

Program Assessment Plan Template

Program Name: Undergraduate LA & S and Education Programs

Department: English

Assessment Year: 2004

Plan Contributors: Deen, Olsen

Step One : Who are you and how do you do what you do?

I. A. *Mission Statement: (Who are you and what do you do?)*

In addition to incorporating the mission of the English Department (see appendix), the mission of the Undergraduate Liberal Arts and Sciences and Education Programs in English is to provide students majoring in English specific, challenging content in English literature and language. In the case of students in Education, this challenging course work complements study in the theory and practice of education. Our goal is to impart to all students a deep appreciation of the major traditions, authors, questions, and techniques of literary studies.

I.B. *Scope of your program: (What are the boundaries of your program?)*

Liberal Arts and Sciences English majors elect one of three major tracks: LA & S, Graduate Preparation, or Creative Writing. The Creative Writing Program will be assessed in a separate plan. English for Undergraduate Education consists of two tracks: 1) English for Early Childhood and Childhood Education Students; 2) English for Adolescence Education Students. Students in each major track take historical surveys of British literature and of American literature; a course in Shakespearean drama; and elective courses enabling them to gain in-depth knowledge of specific literary genres, authors, or topics. Education students additionally take skills courses designed to help them develop proficiency in reading and writing; Adolescent Education students are required to take a course in the development of the English language and a course in either non-Western literature or in an underrepresented literary tradition within the West.

Education students take skills courses that are not required of Liberal Arts English majors, but they otherwise take the same courses as Liberal Arts English majors take. They are fully integrated into the work and goals of the English Department as a whole, and they are required to complete the same assignments as their Liberal Arts peers do.

In most cases, we do not offer students training in pedagogical approaches to course material. Additionally, we are not able to offer all the literature courses that Education accrediting bodies may require of Education students. For example, we offer only one course in Children's Literature/Young Adult Literature: Classic Juvenile Fantasy.

I. C. *What activities/processes contribute to the program? (How you do what you do?)*

We offer a wide variety of basic and advanced undergraduate courses; distribution requirements are well balanced by challenging and provocative special topics courses at an advanced level.

All Education students agree on a plan of study with an academic advisor in the English Department and consult regularly with this advisor throughout their college careers.

English Department faculty consult with School of Education faculty to develop the curriculum for Education students.

Especially in skills courses and in writing-intensive courses, well-trained faculty provide students with extensive opportunities to develop writing skills.

Faculty engage in scholarly and creative activity to participate in and keep abreast of contemporary trends in their fields of expertise.

Faculty engage in curricular development in response to SUNY mandates, accrediting body requests, English Department or college initiatives, student interest, and their own developing scholarly interests.

Step Two: Where are you heading and what performances show your progress?

II. A. *What are your priority goals for the next five years (5-8 total)?*

1. *What do you want graduates to know? Be able to do? To value?*

Students should:

be proficient critical readers of texts.

write clear, well-documented and well-developed critical essays about literature.

understand the major English and American literary traditions.

understand the relationship between British and American literary traditions and postcolonial or ethnic literary canons.

be acquainted with classical, Asian or European literary traditions.

effectively communicate knowledge and ideas in oral expression.

2. *What goals do you have for your program? (e.g. out of class experiences, advising, curriculum, faculty development)*

To employ a well-qualified faculty, enable them to pursue active research agendas, and offer them opportunities to develop new courses.

To offer a complete curriculum in British and American literature, including coverage of ethnic and postcolonial canons.

II. B. *What is the performance you desire to gauge your progress?*

1. *Student Learning Performances (outcomes)*

Students should be proficient critical readers of texts.

Students should:

employ appropriate vocabulary to describe the features of passages in poetic, prose and dramatic texts; use such observations to formulate and support interpretive positions.

Students should write clear, well-documented and well-developed critical essays about literature.

Students should be able to develop appropriate theses for essays about literature; should gather and present appropriate textual evidence to support their theses; and should develop their arguments in well-unified paragraphs and in clear, rhetorically effective sentences. Where appropriate, students should demonstrate competence in consulting and applying information from secondary sources.

Students should understand the major English and American literary traditions.

Students should be able to:

Name several authors, their major texts, and the approximate time of their publication, for any given period in each tradition;

In oral expression and written essays, describe one or more characteristic aesthetic features of representative texts and discuss the relation of these features to specific historical, social or philosophical trends;

In oral expression and written essays, describe significant similarities and differences in the philosophies, styles or themes of several authors within a tradition.

Students should understand the relationship between British and American literary traditions and postcolonial or ethnic literary canons.

Students should take one or more courses in postcolonial or in ethnic American literature; or Within department survey courses, students should read one or more works by postcolonial or ethnic American writers; and

In written essays, students should use appropriate theoretical knowledge to describe the significance of literary features in specific ethnic American or postcolonial texts.

