

# Assessment of Student Learning Plan (ASLP): English

2018-19 Academic Year

University of Southern Maine

## A. College, Department, Date

College CAHS  
Department English  
Date 5/27/2019

## B. Contact Person for the Assessment Plan

Name and title Shelton Waldrep, Professor and Chair

## C. Degree Program

Name of Degree Program BA in English

## D. Assessment of Student Learning: Program Assessment

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

- a. Are your student learning outcomes published on your department's website?  
Yes/No
  - i. If yes, please provide the url: <https://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.** Plans were made for outcome number 3.
- c. Do you have a **matrix or curriculum map** showing when your student learning outcomes are assessed and in which courses? Not yet.
  - i. If yes, do you have this map published on your website? Please provide the url or attach a copy of the curriculum map.

## **Step 2: Assessment Methods Selected and Implemented**

- a. **Identify which assessment measures (beyond individual student grading) were used to determine whether students achieved the stated learning outcomes for the degree.** (NOTE: Many undergraduate programs are using their recently approved Capstone courses to assess student learning. Assessment plans included in your Capstone Proposal in the CCC may be referred to as examples of assessment work in your program.)

*The English Department has decided to assess whether or not our students are learning to use the MLA style guide properly—specifically, whether or not they are able to gain facility at using in-text citation and in constructing a Works Cited page. Other aspects of correctly documenting sources will also be assessed, such as the ability to find and identify sources that are appropriate for the research you are conducting.*

- b. *Briefly describe when you implemented the assessment activity; if a rubric or other structured approach was used to assess student outcome achievement, please describe and/or attach the rubric.*

*In Fall, 2019, we plan to develop a quiz or exercise to give to all ENG 140 students at the beginning and at the end of the course to test their knowledge of MLA style and to see if they can use it correctly. A committee will then tabulate the data and prepare a report to the Department on whether or not MLA is actually being learned by English majors early in their sequence of English classes.*

## **Step 3: Using the Assessment results to Improve Student Learning**

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

*The Department plans to use the data from 140 to decide if steps need to be taken to reinforce research skills in the Major. Depending upon the results, we might decide to test other outcomes as well. For example, we might also test specific course outcomes for ENG 245 or other general program-level outcomes—perhaps using some combination of tests and review by committee of anonymous student papers. Our goal is to examine those courses that are required of all English majors—140, which is a course in close reading; 245, the gateway to the Major; and*

*the Senior Seminar, our capstone course—to see if certain common skills are being acquired and developed by students. In seeking to examine the research skills of students in 140, we wanted to know why some students seem to advance in the Major without ever acquiring the ability to learn and implement a style guide. All students should be exposed to this skill set in ENG 100, yet we noticed at some students in 140 needed to have the skills taught again.*

- b. Identify the specific changes that have been or will be made to improve student learning based on these program assessment results. (For example, what changes will the program make at the assignment, course, or program level to improve student learning, based on the assessment results?)*

*We might try to allow for more time in 140 to be devoted to MLA style or the data might help support our plans for a new two-semester expansion of 100.*

- c. Date of most recent program review/self-study? Spring/Fall 2017.*

**E. Other Assessment Activities:** *Briefly describe any additional assessment-related activities your program is using at the course level (for example, creating common assignments and/or assignment rubrics for use across different sections of required courses, examining student progress in entry-level courses, other assessment projects implemented by individual faculty, etc.).*

*None at this time.*

**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.*

*Yes.*

*b. Please indicate if any of the community engagement activities listed below are included in your program’s curriculum, by noting which activities are required or optional for students in your major.*

<u>Community Engagement Activity</u>	<u>Required/Optional</u>	
Student Research (related to a community-based problem)	R	
Student-Faculty Community Research Project		O
Internship, or a Field Experience	R	
Independent Study (community-related project)		O
Capstone Course (community-related project)		O
Service-Learning (course-based)	R	

Study Abroad, or an International Program	<input type="radio"/>
Interdisciplinary Collaborative Project (community related)	<input type="radio"/>
Student Leadership Activities (related to a team project)	<input type="radio"/>
Students/Faculty Community Leadership (e.g., advisory boards, committees, conference presentations)	<input type="radio"/>
Other activities (please list):	<input type="radio"/>

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

Entry-level courses: \_\_\_\_\_ Mid-level courses: \_\_\_\_\_X\_\_\_\_\_ Upper-level courses: \_\_\_\_\_X\_\_\_\_\_

**ENG 334, Literacy Studies, requires service-learning in some sections of the course.**

**ENG 337, Studies in Rhetoric: Writing, Rhetoric, and Emerging Technologies, often deals with multimodal projects that engage students in many aspects of public discourse.**

**ENG 409, Internship in Professional Writing, places students in working positions at newspapers, magazines, and non-profit organizations that specialize in writing, editing, or publishing.**