit the purpose and function of ENGL 490, including an investigation into the possibilities of a "capstone experience," which may include internships and other such substitutions (see #6 below). Also mentioned: substitution of a portfolio as capstone or assessment (in lieu of course). Establish "Best Undergraduate Paper" award as incentive for submission.
- 3) Advising. Senior exit surveys still locate advising as a concern. Create survey to be completed by the student that will help us more directly assess the nature, severity, and prevalence of the problem.
- 4) Professional Development. Work with the soon-to-be-formed Undergraduate Placement Committee to develop best practices for incorporating professional development into the classroom.

Attachments