

Plan for Student Academic Achievement Assessment
Department of English and Linguistics

1. Elements of student academic achievement assessment will be integrated with the department's regular course offerings.. To this end, instructors will be expected to define student achievement goals for all courses. These goals should be consistent with the department's general mission-and-goals statement and should be included as a regular feature of course syllabi. Examinations, essays, and other assignments that form the bases of course grades should reflect the goals set forth in course syllabi.

In their annual or five-year reports, faculty should include syllabi and copies of the major assignments (final examinations, term papers, etc.) on which grades are based. These materials will be reviewed by the Faculty Review Committee and the department Chair, who will make separate comments and recommendations as appropriate.

Upon entering the program, English majors are given a copy of the "Portfolio Requirement for English Majors" that is the basis for Interim Assessment and Internal Exit Assessment. One of the two papers submitted for Interim Assessment or for Internal Exit Assessment should be based on research and include documentation. Students in the A.A. program will submit one paper upon completing 15 hours toward the major according to guidelines and review procedures used for Internal Exit Assessment.

2. **Interim Assessment** is based on one paper submitted by each student upon completing 15 hours toward the major. No later than the end of the semester in which the student completes the first 15 core and concentration credits, the student will select the paper from course in the major that represents his or her best work, and will provide a brief explanation of the assignment and information about course number, title and date. The Undergraduate Studies and Assessment Committee will review these papers, evaluate student achievement consistent with the department's mission-and-goals statement, and report their findings and recommendations to the department Chair. Interim Assessment of MA and MAT candidates will be based on at least one individual conference annually with Director of Graduate Studies.
3. **Internal Exit Assessment** of undergraduate majors will be administered by the Undergraduate Studies Committee; of graduate students, by the Graduate Studies Committee.

No later than the end of the semester in which a student finishes fulfilling core and concentration requirements, the student will submit a paper completed after the first fifteen hours in the major and from a course used to fulfill the last fifteen hours in the major. The student will select the paper that represents his or her best work, and will provide a brief explanation of the assignment and information about course number, title and date. The Undergraduate Studies and Assessment Committee will review

these papers, evaluate student achievement consistent with the department's mission-and-goals statement, and report their findings and recommendations to the department Chair.

Assessment of MA candidates will be based on the master's thesis or performance on the MA examination. The Graduate Studies Committee will conduct an annual review of these materials and report their findings to the department. This report should include an assessment of graduate student achievement and, if called for, recommendations for the improvement of course design and teaching.

Assessment of MAT candidates will be based on the paper prepared for the required graduate seminar or the master's thesis and will be conducted in a manner parallel to the assessment of MA candidates. MAT candidates should be apprised that their seminar paper will be used for this purpose.

4. **External Exit Assessment** will be conducted by the department Chair in conjunction with the Undergraduate Studies and Assessment Committee and the Graduate Studies Committee. The two Committees will prepare questionnaires, based on the department's mission-and-goals statement, which the Chair will send out at the end of each spring semester to English majors and graduate students who completed degree requirements during that academic year. The Committees will review responses, and the Chair will report them to the department.
5. **Review of the Program** will occur triennially. In conjunction with the Committee on Committees, the Chair will appoint a five-member ad hoc Committee to Review Student Academic Assessment. This committee will review the various reports generated by the program, with particular concern for the department's response to the recommendations they contain. This committee will have access to course materials submitted by faculty with their annual reports and to materials under assessment review by other departmental committees. It should make its report to the department no later than the end of the spring semester following the semester of its appointment. The Committee's report should assess the effectiveness of the Department's Student Academic Achievement Assessment Program and, if appropriate, recommend improvements in the program.
6. **Implementation** of the internal and external exit assessments will commence with the spring 1994 semester. The interim assessment plan will go into effect in the 1994-95 academic year, with the review of fall 1994 courses in spring 1995. The first triennial review will take place in 1995-1996. The most recent triennial review took place in 1998-1999.

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