



Student Learning Assessment Report, Academic

Report Year

2022-2023

Program

English Major

Department Head

Keith Wilhite

Submitted By

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Previously Submitted Reports

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Mission

As its principal mission the English Department seeks to foster an understanding of and appreciation for literature. To realize this mission, the department is committed to: teaching literature that represents the cultural diversity of our society; encouraging students to think critically and to express themselves clearly; extending our students' critical vocabulary and familiarity with literary history; and helping students integrate their Franciscan liberal arts education, by making them aware of the many links between literature and other fields. In its major the department seeks to provide not only a strong background in American and English literary history but also a variety of approaches to literature — thematic, structural, generic, cultural, and gender-related. Courses in advanced writing, oral communication, creative writing, and journalistic writing aim at developing thoughtful and creative self-expression. A program in English education prepares students for careers in teaching. A professional internship program provides students with practical experience in print and broadcast journalism, public relations, and other career possibilities. A series of honors seminars challenges our best students to explore — at an in-depth and scholarly level — particular writers or themes. The final mission of the English Department is to enhance the cultural and intellectual climate of Siena College — through, among other things, encouraging scholarly research and publication by the English faculty, sponsoring a visiting artist series, advising a student literary club and journal, and supporting interdisciplinary programs.

Assessment

1. Major/Program Student Learning Outcomes

Student will be able to...

Students will demonstrate in-depth knowledge of canonical English-language literary texts.

2. Phase

Check all that apply

- Planning/ determining procedure
- Planning/ Redesigning based on past assessment
- Collecting/ analyzing assessment data
- Discussing/ using result
- Determining if Changes had an Impact on Student Learning
- Objective not assessed this year

3. Assessment Procedures (Planning/ determining)

Method: (ex. tests, presentations, research paper, describe the assessment course and student sample when it is applicable, etc.)

Various assignments were used to assess (midterm exam, critical essay)-see attached in July 2023 submission

When does assessment occur?

End of fall and spring semesters

How often does assessment occur?

Annually

Criteria (How do you know students are achieving learning outcome?)

80% of majors will earn A's, B's, and C's on a specific assignment, according to the English rubric criteria (majors earning A's exceed expectations; those earning B's and C's meet expectations; and those earning D's and F's do not meet expectations).

4. Assessment Results (Collecting/ analyzing, please identify the sample size and course number when appropriate)

ENGL 200 (Survey of English Lit I): 19 exceeded, 10 met, 1 did not meet

ENGL 205 (Survey of English Lit II): 13 exceeded, 15 met, 3 did not meet

ENGL 213 (Survey of American Lit): 17 exceeded, 13 met

ENGL 250 (The Drama): 6 exceeded, 8 met

ENGL 256 (The Novel): 8 exceeded, 6 met, 1 did not meet

ENGL 259 (Poetry): 6 exceeded, 1 met, 1 did not meet

ENGL 350 (American Renaissance Lit): 4 exceeded, 9 met

141 total majors assessed (51.77% exceeded, 43.97% met, 4.26% did not meet)

Learning Outcome Met? (Based on Criteria)

Yes

5. Use of Results (Discussing/ using results)

We have implemented changes based on assessment data and our classroom experiences. We have created an Academic Integrity Committee to investigate our majors' issues with academic integrity. We also have worked to become a community-engaged department, meeting with ACE and implementing community engagement into courses.

Based on conversations with OIE, we are revising our English/English Ed major assessment procedures, beginning this fall '23. We are simplifying the process and assessing only one course at Mastery level for each goal.

Assessment

1. Major/Program Student Learning Outcomes

Student will be able to...

Students will demonstrate knowledge of traditionally less-represented, or more diverse, or non-canonical literature.

2. Phase

Check all that apply

- Planning/ determining procedure
- Planning/ Redesigning based on past assessment
- Collecting/ analyzing assessment data
- Discussing/ using result
- Determining if Changes had an Impact on Student Learning
- Objective not assessed this year

3. Assessment Procedures (Planning/ determining)

Method: (ex. tests, presentations, research paper, describe the assessment course and student sample when it is applicable, etc.)

Various assignments were used to assess (critical essay, response paper)--see attached in July 2023 submission

When does assessment occur?

End of fall and spring semesters

How often does assessment occur?

Annually

Criteria (How do you know students are achieving learning outcome?)

80% of majors will earn A's, B's, and C's on a specific assignment, according to the English rubric criteria (majors earning A's exceed expectations; those earning B's and C's meet expectations; and those earning D's and F's do not meet expectations).

