Program-Level Assessment Plan

SAINT LOUIS UNIVERSITY.

Program: English, B.A.	Degree Level (e.g., UG or GR certificate, UG major, master's program, doctoral program): UG major
Department: English	College/School: College of Arts and Sciences
Date (Month/Year): September 2023	Primary Assessment Contact: Jennnifer Rust, Associate Chair and Assessment Coordinator

Note: Each cell in the table below will expand as needed to accommodate your responses.

#	Student Learning Outcomes	Curriculum Mapping	Assessment Methods	
	What do the program faculty expect all students to know or be able to do as a result of completing this program? Note: These should be measurable and manageable in number (typically 4-6 are sufficient).	In which courses will faculty intentionally work to foster some level of student development toward achievement of the outcome? Please clarify the level at which student development is expected in each course (e.g., introduced, developed, reinforced, achieved, etc.).	**Artifacts of Student Learning (What)** 1. What artifacts of student learning will be used to determine if students have achieved this outcome? 2. In which courses will these artifacts be collected?	**Evaluation Process (How)** 1. What process will be used to evaluate the artifacts, and by whom? 2. What tools(s) (e.g., a rubric) will be used in the process? Note: Please include any rubrics as part of the submitted plan documents.
1	Write with clarity, style, and rhetorical precision	**Introduced** in ENGL 3000: Encountering English **Developed** across all required and elective 3000 & 4000-level ENGL coursework. **Achieved** in ENGL 4960: Capstone Seminar	Assessment of the BA program will begin with achievement-level artifacts. Two artifacts will be submitted from ENGL 4960 Senior Capstone Workshop: the capstone project and an additional written reflection on their major experience. Prompts should also be included in the portfolio. Together, these documents will constitute a student's portfolio. Instructors of ENGL 4960 will collect these portfolios at the end of each semester and share them with the Associate Chair / Assessment	The English Department will constitute a rotating assessment committee, consisting of two full-time faculty and the Associate Chair on the Missouri campus (who will also be the chair of the committee). The committee will also include a full-time faculty member from the Madrid campus. This committee will meet as needed in the fall and spring to read the previous semester's portfolios and formulate a report on the results of the targeted SLOs for the year. This report will be shared and discussed at the annual English faculty

		Coordinator. After an initial round of assessment, the assessment committee may also collect artifacts from ENGL 3000 (the introductory course of the major) or other required courses, if this seems necessary to further refine or develop assessment data. Exit interviews in 4960 conducted by the Associate Chair in Fall and Spring semesters will add another layer of qualitative data to inform the interpretation of portfolio results.	retreat in August. Curricular or pedagogical concerns emerging from assessment will be referred to the undergrad committee as needed for further action. Tools: A rubric with 3 categories for each of the 5 program-level SLOs will be used to assess the student portfolios (artifacts). The rubric will include space for discursive comments on the artifacts. The assessment committee will develop the rubric in consultation with the undergraduate committee during the academic year 2023-2024. See Appendix 1 for a draft rubric template.
2	Describe the relationship between historical contexts and literary and rhetorical works	**Introduced** in ENGL 3000: Encountering English **Developed** in two elective courses with the attributes **Early Texts & Contexts** and **Late Texts & Contexts** **Achieved** in ENGL 4960: Capstone Seminar	See box 1 above.	
3	Analyze how form, medium and genre contribute to meaning in a variety of works	**Introduced** in ENGL 3000: Encountering English **Developed** in ENGL 3200: Shapes of English **Achieved** in ENGL 4960: Capstone Seminar		

4	Use critical and theoretical concepts to connect literary works to larger fields of inquiry	**Introduced** in ENGL 3000: Encountering English **Developed** in ENGL 4180: Reading & Writing Justice **Achieved** in ENGL 4960: Capstone Seminar		
5	Articulate ethical and political implications of literary and rhetorical works for communities beyond the university.	**Introduced** in ENGL 3000: Encountering English **Developed** in ENGL 4180: Reading & Writing Justice **Achieved** in ENGL 4960: Capstone Seminar		

Use of Assessment Data

1. How and when will analyzed data be used by program faculty to make changes in pedagogy, curriculum design, and/or assessment practices? *A rotating assessment committee consisting of the Associate Chair and two full-time faculty members on the Missouri campus and one full-time faculty member from the Madrid campus will collect artifacts and do an initial assessment of them using a rubric aligned with the BA program learning outcomes. The assessment committee will meet as needed yearly in Fall and Spring semesters. The assessment committee will report its findings to the Undergraduate Committee. The Undergraduate Committee will develop assessment-informed action items as needed, including policy changes, pedagogy workshops, and revisions of learning outcomes. Significant curricular changes or pedagogical recommendations emerging from assessment may be advanced to the full faculty if needed.*

2. How and when will the program faculty evaluate the impact of assessment-informed changes made in previous years? *TBD*

Additional Questions

1. On what schedule/cycle will program faculty assess each of the program's student learning outcomes? (Please note: It is not recommended to try to assess every outcome every year.) *Student artifacts (initially ENGL 4960 portfolios) will be collected on a yearly basis, from both Fall and Spring sections.*

In consultation with the Undergraduate Director, the assessment committee will choose 1-2 program-level SLOs to focus on in artifact assessment, making sure that all SLOs are reviewed within a 4-5 year timeframe.

2. Describe how, and the extent to which, program faculty contributed to the development of this plan. *This plan, including learning outcomes and curricular mapping, was developed by English faculty involved in drafting a new undergraduate curriculum for English, 2021-2023. This Ad Hoc Committee consisted of 3 tenured faculty, one TT faculty member, a graduate student and an undergraduate student. This plan was initially drafted in May 2023, and further revisions were made in consultation with the Provost's Office in July 2023. This plan was presented to the full English faculty as part of the revised English major proposal in August 2023 and to the faculty at Madrid in September 2023. We expect the full faculty on both campuses to approve the new major and assessment plan before the end of the Fall 2023 semester. The assessment committee will begin working on a rubric for the BA program no later than Spring 2024.*

IMPORTANT: Please remember to submit any rubrics or other assessment tools along with this plan.

Appendix 1: DRAFT English BA Program Rubric for Portfolio Assessment

NOTE: The English Assessment Committee will complete this rubric during Academic Year 2023-2024.

Department of English: Saint Louis University
BA Program Portfolio Assessment

English BA Program Learning Outcome	Portfolio Exceeds Expectations: Portfolio demonstrates a detailed or complex understanding of the outcome.	Portfolio Meets Expectations: Portfolio demonstrates a basic awareness of the outcome.	Portfolio Fails to Meet Expectations: Portfolio does not demonstrate adequate awareness of the outcome.
Write with clarity, style, and rhetorical precision			
Describe the relationship between historical contexts and literary and rhetorical works			
Analyze how form, medium and			

genre contribute to meaning in a variety of works			
Use critical and theoretical concepts to connect literary works to larger fields of inquiry			
Articulate ethical and political implications of literary and rhetorical works for communities beyond the university			

Qualitative Comments on Portfolio: Please use the box below for open-ended comments (no more than ~150 words).