

Assessment Cycle 2023-2024

Program: Bachelor of Arts (BA) in English (221)

Department of English, Languages, & Cultural Studies

College of Arts and Sciences

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Northwestern State Mission: Northwestern State University is a responsive, student-oriented institution committed to acquiring, creating, and disseminating knowledge through innovative teaching, research, and service. With its certificate, undergraduate, and graduate programs, Northwestern State University prepares its increasingly diverse student population to contribute to an inclusive global community with a steadfast dedication to improving our region, state, and nation.

College of Arts and Sciences' Mission: The College of Arts & Sciences, the largest college at Northwestern State University, is a diverse community of scholars, teachers, and students, working collaboratively to acquire, create, and disseminate knowledge through transformational, high-impact experiential learning practices, research, and service. The College strives to produce graduates who are productive members of society equipped with the capability to promote economic and social development and improve the overall quality of life in the region. The College provides an unequaled undergraduate education in the social and behavioral sciences, English, communication, journalism, media arts, biological and physical sciences, and the creative and performing arts, and at the graduate level in the creative and performing arts, English, TESOL, and Homeland Security. Uniquely, the College houses the Louisiana Scholars' College (the State's designated Honors College), the Louisiana Folklife Center, and the Creole Center, demonstrating its commitment to community service, research, and preservation of Louisiana's precious resources.

Department of English, Foreign Languages, and Cultural Studies Mission Statement: As scholars, students, and teachers, we strive to be engaged, compassionate, curious learners and to engender the same passion in every student we teach. The critical study of texts, languages, and textual production is vital for our development as critical thinkers, effective communicators, and thoughtful community members. As a department, we offer these interdisciplinary experiences in diverse but complementary areas of study.

As scholars of literature, we cultivate comprehension and analysis of texts through evidence-based communication to acknowledge the integral operation of discourse, its forms, and its circulation inherent in all cultures.

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As scholars of film and media, we prepare students to interpret and create a range of audiovisual texts through an understanding of the moving image as a form of creative expression, a global commodity, and a culturally situated work.

As professional writers and scholars of rhetoric, composition, and linguistics, we explore the theory and practice of using language in order to prepare composers to clearly and effectively articulate and support arguments for diverse purposes, contexts, and audiences and to instruct others to do the same.

As creative writers, we build communities where we nurture students as they discover and hone their expressive voices and personal aesthetics through experimentation in style, genre, and form.

As language and TESOL scholars, we bridge cultures through the study of world languages and cultures to expand our horizons, foster understanding of each other, better understand our own languages and cultures, and prepare culturally competent instructors to teach languages effectively.

As folklorists and scholars of cultural studies, we prepare students to document, analyze, and sustain cultural practices and products and provide students with the opportunity to engage with the folk and their lore through ethnographic study, allowing us to examine the dynamics of identity formation, cultural production, exchange, and consumption, and the negotiations these acts entail.

As scholars at Northwestern State University, each faculty and staff member of the Department of English, Foreign Languages, and Cultural Studies is committed to helping our students and each other become effective composers of texts, critical consumers of texts, and responsible members of physical and digital spaces who exchange knowledge locally, nationally, and globally.

Undergraduate English Major Mission Statement: The undergraduate major in English is a dynamic, student-oriented program focused on rigorously preparing students to achieve in diverse fields. The undergraduate program focuses on developing, providing, and supporting innovative, responsive, and accessible education. The program encourages a mastery of disciplinary literature, thoughtful research, professional development, and cross-curricular innovation as members of an engaged scholarly community. Through encompassing a diverse suite of related fields of study, the English major offers its students access to creative, critical, and compositional skills, providing them invaluable versatility in a rapidly changing market.