Students should be acquainted with literature outside the English and American literary canons.

Students should take either 41211 Great Books (Asian Classics), 41254 Modern Asian Literature, 41346 Myth, Symbol and Fable in Literature, 41355 The Bible, 41356 Greek and Roman Literature, 41361 European Literature, or 41425 The Epic Tradition.

Students should effectively communicate knowledge and ideas in oral expression.

In oral expression, identify aesthetic characteristics and themes of individual texts on the syllabus; In class discussion about literary texts, advance interpretive hypotheses and support them, as well as respond substantively to those of classmates; Where appropriate, perform oral recitations effectively; Where appropriate, share knowledge and ideas with classmates in effective oral presentations.

2. *Program Performances*

To employ a well-qualified faculty, enable them to pursue active research agendas, and offer them opportunities to develop new courses.

Faculty must have terminal degrees from accredited, nationally recognized institutions; they must be specialists in specific subject areas and well-versed in the major literary, historical and critical traditions that inform the field of English Studies;

Faculty must be productive scholars and creative writers, presenting their work at local, regional, national and international conferences and symposia, as well as publishing their work as articles, books, reviews, collections and the like;

In order to be productive scholars and creative writers, the faculty must be supported materially and intellectually by the institution through professional development and travel grants, sabbatical leaves, course release, as well as faculty symposia and workshops;

Because it is important that the department's course offerings evolve along with the field of English Studies at large, faculty must be intellectually and materially supported by the institution when they undertake study and research to develop new course offerings, including course offerings to be team-taught with specialists in complementary fields.

To offer a complete curriculum in British and American literature, including coverage of ethnic and postcolonial canons.

The program must offer a coherent and comprehensive program in which students are exposed to the major authors, historical movements, and aesthetic values of the British and American literary traditions;

The program must also offer courses of a more specialized nature, designed to deepen and enhance students' understanding of particular major authors and movements within the British and American literary traditions;

Courses within the traditional fields of British and American literature should, where applicable and possible, aim to include ethnic American and postcolonial authors and perspectives;

The program must offer courses outside the traditional fields of British and American literature in order to provide students with an inclusive, rounded view of the human capacity for literature; where the program cannot provide such coverage, it should permit appropriate coursework from outside the English Department to count toward the English major.

Step Three: Describe your methodology

II. B. 1 and 2 <i>Desired Performance (from previous step)</i>	III. A. <i>What aspects of the performance are critical to measure?</i>	III. B. <i>How (by what means) will you gather the data?</i>	III. C. <i>When will Assessment Begin?</i>	III. C. <i>Who is Responsible for What?</i>
<p>1. Students should: employ appropriate vocabulary to describe the aesthetic features of passages in poetic, prose and dramatic texts; use such observations to formulate and support interpretive positions.</p>	<p>student knowledge of aesthetic features</p>	<p>use rubric to assess random sample of essays from 200- and 300-level courses</p>	<p>2004-05</p>	<p>rubric designed by 5-member assessment committee; full-time faculty will read essays</p>
	<p>quality of interpretations</p>	<p>same rubric</p>	<p>2004-05</p>	<p>same</p>
<p>2. Students should be able to develop appropriate theses for essays about literature; should gather and present appropriate textual evidence to support their theses; and should develop their arguments in well-unified paragraphs and in clear, rhetorically effective sentences. Where appropriate, students should demonstrate competence in consulting and applying information from secondary sources.</p>	<p>quality of theses; effectiveness of textual evidence; clarity and rhetorical effectiveness of essays; appropriate selection and use of secondary sources</p>	<p>same rubric</p>	<p>2004-05</p>	<p>same</p>

<p>3. Students should be able to: Name several authors, their major texts, and the approximate time of their publication, for any given period in each tradition; In oral expression and written essays, describe one or more characteristic aesthetic features of representative texts and discuss the relation of these features to specific historical, social or philosophical trends; In oral expression and written essays, describe significant similarities and differences in the philosophies, styles or themes of several authors within a tradition.</p>	<p>knowledge of authors, titles and corresponding literary periods</p>	<p><u>oral expression</u>: have instructors complete rubric re: quality of student work in plenary discussion, small group work or oral presentations</p>	2005-06	Assessment Committee
	<p>ability to effectively relate aesthetic features to historical, social or philosophical trends</p>	<p><u>written expression</u>: coordination of final exam questions in survey classes; rubric to review random sample of final exams</p>	2005-06	Assessment Committee will design rubric; F-T faculty will read exams
	<p>ability to effectively compare and contrast authors' philosophies, styles, themes</p>	<p>coordination of final exam questions in survey classes; rubric to review random sample of final exams</p>	2005-06	Assessment Committee will design rubric; F-T faculty will read exams
<p>4. Students should take one or more courses in postcolonial or in ethnic American literature; or Within department survey courses, students should read one or more works by postcolonial or ethnic American writers; and In written essays, students should use appropriate theoretical knowledge to describe the significance of literary features in specific ethnic American or postcolonial texts.</p>	<p>student completion of specific courses; or presence of appropriate texts on survey-course syllabi</p>	<p>review of student major plans and of survey-course syllabi</p>	2006-07	Assessment Committee
	<p>identification of distinct features of ethnic American or postcolonial texts</p>	<p>use rubric to assess random sample of student essays from appropriate courses</p>	2006-07	F-T faculty

