

2017-2018 Assessment Cycle COLA_English BA

Mission (due 12/4/17)

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 / VP and Program / Department Mission

Mission of College or VP-area

Provide the mission for the College or VP-area in the space provided. If none is available, write "None Available in 2017-2018."

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.

Mission of Program / Department

Provide the program / department mission in the space provided. The mission statement should concisely define the purpose, functions, and key constituents. If none is available, write "None Available in 2017-2018."

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.

Attachment (optional)

Upload any documents which support the program / department assessment process.

Assessment Plan (due 12/4/17)

Assessment Plan (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.(Imported)		
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(Imported)		
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Program / Department Assessment Narrative

The primary purpose of assessment is to use data to inform decisions and improve programs (student learning) and departments (operations); this is an on-going process of defining goals and expectations, collecting results, analyzing data, comparing current and past results and initiatives, and making decisions based on these reflections. In the space below, describe the program's or department's overall plan for improving student learning and/or operations (the "assessment plan"). Consider the following:

- 1) What strategies exist to assess the outcomes?
- 2) What does the program/department expect to achieve with the goals and objectives identified above?
- 3) How might prior or current initiatives (improvements) influence the anticipated outcomes this year?
- 4) What is the plan for using data to improve student learning and/or operations?
- 5) How will data be shared within the Program/Department (and, where appropriate, the College/VP-area)?

Assessment Process

Results & Improvements (due 9/15/18)

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.(Imported)

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Assessment Findings

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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.(Imported)

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Reflection (Due 9/15/18)

Reflection

The primary purpose of assessment is to use data to inform decisions and improve programs and operations; this is an on-going process of defining goals and expectations, collecting results, analyzing data, comparing current and past results and initiatives, and making decisions based on these reflections. Recalling this purpose, respond to the questions below.

1) How were assessment results shared in the program / department?

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)

2) How frequently were assessment results shared?

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 (selected)

4) Consider the impact of prior applied changes. Specifically, compare current results to previous results to evaluate the impact of a previously reported change. Demonstrate how the use of results improved student learning and/or operations.

The most startling impact, in looking at senior exit surveys, has been from the changes we have been making in ENGL 490 over the last two years. What before had been one of our lowest rated courses in the major (with students questioning the validity, importance, and impact of the course) has become the highest. While we are fully aware that such evaluations should never and can never tell the full story, the sorts of reflections about the course that students have been making are exactly the kind of reflections we'd hoped to see. For example, "ENGL 490 is where I realized I knew enough of the "rules" to begin breaking them, like incorporating non-scholarly sources and using different structures to write an essay (outside the typical "intro, three body paragraphs, conclusion" style)" and "English 490 helped me to think analytically when discussing literature and connecting it to real life social issues." We hope to continue implementing changes to the course, which will eventually be reflected in a new rubric.

5) Over the past three assessment cycles, what has been the overall impact of "closing the loop"? Provide examples of improvements in student learning, program quality, or department operations that are directly linked to assessment data and follow-up analysis.

For the major, it has, as a whole, been mostly successful. I say "mostly" because at the beginning of this three-year cycle, we focused a lot on advising, because we were getting low marks from students about the advising process. The changes we made that were directly tied to assessment data (having too many advisors, having advisors outside of their concentration) have been very successful, as subsequent assessment suggests. However, the bumpiness in the rollout of banner and degree works have added new problems, and we are working to address those in the next cycle. Also, see above re: ENGL 490.

Attachments (optional)

Upload any documents which support the program / department assessment process.