Methodology: The assessor(s) will electronically collect student writing and assignment descriptions. The assessor(s) will determine which SLOs each assignment targets. Student writing will be assessed using the rubric appended to this document. On the rubric, the “targeted” column pertains to whether the SLO was explicitly targeted by the paper assignment, as determined by the assessor(s). On the rubric, the “evaluation” column is for the assessor’s evaluation of how well the paper meets each SLO. The

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assessor(s) will mark “not applicable” for any goal that is not relevant to the pertinent assignment. The assessor(s) will mark a writing sample “weak” if the goal was explicitly targeted by the assignment but does not appear in the paper. Faculty will meet during the fall on call week to discuss the results and determine the actions that need to be taken in response to the evaluation. Individual meetings will be held with faculty during on call week, if necessary. The Director of Undergraduate Studies, in consultation with faculty and the department advisory committee, will propose changes to measurable outcomes, assessment tools for the next period, and, where needed, curriculum and program changes.

Student Learning Outcomes

SLO 1. Analysis and interpretation of evidence. Students in the English BA program will perform analysis and interpretation of evidence. In literature, film studies, and folklore papers, students will use textual evidence from close reading to defend an interpretive thesis, including locating the significance of chosen passages in the context of a larger work. For those students who take professional writing courses, this evidence may include primary materials such as websites, job ads, writing samples, etc. and the argument may be practical rather than interpretive.

Measure 1.1 (Direct – Skill)

On an annual basis, a sample number of research papers and/or projects from all English courses taught that year will be evaluated by a panel of faculty members using the standardized *Assessment Rubric for English Major Writing* (attached). The writing will be evaluated to determine if students can demonstrate a basic ability to analyze and interpret evidence from a variety of texts, broadly defined to include fiction, nonfiction, drama, film, new media, and primary texts, including interviews and oral histories. At least 90% of students sampled will score a 4 (competent-to-strong) or higher on the evaluation.

Findings: Target was not met.

Analysis: In AC 2022-2023, the target was not met. During AC 2022-2023, instructors attempted to increase instruction in certain skills, but the students did not successfully retain them. Based on the analysis of the AC 2022-2023 results, in AC 2023-2024, courses were refined to increase instruction in the skills of close reading, particularly as they apply to fiction, poetry, visual media, and scholarly sources.

As a result of the changes in AC 2023-2024, the target was not met, with 49 of 65 (75.38%) student projects being judged as competent-to-strong or higher in demonstrating the student’s ability to analyze and interpret evidence from a variety of texts. This marks an increase of 10.82% from AC 2022-2023. This substantial gain is due to increased instruction in the skills of close reading.

Decision: In AC 2023-2024, the target was not met. Based on the analysis of the AC 2023-2024 results and to drive the cycle of improvement, courses will incorporate more

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scholarly texts and presentations that model the effective analysis and interpretation of textual evidence.

SLO 2. Application of theory. Students in the English BA program will use theory to inform their analysis and argumentation. This theory may be literary, philosophical, cultural, psychological, political, economic, rhetorical, etc. in nature, and students will reference it explicitly in their writing, as, for example, an explicitly formulated Marxist analysis of the representation of class in a novel. This outcome does not pertain to general approaches that may have an unstated theoretical basis. For example, a focus on the passivity of female characters in a novel would not count for this outcome unless feminist theory is an explicit topic of the paper as well.

Measure 2.1 (Direct – Knowledge/Skill)

On an annual basis, a sample number of research papers and/or projects from all English courses taught that year will be evaluated by a panel of faculty members using the standardized *Assessment Rubric for English Major Writing* (attached). The writing will be evaluated to determine if students can demonstrate a basic knowledge of fundamental principles of theory as it relates to a given course. At least 90% of students sampled will score a 4 (competent-to-strong) or higher on the evaluation.

Finding: Target was not met.

Analysis: In AC 2022-2023, the target was not met. In AC 2022-2023, courses were refined to increase instruction in the fundamental principles of theory and showed how to apply theory in undergraduate work. The students were receptive but had trouble applying the theory principles in both scholarly and creative settings. Based on the analysis of the AC 2022-2023 results, in AC 2023-2024, the faculty explored instructional methods to increase student learning and adapted existing assignments to the new instructional methods. The faculty also created new assignments to target this SLO for improvement and underwent professional development related to best practices for building coherence and scaffolding learning across all four years of a student's degree progress, culminating in their senior project.