4. Assessment Results (Collecting/ analyzing, please identify the sample size and course number when appropriate)

ENGL 210 (Women in Lit): 6 exceeded, 2 met
ENGL 215 (Sexuality in Lit): 9 exceeded, 2 met
ENGL 253 (The Short Story): 8 exceeded, 0 met
ENGL 268 (Asian American Lit): 6 exceeded, 4 met, 2 did not meet
ENGL 490 (Narratives of Sexual Violence): 8 exceeded, 3 met
50 total majors assessed (74% exceeded, 22% met, and 4% did not meet)

Learning Outcome Met? (Based on Criteria)

Yes

5. Use of Results (Discussing/ using results)

We have implemented changes based on assessment data and our classroom experiences. We have created an Academic Integrity Committee to investigate our majors' issues with academic integrity. We also have worked to become a community-engaged department, meeting with ACE and implementing community engagement into courses.

Based on conversations with OIE, we are revising our English/English Ed major assessment procedures, beginning this fall '23. We are simplifying the process and assessing only one course at Mastery level for each goal.

Assessment

1. Major/Program Student Learning Outcomes

Student will be able to...

Students will demonstrate proficiency in written communication skills.

2. Phase

Check all that apply

- Planning/ determining procedure
- Planning/ Redesigning based on past assessment
- Collecting/ analyzing assessment data
- Discussing/ using result
- Determining if Changes had an Impact on Student Learning
- Objective not assessed this year

3. Assessment Procedures (Planning/ determining)

Method: (ex. tests, presentations, research paper, describe the assessment course and student sample when it is applicable, etc.)

Various assignments were used to assess (rhetorical essay, creative nonfiction essay)--see attached in July 2023 submission

When does assessment occur?

End of fall and spring semesters

How often does assessment occur?

Annually

Criteria (How do you know students are achieving learning outcome?)

80% of majors will earn A's, B's, and C's on a specific assignment, according to the English rubric criteria (majors earning A's exceed expectations; those earning B's and C's meet expectations; and those earning D's and F's do not meet expectations).

4. Assessment Results (Collecting/ analyzing, please identify the sample size and course number when appropriate)

WRIT 100 (Rhetoric & Writing): 1 exceeded, 0 met

WRIT 110 (Intro Creative Writing): 2 exceeded, 7 met

WRIT 220 (Rhetoric & Oral Communication): 7 exceeded, 3 met

WRIT 250 (Writing Poetry): 5 exceeded, 1 met, 1 did not meet

WRIT 260 (Writing Short Fiction): 1 exceeded, 4 met

WRIT 270 (Writing Creative Non-Fiction): 10 exceeded, 1 met

43 total majors assessed (60.47% exceeded, 37.21% met, 2.32% did not meet)

Learning Outcome Met? (Based on Criteria)

Yes

5. Use of Results (Discussing/ using results)

We have implemented changes based on assessment data and our classroom experiences. We have created an Academic Integrity Committee to investigate our majors' issues with academic integrity. We also have worked to become a community-engaged department, meeting with ACE and implementing community engagement into courses.

Based on conversations with OIE, we are revising our English/English Ed major assessment procedures, beginning this fall '23. We are simplifying the process and assessing only one course at Mastery level for each goal.

Assessment

1. Major/Program Student Learning Outcomes

Student will be able to...

Students will demonstrate proficiency in close reading skills.

2. Phase

Check all that apply

- Planning/ determining procedure
- Planning/ Redesigning based on past assessment
- Collecting/ analyzing assessment data
- Discussing/ using result
- Determining if Changes had an Impact on Student Learning
- Objective not assessed this year

3. Assessment Procedures (Planning/ determining)

Method: (ex. tests, presentations, research paper, describe the assessment course and student sample when it is applicable, etc.)

Various assignments were used to assess (literary self essay, OED exam)--see attached in July 2023 submission

When does assessment occur?

End of fall and spring semesters

How often does assessment occur?

Annually

Criteria (How do you know students are achieving learning outcome?)

80% of majors will earn A's, B's, and C's on a specific assignment, according to the English rubric criteria (majors earning A's exceed expectations; those earning B's and C's meet expectations; and those earning D's and F's do not meet expectations).

4. Assessment Results (Collecting/ analyzing, please identify the sample size and course number when appropriate)

ENGL 101 (Intro to Lit): 5 exceeded, 4 met, 1 did not meet

ENGL 222 (Reading Film): 17 exceeded, 9 met, 1 did not meet

ENGL 236 (Adolescent Lit): 12 exceeded, 5 met, 3 did not meet

ENGL 302 (Shakespeare): 12 exceeded, 8 met, 2 did not meet

79 total majors assessed (58.23% exceeded, 32.91% met, 8.86% did not meet)

Learning Outcome Met? (Based on Criteria)

Yes

5. Use of Results (Discussing/ using results)

We have implemented changes based on assessment data and our classroom experiences. We have created an Academic Integrity Committee to investigate our majors' issues with academic integrity. We also have worked to become a community-engaged department, meeting with ACE and implementing community engagement into courses.

Based on conversations with OIE, we are revising our English/English Ed major assessment procedures, beginning this fall '23. We are simplifying the process and assessing only one course at Mastery level for each goal.

Assessment

1. Major/Program Student Learning Outcomes

Student will be able to...

Students will demonstrate proficiency in literary research skills.