<p>5. Students should take either 41211 Great Books (Asian Classics), 41254 Modern Asian Literature, 41346 Myth, Symbol and Fable in Literature, 41355 The Bible, 41356 Greek and Roman Literature, 41361 European Literature, or 41425 The Epic Tradition.</p>	<p>student completion of specific courses</p>	<p>review of student major plans</p>	<p>2007-08</p>	<p>Assessment Committee</p>
<p>6. In oral expression, identify aesthetic characteristics and themes of individual texts on the syllabus; In class discussion about literary texts, advance interpretive hypotheses and support them, as well as respond substantively to those of classmates; Where appropriate, perform oral recitations effectively; Where appropriate, share knowledge and ideas with classmates in effective oral presentations.</p>	<p>ability to orally articulate textual features and themes student oral formulation of and response to interpretations articulation, clarity, comprehension of subject matter</p>	<p>Have instructors complete rubric re: student work in plenary discussion, small group work or oral presentations at 400-level use rubric to assess data from selected classes</p>	<p>2005-06 2005-06</p>	<p>Assessment Committee Assessment Committee</p>

<p>7. Faculty must have terminal degrees from accredited, nationally recognized institutions; they must be specialists in specific subject areas and well-versed in the major literary, historical and critical traditions that inform the field of English Studies;</p> <p>Faculty must be productive scholars and creative writers, presenting their work at local, regional, national and international conferences and symposia, as well as publishing their work as articles, books, reviews, collections and the like;</p> <p>In order to be productive scholars and creative writers, the faculty must be supported materially and intellectually by the institution through professional development and travel grants, sabbatical leaves, course release, as well as faculty symposia and workshops;</p> <p>Because it is important that the department's course offerings evolve along with the field of English Studies at large, faculty must be intellectually and materially supported by the institution when they undertake study and research to develop new course offerings, including course offerings to be team-taught with specialists in complementary fields.</p>	<p>faculty credentials, reputation of originating institution, faculty scholarly expertise</p> <p>scholarly productivity</p> <p>institutional support for faculty scholarship</p> <p>institutional support for new course/program development</p>	<p>review of faculty <i>vitas</i></p> <p>annual reports (faculty or department)</p> <p>faculty annual reports, interviews with faculty</p> <p>faculty annual reports, interviews with faculty, coordination with TLC</p>	<p>2004-05</p> <p>2005-06</p> <p>2005-06</p> <p>2006-07</p>	<p>Assessment Committee</p> <p>Chair and Assessment Committee</p> <p>Chair and Assessment Committee</p> <p>Chair and Assessment Committee</p>
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<p>8. The program must offer a coherent and comprehensive program in which students are exposed to the major authors, historical movements, and aesthetic values of the British and American literary traditions;</p>	<p>adequacy of course offerings coverage of major authors, historical periods and aesthetic traditions</p>	<p>review and report on course offerings; review of syllabi using rubric</p>	<p>2006-07</p>	<p>Assessment Committee</p>
<p>The program must also offer courses of a more specialized nature, designed to deepen and enhance students' understanding of particular major authors and movements within the British and American literary traditions;</p>	<p>adequacy of course offerings diversity of texts on syllabi</p>	<p>review and report on course offerings; review of syllabi using rubric</p>	<p>2006-07</p>	<p>Assessment Committee</p>
<p>Courses within the traditional fields of British and American literature should, where applicable and possible, aim to include ethnic American and postcolonial authors and perspectives;</p>	<p>diversity of texts on syllabi</p>	<p>review and report of department syllabi</p>	<p>2006-07</p>	<p>Assessment Committee</p>
<p>The program must offer courses outside the traditional fields of British and American literature in order to provide students with an inclusive, rounded view of the human capacity for literature; where the program cannot provide such coverage, it should permit appropriate coursework from outside the English Department to count toward the English major.</p>	<p>adequacy of department course offerings, adequacy of college course offerings</p>	<p>review and report on department and college course offerings; student survey</p>	<p>2005-06</p>	<p>Assessment Committee</p>

D. What additional resources will you need to complete your plan?

Funding for graduate student assistants to help review and tally data from department syllabi, student major plans and student surveys; release time for a chair of the department assessment committee to coordinate assessment efforts; an increased budget for photocopying.