As a result of the changes in AC 2023-2024, the target was not met, with 29 of 46 (63.04%) student projects being judged as competent-to-strong or higher in demonstrating the student's ability to use theory to inform their analysis and argumentation. This marks a 3.63% decrease from AC 2022-2023. This decrease is largely due to challenges in teaching students how to engage with theory outside of theory-focused coursework.

Decision: In AC 2023-2024, the target was not met. Based on the analysis of the AC 2023-2024 results and to drive the cycle of improvement, courses will be refined to

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incorporate more scholarly texts and presentations that model the effective engagement of fundamental principles of theory.

SLO 3. Application of established methodologies in the field. Students in the English BA program will use established methodologies of literary criticism. This outcome pertains to the use of the discourse of literary criticism, film studies, rhetorical theory, and cultural studies at a complex level in regard to either (a) specific approaches to interpretation that have established currency in the discipline, such as feminism and new historicism, but which do not involve the explicit theorization of SLO2; and (b) terminology and techniques of formal analysis wielded in a more systematic and knowledgeable manner than the more general close reading that is covered by SLO1.

Measure 3.1 (Direct – Knowledge/Skill)

On an annual basis, a sample number of research papers and/or projects from all English courses taught that year will be evaluated by a panel of faculty members using the standardized *Assessment Rubric for English Major Writing* (attached). The writing will be evaluated to determine if students can demonstrate a basic knowledge of the methodologies that apply to a given course. At least 90% of students sampled will score a 4 (competent-to-strong) or higher on the evaluation.

Findings: Target was not met.

Analysis: In AC 2022-2023, the target was not met. During AC 2022-2023, courses were further refined to increase instruction in (a) specific approaches to interpretation that have established currency in the discipline, such as feminism and new historicism, and (b) terminology and techniques of formal analysis at a complex level. Based on the analysis of the AC 2022-2023 results, in AC 2023-2024, courses were further refined to increase instruction in specific approaches to interpretation and analysis that are prominent in our discipline. The faculty explored how to employ these methodologies from beginner to advanced coursework. The faculty adapted existing assignments and created new assignments to target this SLO for improvement. They also underwent professional development related to best practices for building coherence and scaffolding learning across all four years of a student's degree progress, culminating in their senior project.

As a result of the changes in AC 2023-2024, the target was not met with 67 of 86 (77.91%) student projects being judged competent-to-strong or higher in their ability to analyze and interpret evidence from a variety of texts. This marks an increase of 19.77% from AC 2022-2023. This substantial increase is due to faculty workshops on how to employ relevant methodologies from beginner to advanced coursework and increased scaffolding across all four years of a student's degree progress.

Decision: In AC 2023-2024, the target was not met. Based on the analysis of the AC 2023-2024 results and to drive the cycle of improvement, courses will be further refined

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to incorporate more scholarly texts and presentations that model the effective application of existing methodologies as relevant to each course.

SLO 4. Engagement with social and literary history. Students in the English BA program will engage with social and literary history. While ideally we want students to have a sense of how social and literary history are reciprocal, this outcome may appear as engagement with *either* social history *or* literary history.

Measure 4.1 (Direct – Knowledge)

On an annual basis, a sample number of research papers and/or projects from all English courses taught that year will be evaluated by a panel of faculty members using the standardized *Assessment Rubric for English Major Writing* (attached). The writing will be evaluated to determine if students can demonstrate a basic knowledge of social and/or literary history. At least 98% of students sampled will score a 3 (competent) or higher on the evaluation.

Findings: Target was not met.

Analysis: In AC 2022-2023, the target was not met. During AC 2022-2023, courses were refined to increase and improve instruction in both social and literary history and the way these contexts are reciprocal. Based on the analysis of the AC 2022-2023 results, in AC 2023-2024, courses were steered back to include clear instruction in social and literary history and the reciprocation of these contexts. We increased instruction on these topics in our junior-level courses. The faculty adapted existing assignments and created new assignments to target this SLO for improvement and underwent professional development related to best practices for building coherence and scaffolding learning across all four years of a student's degree progress, culminating in their senior project.

