**Fall 2009 English Feedback**

**Assessment Committee Contact Person: Cheryl Blackwell**

**Plan also reviewed by: Drew Dunham and Dean McCurdy**

General Suggestions (sent to all Departments/Programs)

In general, there were a few themes that the Assessment Committee noticed. First, it is most helpful when the progression from Step 2 to Step 3 and Step 3 to Step 4 are clear. That is, after you have articulated your learning goals, the clearest proposals are explicit in how the courses/experiences in Step 3 directly support the learning goals. And Step 4 should take full advantage of all of the places in Step 3 where data might be collected. Second, make strategic use of both direct and indirect measures, and think about whether data can be collected at the beginning, during the program of study, and at the end. This gives a richer sense of where and when your work contributes strongly to learning goals and where improvements might be made. Third, make your plan manageable! All data need not be collected annually; some can be done every other year. And you may choose not to measure for all of your learning goals right now. Make claims that you can (a) intellectually, ethically stand behind and (b) find resources to measure.

**Specific comments on your plan**

Step 1 (Program Mission)

Comments: Looks fine.

Step 2. (List Goals/Outcomes)

Comments:This is good....really good. Only one minor suggestions....Goals/Objectives should be learn-centered...so your first sentence needs to be revised to ...something like "Students of English and American Literature will be able to"

Step3. (Identify Program Components)

Comments: Once again...good!  Mapping Goals/Objectives to each course is extremely important for assessment, but especially for a department that offers several sections of the same course (English 101). To get another perspective, you could list your Goals/Objectives followed by the courses that address it.

Step 4 (Select methods/data sources and instruments)

Comments:

MTA Assessment Tool: What a pleasant surprise! It si definitely one of the first instruments geared to assessing the CORE. You're definitely ahead of the game on that one

300-level Literature tool: Assessing learning outcomes (1b and 4 a-e) in specific courses (300-level) with a rubric sounds reasonable.

It's good to know that you are thinking about how to assess your writing curriculum.  Keep in mind you can present evidence of student learning from courses. This is why the work you did in Steps 2 and 3 is so important.....mow that you know what classes introduce or strengthen Goal/Outcome #6 or #9 you know where to look.

Does your department have any indirect assessments tools (ex. student survey)?