

**ASSESSMENT RECORD FOR  
DEPARTMENT  
OF**

**ENGLISH**

(Academic Department Name)

AUG 2006 – MAY 2007

(Assessment Period Covered)

15 OCT 2007

(Date Submitted)

**Includes Assessment Reports for those Instructional Programs listed below:**

Title of Instructional Degree Program

Degree Level

(Associate, Bachelors,  
Master's, etc.)

ENGLISH PROGRAM

BACHELOR OF ARTS

Submitted By: DR. LYDIA KUALAPAI, DEPARTMENT CHAIR

(Departmental Chair or Faculty Assessment Representative)

# ASSESSMENT REPORT FOR

ENGLISH

(Instructional Degree Program)

BACHELOR OF ARTS

(Degree Level)

AUG 2006 – MAY 2007

(Assessment Period Covered)

15 OCT 2007

(Date Submitted)

## Expanded Statement of Institutional Purpose Linkage:

**Institutional Mission Reference:** As a university committed to the liberal arts as fundamental to education and committed to our affiliation with the Presbyterian Church (U.S.A.), Schreiner is dedicated to excellence in preparing students to live purposeful, humane and productive lives in their work, faith groups, families and communities.

**College/University Goal(s) Supported:** The English program supports the tenets of liberal arts education expressed in the philosophy of the University. English courses prepare students for careers in foreign and public service, law, the ministry, communications, teaching, and research. Both the major and minor prepare students for related graduate studies.

## Intended Educational (Student) Outcomes:

1. Upon completion of a BA in English, students will demonstrate the ability to survey the critical literature regarding a given literary topic.

2. Upon completion of a BA in English, students will demonstrate the ability to analyze a passage without recourse to information exterior to the text.

3. Upon completion of a BA in English, students will demonstrate the ability to relate a text to external textual issues, ideas, and analytical schema.

4. Upon completion of the BA in English, students will demonstrate the ability to recognize the contributions of major literary figures and the importance of genres and periods of literary history.

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ENGLISH

(Instructional Degree Program)

AUG 2006 – MAY 2007

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BACHELOR OF ARTS

(Degree Level)

15 OCT 2007

(Date Submitted)

## Intended Educational (Student) Outcome:

*NOTE: There should be one form C for each intended outcome listed on form B. Intended outcome should be restated in the box immediately below and the intended outcome number entered in the blank spaces.*

1. Upon completion of a BA in English, students will demonstrate the ability to survey the critical literature regarding a given literary topic.

## First Means of Assessment for Outcome Identified Above:

**a. Means of Program Assessment & Criteria for Success:** The above outcome is assessed using student portfolios comprised of four or five critical papers from a variety of English courses completed while enrolled at Schreiner University. The portfolios are presented to the Department during the semester of graduation. The criteria for success in this area entails a critical assessment of the student's ability to (a) gather, analyze, summarize, and synthesize research; and (b) to use correct professional format (MLA).

Scoring Key: 5 = Excellent  
4 = Good  
3 = Average  
2 = Below Average  
1 = Poor.

**a. Summary of Assessment Data Collected:** Of the fifteen graduating seniors, seven submitted portfolios for assessment. Based on independent assessments by two faculty members of the English Department, the portfolios demonstrate that our students' ability to (a) gather, analyze, summarize, and synthesize research and (b) to present research in correct MLA form is good.

Average of scores for part (a): 4.00  
Average of scores for part (b): 4.29

**a. Use of Results to Improve Instructional Program:** While the outcome for parts (a) and (b) are good, we could come closer to the intended educational outcome by setting a goal to achieve scores in the "very good" (4.5) range by the close of academic year 2008-2009. In taking the first step toward achieving this goal, the Department faculty will meet 26 October 2007 to discuss the merits of providing students with an English Department instructional packet for critical paper assignments.

# ASSESSMENT REPORT FOR

ENGLISH

(Instructional Degree Program)

AUG 2005 – MAY 2006

(Assessment Period Covered)

BACHELOR OF ARTS

(Degree Level)

15 NOV 2006

(Date Submitted)

## Intended Educational (Student) Outcome:

*NOTE: There should be one form C for each intended outcome listed on form B. Intended outcome should be restated in the box immediately below and the intended outcome number entered in the blank spaces.*

2. Upon completion of a BA in English, students will demonstrate the ability to analyze a passage without recourse to information exterior to the text.

