Assessment of Student Learning Plan (ASLP): __English__

2015-16 Academic Year

A. College, Department, Date

College   College of Arts, Humanities, and Social Sciences
Department   English
Date   June 3, 16

B. Contact Person for the Assessment Plan

Name and title   Jane Kuenz, Chair

C. Degree Program

Name of Degree Program   B.A. in English

D. Assessment of Student Learning: Program Assessment

Step 1: Identify the Student Learning Outcomes (SLO's)

a. *Do you have your student learning outcomes published on your department's website?*   **Yes**

   i. *If yes, please indicate the url*

   http://usm.maine.edu/eng/overview

   ii. *If no, please list 3-5 of the most important student learning outcomes for your program.* **What will students know by the end of your program?**

b. *Please identify* **which of your student learning outcome(s) were assessed this past academic year**. *(One or more of the outcomes and corresponding assessment plans could come from your department's CORE Course Blueprint(s).*

None.

c. *Do you have a* **matrix or curriculum map** *showing when your student learning outcomes are assessed and in which courses?*

No

i. *If yes, do you have this map published on your website? Please indicate url or attach a copy of the curriculum map.*

ii. *Assessment Resources link, scroll down to the assessment information list to see examples on "Curriculum Map templates, Curriculum Map SLO's example, and Curriculum Map Embedded Assignments"* https://usm.maine.edu/assessment/assessment-resources

Why does an assessment map have to be published on our website? Who is supposed to be reading it? What is it supposed to be telling them? This really begs the question of the point of the website.

Step 2: Assessment Methods Selected and Implemented

a. *Identify which direct measures (other than course grades), that were used to determine whether students achieved the stated learning outcomes for the degree.*

None. We haven't worked on assessment at all this year.

b. *Briefly describe when you implemented the assessment activity, and if a scoring rubric was used to evaluate the expected level of student achievement. (This information may be shown on your curriculum map).*

Step 3: Using the Assessment results to Improve Student Learning

a. *Briefly describe your unit's process of reviewing the program assessment results (i.e. annual process by faculty committee, etc).*

b. *What changes have been or will be made to improve student learning, as a result of using the program assessment results?*

c. *Date of most recent program review/self-study?*

E. Course Assessment Activities: *Is your program able to report any assessment-related activities at the Course-Level… (i.e. created grading rubrics to use in required courses, examined student progress in entry-level courses, developed a new course, etc.)? Please briefly explain any assessment projects.*

Last year, the English Department completely revised its major substantially, which went into the catalog in Fall 2015. Specifically, we loosened the upper-level requirements and introduced two new required lower-level courses: ENG 140 Reading Literature, a foundation skills course, and ENG 220 World Masterpieces, a survey of literature from ancient through the early Renaissance. There are now three required courses at the beginning of the major. We instituted these changes after several years of discussions involving the entire department about what our students do and do not know when they enter upper-level literature courses and what they need to know to succeed there. In these discussions, we drew on or collective experience teaching USM students at all levels and somehow managed to identify problems and revise the curriculum without constructing a single rubric, map, or matrix, although we did make a lot of lists. I could probably produce some of the lists, but they will go back over several years and still just be lists, i.e., working documents of a process.

 Next year, we will have 3-4 semesters worth of experience with multiple sections of our new courses and will be in a better position to see how they are working and if they are doing what we want, though I don't think any of us believes what we do in any of these courses can be assessed at the end of the semester and some of it not even at the end of four years. But that would raise the whole question of the applicability of assessment to fields of study whose real value can't be measured. We can't measure what the major really teaches, so we write down outcomes that give someone something to do. So, I guess at some point we'll have to make students keep a portfolio of their papers so we can demonstrate to someone that, indeed, English majors "produce a substantial body of analytical writing" and then force faculty to reread them to see whether they use "evidence and employs formal standard written English to make a focused argument."

My biggest concern going forward is that, because the department has lost half its faculty, the new courses that should be one focus of programmatic assessment will not be taught by the tenured professors we had assumed would be teaching them, but by various part-time faculty working piecemeal for poverty wages. I'm really not sure how we're supposed to add to their burden without compensating them (even then, some would say no because an extra $200 doesn't match the $3000 they can get by teaching a 6th course 2 hours away) or insulting them further by dictating common assignments.

F. __Community Engagement Activities in your departmental curriculum__:

a. Does your department have a student learning outcome that is related to any community engagement activities? If so, please state the outcome.

> We read books.

b. Please indicate what community engagement activities are included in your program's curriculum, and whether the activities are required or optional for students in your major.

Community Engagement Activity	_Included_	_Required/Optional_	
Student Research (related to a community-based problem)	___	R	O
Student-Faculty Community Research Project	___	R	O
Internship, or a Field Experience	___	R	O
Independent Study (community-related project)	___	R	O
Capstone Course (community-related project)	___	R	O
Service-Learning (course-based)	_x__	R	**O**
Study Abroad, or an International Program	_x__	R	**O**
Interdisciplinary Collaborative Project (community related)	___	R	O
Student Leadership Activities (related to a team project)	___	R	O
Students/Faculty Community Leadership (advisory boards, committees, conference presentations)	___	R	O

Other Activities (not mentioned above):

c. Please list any courses (i.e. EDU 400) that have a community engagement activity in your program.

> *Entry-level courses:*
> *Mid-level courses:*　　　ENG 230 Literacy Studies
> *Upper-level courses:*