As a result of the changes in AC 2023-2024, the target was not met with 49 of 53 (92.45%) student projects being judged competent or higher in their ability to engage with social and literary history. This represents a 6.49% increase from AC 2022-2023. This increase is due to increased instruction in social and literary history, as well as workshops on scaffolding learning across all four years of a student's degree progress.

Decision: In AC 2023-2024, the target was not met. Based on the analysis of the AC 2023-2024 results and to drive the cycle of improvement, courses will incorporate more scholarly texts and presentations that provide effective models of how to engage with social and literary analysis at different skill levels.

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SLO 5. Engagement with genre and form. Students in the English BA program will engage with genre and form. For literature, film, and folklore papers, this outcome requires explicit uses of the terminology or concepts of genre or form, or creative imitations of a specific genre or form. For those students who take creative writing and filmmaking courses, this outcome may appear as implicit engagement, in the creative work itself, with generic and formal conventions, as for example the general generic categories of poetry, fiction, creative nonfiction, and screenwriting; the finer distinctions among, say, prose poem, flash fiction, short story, novella, and novel; specific poetic verse forms such as the sonnet, villanelle, or free verse; modes of fiction such as magical realism or psychological realism; or structural conventions such as linear narrative or experimental narratives that employ a variety of discourses. This outcome also pertains to electronic media-specific composition and design skills, for example, composition for web pages, including effective paragraph length, linking, scannable prose, use of keywords, alignment; proximity, repetition, contrast and color, branding, ease of navigation, clarity and choice of visuals, font, and other multimedia.

Measure 5.1 (Direct – Knowledge)

On an annual basis, a sample number of research papers and/or projects from all English courses taught that year will be evaluated by a panel of faculty members using the standardized *Assessment Rubric for English Major Writing* (attached). The writing will be evaluated to determine if students can demonstrate a basic knowledge of fundamental principles of genre and form in the context of a given course. At least 93% of students sampled will score a 4 (competent-to-strong) or higher on the evaluation.

Findings: Target was not met.

Analysis: In AC 2022-2023, the target was not met. During AC 2022-2023, courses were refined to increase instruction in explicit uses of the concepts of genre and form in student writing and textual analysis. Based on the analysis of the AC 2022-2023 results, in AC 2023-2024, courses were further refined to increase instruction in explicit uses of the concepts of genre and form in student writing and textual analysis. The faculty adapted existing assignments to include the standards from the *Assessment Rubric for English Majors*, created new assignments to target this SLO for improvement, and underwent professional development related to best practices for building coherence and scaffolding learning across all four years of a student's degree progress, culminating in their senior project.

As a result of the changes in AC 2023-2024, the target was not met with 66 of 100 (66.00%) student projects being judged competent-to-strong or higher in their ability to demonstrate basic knowledge of fundamental principles of genre and form in the context of a given course. This represents a decrease of 3.12% from AC 2022-2023. This decrease is likely due to a lower number of assignments assessing this measure than in years past (119 in AC 2022-2023 versus 100), combined with adjustments made based on newly developed assignments.

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Decision: In AC 2023-2024, the target was not met. Based on the analysis of the AC 2023-2024 results and to drive the cycle of improvement, courses will be refined to increase instruction on genre and form as both creative and scholarly concerns. Courses will incorporate more scholarly texts and presentations that model effective engagement with genre and form both through their own writing and analysis.

SLO 6. Effective writing. Students in the English BA program will demonstrate effective writing. Students will demonstrate the general skills of college-level exposition developed to some degree of sophistication, as evident in the clarity, precision, fluidity, and aptness of sentence-level grammar, mechanics, and word choice, as well as in higher-level structural flexibility of sentences and paragraphs. For those students who take creative writing courses, this outcome also involves the effective rendering of poetic lines, poetic stanzas, and dialogue. For students, completing professional writing projects with a practical emphasis is a measure of the projects' rhetorical recognition of their specific audiences, including word choice, tone, selection of evidence, organization, and style (e.g., creative or traditional). This outcome also involves the production of active, concise, engaging prose in clearly delineated chunks in professional writing assignments.

