

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 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 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		
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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.

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Assessment List Findings for the Assessment Measure level for Students will write clearly and effectively in Standard English

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

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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