## First Means of Assessment for Outcome Identified Above:

**a. Means of Program Assessment & Criteria for Success:** The first means of assessment for the above outcome uses student portfolios comprised of four or five critical papers from a variety of English courses completed while enrolled at Schreiner University. The portfolios are presented to the Department during the semester of graduation. Success in this area is measured by a critical assessment of the students' ability to (a) analyze passage effectively, and (b) to use quotations skillfully.

Scoring Key: 5 = Excellent  
4 = Good  
3 = Average  
2 = Below Average  
1 = Poor.

**a. Summary of Assessment Data Collected:** Of the fifteen graduating seniors, seven submitted portfolios for assessment. Based on independent assessments by two faculty members of the English Department, the portfolios demonstrate that our students' ability in this area is good.

Average of scores for part (a): 3.93  
Average of scores for part (b): 4.07

**a. Use of Results to Improve Instructional Program:** While the outcome for parts (a) and (b) are good, we could come closer to the intended educational outcome by setting a goal to achieve scores in the "very good" (4.5) range by the close of academic year 2008-2009. In taking the first step toward achieving this goal, the Department faculty will meet 26 October 2007 to discuss ideas for increasing the students' experience and skill in close reading analysis; at the same time, we will also address ways to teach students to use quotations more skillfully.

## Second Means of Assessment for Outcome Identified Above:

**b. Means of Program Assessment & Criteria for Success:** The second assessment instrument for the above outcome is the “Major Field Test in Literature in English” administered by Educational Testing Services (ETS). The Major Field Test is given during the semester of graduation. Success in this area is gauged by comparable results between Schreiner University students’ “Literary Analysis” score and the national average score.

**b. Summary of Assessment Data Collected:** Of the fifteen graduating seniors, eleven completed the “Major Field Test in Literature in English.” Based on statistical comparison with the national score, the students’ ability in this area is slightly below their national peers.

Scale range: 20-100

National average score for Literary Analysis: 53.9

Schreiner average score for Literary Analysis: 47.0

**b. Use of Results to Improve Instructional Program:** While the comparison between the national average score and the Schreiner average score is good, we could come closer to the intended educational outcome by setting a goal to match the national score by the close of academic year 2008-2009. This would require a 12% improvement over the next two years. As with section 2A above, improvement in this area will be discussed in the 26 October 2007 Department meeting.

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15 NOV 2006

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## Intended Educational (Student) Outcome:

*NOTE: There should be one form C for each intended outcome listed on form B. Intended outcome should be restated in the box immediately below and the intended outcome number entered in the blank spaces.*

3. Upon completion of a BA in English, students will demonstrate the ability to relate a text to external textual issues, ideas, and analytical schema.

## First Means of Assessment for Outcome Identified Above:

**a. Means of Program Assessment & Criteria for Success:** The first means of assessment for the above outcome uses student portfolios comprised of four or five critical papers from a variety of English courses completed while enrolled at Schreiner University. The portfolios are presented to the Department during the semester of graduation. Success in this area is measured by a critical assessment of our students' ability to (a) relate literary works to a larger social, historical, and cultural issue, and (b) use theories and perspectives from critical theory, psychology, sociology, etc. in the analysis of literary works.

Scoring Key: 5 = Excellent  
4 = Good  
3 = Average  
2 = Below Average  
1 = Poor.

**a. Summary of Assessment Data Collected:** Of the fifteen graduating seniors, seven submitted portfolios for assessment. Based on independent assessments by two faculty members of the English Department, the portfolios demonstrate that our students' ability in this area falls in the high average range.

Average of scores for part (a): 3.82  
Average of scores for part (b): 3.65

**a. Use of Results to Improve Instructional Program:** The Department could come closer to the intended educational outcome by setting a goal to achieve scores in the "very good" (4.5) range by the close of academic year 2008-2009. In taking the first step toward achieving this goal, the Department faculty will meet 26 October 2007 to discuss ways to improve critical paper assignment parameters, design, and process.

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(Degree Level)

15 NOV 2006

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## Intended Educational (Student) Outcome:

*NOTE: There should be one form C for each intended outcome listed on form B. Intended outcome should be restated in the box immediately below and the intended outcome number entered in the blank spaces.*

4. Upon completion of the BA in English, students will demonstrate the ability to recognize the contributions of major literary figures and the importance of genres and periods of literary history.