Measure 6.1 (Direct – Skill)

On an annual basis, a sample number of research papers and/or projects from all English courses taught that year will be evaluated by a panel of faculty members, using the standardized *Assessment Rubric for English Major Writing* (attached). The writing will be evaluated to determine if students can demonstrate a basic ability to compose effective writing. At least 90% of students sampled will score a 4 (competent-to-strong) or higher on the evaluation.

Finding: Target was not met.

Analysis: In AC 2022-2023, the target was not met. During AC 2022-2023, courses were refined to increase and improve instruction in the skills of college-level composition, as evident in cohesion, organization, attention to detail, cultivation of voice, and clarity of thought. Based on the analysis of the AC 2022-2023 results, in AC 2023-2024, courses were further refined to increase and improve instruction in the skills of college-level composition, as evident in the cohesion, organization, attention to detail, cultivation of voice, and clarity of thought. The faculty adapted existing assignments, created new assignments to target this SLO for improvement, and underwent professional development related to best practices for building coherence and scaffolding learning across all four years of a student's degree progress, culminating in their senior project.

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As a result of the changes in AC 2023-2024, the target was not met, with 85 of 113 (75.22%) student projects being judged competent-to-strong or higher in effective writing. This represents an increase of 1.69% from AC 2022-2023. This small increase is likely a fluctuation based on the number of assignments assessed (157 in AC 2022-2023 versus 113 in AC 2023-2024).

Decision: In AC 2023-2024, the target was not met. Based on the analysis of the AC 2023-2024 results and to drive the cycle of improvement, courses will be further refined to incorporate more scholarly texts and presentations that model effective writing.

SLO 7. Establishment of sound, applicable arguments. Students in the English BA program will establish sound, applicable arguments. In literature, film studies, and folklore courses, students will clearly articulate a substantive thesis, for which they will provide a logically reasoned and organized defense. For those students who take professional writing courses, the argument may take various practical forms, such as recommendations for a client, a personal statement of qualifications, or carefully selected primary evidence for a portfolio. For such practical arguments, this outcome includes the feasibility of the argument.

Measure 7.1 (Direct – Skill)

On an annual basis, a sample number of research papers and/or projects from all English courses taught that year will be evaluated by a panel of faculty members, using the standardized *Assessment Rubric for English Major Writing* (attached). The writing will be evaluated to determine if students can demonstrate a basic ability to craft a sound argument. At least 90% of students sampled will score a 4 (competent-to-strong) or higher on the evaluation.

Finding: Target was not met.

Analysis: In AC 2022-2023, the target was not met. During AC 2022-2023, courses were refined to increase instruction in how to generate and continually revise a thesis throughout the pre-writing, research, and drafting process. Based on the analysis of the AC 2022-2023 results, in AC 2023-2024, courses were further refined to increase instruction in how to generate and continually revise a thesis throughout the pre-writing, research, and drafting process. Faculty adapted existing assignments and created new assignments to target this SLO for improvement and underwent professional development related to best practices for building coherence and scaffolding learning across all four years of a student's degree progress, culminating in their senior project.

As a result of the changes in AC 2023-2024, the target was not met, with 43 of 60 (71.67%) student projects being judged competent-to-strong or higher in their ability to establish sound, applicable arguments. This represents a 0.90% increase from AC 2022-

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2023. This small increase is likely a fluctuation based on the number of assignments assessed (79 in AC 2022-2023 versus 60 in AC 2023-2024).

Decision: In AC 2023-2024, the target was not met. Based on the analysis of the AC 2023-2024 results and to drive the cycle of improvement, courses will be refined to incorporate more scholarly texts and presentations that model sound, applicable arguments for a given course or approach to literary and cultural study.

SLO 8. Relevant use of sources. Students in the English BA program will use sources beyond the one of primary focus to establish relevant support for their argumentation. These sources may be assigned by an instructor specifically for an assignment, ones assigned earlier in the course, or ones the student knows from another course, in addition to those discovered through research.

Measure 8.1 (Direct – Skill)

On an annual basis, a sample number of research papers and/or projects from all English courses taught that year will be evaluated by a panel of faculty members, using the standardized *Assessment Rubric for English Major Writing* (attached). The writing will be evaluated to determine if students can demonstrate a basic ability to identify and incorporate relevant sources. At least 90% of students sampled will score a 4 (competent-to-strong) or higher on the evaluation.