2. Phase

Check all that apply

- Planning/ determining procedure
- Planning/ Redesigning based on past assessment
- Collecting/ analyzing assessment data
- Discussing/ using result
- Determining if Changes had an Impact on Student Learning
- Objective not assessed this year

3. Assessment Procedures (Planning/ determining)

Method: (ex. tests, presentations, research paper, describe the assessment course and student sample when it is applicable, etc.)

Various assignments were used to assess (research paper, radio show final project)--see attached in July 2023 submission

When does assessment occur?

End of fall and spring semesters

How often does assessment occur?

Annually

Criteria (How do you know students are achieving learning outcome?)

80% of majors will earn A's, B's, and C's on a specific assignment, according to the English rubric criteria (majors earning A's exceed expectations; those earning B's and C's meet expectations; and those earning D's and F's do not meet expectations).

4. Assessment Results (Collecting/ analyzing, please identify the sample size and course number when appropriate)

ENGL 190 (Great Books): 1 exceeded, 1 met

ENGL 285 (Beat Poetry & Social Justice): 7 exceeded, 3 met

ENGL 320 (Romantic Lit): 6 exceeded, 9 met, 1 did not meet

ENGL 325 (Victorian Lit): 9 exceeded, 7 met

ENGL 345 (Early American Lit): 2 exceeded, 7 met, 2 did not meet

ENGL 360 (Lit Jazz Age): 8 exceeded, 9 met, 1 did not meet

ENGL 365 (Cold War Lit): 11 exceeded, 4 met, 1 did not meet

89 total majors assessed (49.44% exceeded, 44.94% met, 5.62% did not meet)

Learning Outcome Met? (Based on Criteria)

Yes

5. Use of Results (Discussing/ using results)

We have implemented changes based on assessment data and our classroom experiences. We have created an Academic Integrity Committee to investigate our majors' issues with academic integrity. We also have worked to become a community-engaged department, meeting with ACE and implementing community engagement into courses.

Based on conversations with OIE, we are revising our English/English Ed major assessment procedures, beginning this fall '23. We are simplifying the process and assessing only one course at Mastery level for each goal.

Assessment

1. Major/Program Student Learning Outcomes

Student will be able to...

Program Improvement

2. Phase

Check all that apply

- Planning/ determining procedure
- Planning/ Redesigning based on past assessment
- Collecting/ analyzing assessment data
- Discussing/ using result
- Determining if Changes had an Impact on Student Learning
- Objective not assessed this year

3. Assessment Procedures (Planning/ determining)

Method: (ex. tests, presentations, research paper, describe the assessment course and student sample when it is applicable, etc.)

Community-engaged work in the department

When does assessment occur?

Not assessed.

How often does assessment occur?

Not assessed.

Criteria (How do you know students are achieving learning outcome?)

We are working towards incorporating more community-engaged assignments/classes into our department curriculum.

4. Assessment Results (Collecting/ analyzing, please identify the sample size and course number when appropriate)

Stacey Dearing used a community-engaged assignment in ENGL 345 (Early American Lit). The assignment is attached.

Learning Outcome Met? (Based on Criteria)

Not assessed

5. Use of Results (Discussing/ using results)

Not assessed.

Assessment

1. Major/Program Student Learning Outcomes

Student will be able to...

Diversity Action Plan

2. Phase

Check all that apply

- Planning/ determining procedure
- Planning/ Redesigning based on past assessment
- Collecting/ analyzing assessment data
- Discussing/ using result

Determining if Changes had an Impact on Student Learning

Objective not assessed this year

3. Assessment Procedures (Planning/ determining)

Method: (ex. tests, presentations, research paper, describe the assessment course and student sample when it is applicable, etc.)

Other than our learning outcome 2, not assessed.

When does assessment occur?

Not assessed

How often does assessment occur?

Not assessed.

Criteria (How do you know students are achieving learning outcome?)

Diversity Action Plan (see last year's report)

4. Assessment Results (Collecting/ analyzing, please identify the sample size and course number when appropriate)

Not assessed.

Learning Outcome Met? (Based on Criteria)

Not assessed

5. Use of Results (Discussing/ using results)

Not assessed.

Package History

Date	User	Action
10/16/2023 12:39:49 PM	Christi Spain-Savage	Submitted 'Student Learning Assessment Report'
10/16/2023 12:40:48 PM	Provost and Senior Vice President	Received
10/16/2023 12:40:48 PM	Daniel Lewis	Received
10/16/2023 12:40:48 PM	School of Liberal Arts - Asst. Dean	Received
10/16/2023 12:40:49 PM	School of Liberal Arts - Dean	Received
10/16/2023 12:40:49 PM	Institutional Effectiveness	Received
10/16/2023 12:40:49 PM	School of Science - Asst. Dean	Received
10/16/2023 12:40:49 PM	Keith Wilhite	Received
10/16/2023 12:48:03 PM	Margaret Madden	Decision Approved on step 'Provost and Senior Vice President'