## First Means of Assessment for Outcome Identified Above:

**a. Means of Program Assessment & Criteria for Success:** The first means of assessment for the above outcome uses student portfolios comprised of four or five critical papers from a variety of English courses completed while enrolled at Schreiner University. The portfolios are presented to the Department during the semester of graduation. Success in this area is measured by a critical assessment of the students' ability to (a) recognize, evaluate, and contextualize the contributions of major literary figures; (b) use literary and rhetorical terms; (c) draw on the principles of literary genre; and (d) draw on literary history and traditions.

Scoring Key: 5 = Excellent  
4 = Good  
3 = Average  
2 = Below Average  
1 = Poor.

**a. Summary of Assessment Data Collected:** Of the fifteen graduating seniors, seven submitted portfolios for assessment. Based on independent assessments by two faculty members of the English Department, the portfolios demonstrate that our students' ability in this area falls in the middle average range.

Average of scores for part (a): 3.54  
Average of scores for part (b): 3.68  
Average of scores for part (c): 3.47  
Average of scores for part (d): 3.40

**a. Use of Results to Improve Instructional Program:** The Department could come closer to the intended educational outcome by setting a goal to achieve scores in the "very good" (4.5) range by the close of academic year 2008-2009.

To improve student success in part (a) (i.e., *recognize, evaluate, and contextualize the contributions of major literary figures*), the Department will work to avoid duplication of texts taught from one course to another; theoretically, this will increase our students' exposure to literary figures and texts.

To improve results in part (b) (i.e., *use literary and rhetorical terms*) the Department will meet 26 October 2007 to discuss the feasibility of adopting a literary glossary and to explore ideas for incorporating greater use of literary and rhetorical terms in classroom discussion, writing assignments, and exams.

To improve student success in part (c) (i.e., *draw on the principles of literary genre*), the Department will meet 26 October 2007 to discuss the feasibility of developing a required course in poetry, something which at this point we are sorely lacking. At the same time, the Department would like to assume responsibility for teaching ENGL 4340 Dramatic Literature, a reading course which has customarily been cross-listed with and taught by the Theater Department.

To improve student success in part (d) (i.e., *draw on literary history and traditions*), the Department will meet 26 October 2007 to discuss the feasibility of developing a required course in literary history.

## Second Means of Assessment for Outcome Identified Above:

**b. Means of Program Assessment & Criteria for Success:** The second assessment instrument for the above outcome is the “Major Field Test in Literature in English” administered by Educational Testing Services (ETS). The Major Field Test is given during the semester of graduation. Success in this area is gauged by comparable outcomes between Schreiner University students’ average scores and the national average scores in the following assessment indicators: (a) British Literature Pre-1660, (b) British Literature 1660-1900, (c) American Literature to 1900, (d) British and American Literature 1901-1945, (e) Literature in English Since 1945, (f) Literary History, and (g) Identification.

**b. Summary of Assessment Data Collected:** Of the fifteen graduating seniors, eleven completed the “Major Field Test in Literature in English.” Based on statistical comparison with national scores, our students’ ability in areas (c) and (e) are on par with their national peers; areas (d) and (g) are slightly below national scores; and areas (a), (b), and (f) are markedly lower than national outcomes.

Assessment Indicators are reported as percent correct.

	National %	Schreiner %
(a) British Literature Pre-1660:	49.0	42.0
(b) British Literature 1660-1900	45.4	38.0
(c) American Literature to 1900	54.5	55.0
(d) British/American 1901-1945	55.0	50.0
(e) Literature in English > 1945	57.8	57.0
(f) Literary History	50.1	41.0
(g) Identification	46.4	43.0

**b. Use of Results to Improve Instructional Program:** The relatively low scores in areas (a) and (b) (*British Literature*) probably reflect recent fluctuations in Department faculty. With three changes in our British Literature faculty in as many years, this area of our program has lacked consistent development and coherency. In the 2007 hiring of Dr. David Mulry, Associate Professor of English, the Department feels this area will resume its equilibrium by the close of academic year 2008-2009.

Improvement of student success in area (f) (*Literary History*) will be addressed by the same mechanism outlined in 2A above (i.e., development of a Literary History course).