Finding: Target was not met.

Analysis: In AC 2022-2023, the target was not met. During AC 2022-2023, courses were refined to increase instruction in the use of multiple databases for research, the organization of sources, and cross-referencing practices in research. Based on the analysis of the AC 2022-2023 results, in AC 2023-2024, courses were further refined to increase instruction in the use of multiple databases for research, the organization of sources, and cross-referencing practices in research. Faculty adapted existing assignments and created new assignments to target this SLO for improvement and underwent professional development related to best practices for building coherence and scaffolding learning across all four years of a student's degree progress, culminating in their senior project.

As a result of the changes in AC 2023-2024, the target was not met with 46 of 69 (66.67%) student projects being judged competent-to-strong or higher in their ability to identify and incorporate relevant sources. This represents a 4.70% increase over AC 2022-2023. This increase is due to increased instruction in the use of multiple databases for research, the organization of sources, and cross-referencing practices in research.

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Decision: In AC 2023-2024, the target was not met. Based on the analysis of the AC 2023-2024 results and to drive the cycle of improvement, courses will be refined to incorporate more scholarly texts and presentations that model and explain the identification and relevant use of sources.

SLO 9. Independent, relevant research. Students in the English BA program will conduct independent research to establish relevant support for their argumentation. This outcome requires student-directed research, usually for assignments that explicitly require such research. For those students who take professional writing, folklore, and film courses, this outcome may appear in other forms than traditional library research, such as interviews, investigations of companies or individuals, or comparisons of websites, films, or versions of folktales.

Measure 9.1 (Direct – Skill)

On an annual basis, a sample number of research papers and/or projects from all English courses taught that year will be evaluated by a panel of faculty members using the standardized *Assessment Rubric for English Major Writing* (attached). The writing will be evaluated to determine if students can demonstrate a basic ability to conduct independent, relevant research. At least 90% of students sampled will score a 4 (competent-to-strong) or higher on the evaluation.

Findings: Target was not met.

Analysis: In AC 2022-2023, the target was not met. During AC 2022-2023, courses were refined to increase instruction in the research process and how to conduct independent research in both sophomore-level courses and creative writing courses. Based on the analysis of the AC 2022-2023 results, in AC 2023-2024, courses were further refined to increase instruction in the research process and how to conduct independent research in both sophomore-level courses and creative writing courses. Faculty adapted existing assignments and created new assignments to target this SLO for improvement and underwent professional development related to best practices for building coherence and scaffolding learning across all four years of a student's degree progress, culminating in their senior project.

As a result of the changes in AC 2023-2024, the target was not met with 36 of 49 (73.47%) student projects being judged competent-to-strong or higher in their ability to conduct independent, relevant research. This represents a 19.90% increase over AC 2022-2023. This substantial increase is due to increased instruction in the research process and how to conduct independent research in both sophomore-level courses and creative writing courses. Faculty workshops on scaffolding learning across all four years of a student's degree progress also contributed to this increase.

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Decision: In AC 2023-2024, the target was not met. Based on the analysis of the AC 2023-2024 results and to drive the cycle of improvement, courses will be refined to incorporate more scholarly texts and presentations that model and explain the research process.

SLO 10. Documentation of sources. Students in the English BA program will document resources accurately, consistently, and fully. This outcome extends to the documentation of all sources in any paper that requires documentation (that is, in more than just research papers). For those students who take professional writing courses, this document extends to image credits and linking to websites; it does not necessarily involve a formal references page.

Measure 10.1 (Direct – Skill)

On an annual basis, a sample number of research papers and/or projects from all English courses taught that year will be evaluated by a panel of faculty members using the standardized *Assessment Rubric for English Major Writing* (attached). The writing will be evaluated to determine if students can demonstrate a basic ability to document sources in the citation style specified by the professor. At least 90% of students sampled will score a 4 (competent-to-strong) or higher on the evaluation.

Findings: Target was not met.

Analysis: In AC 2022-2023, the target was not met. During AC 2022-2023, courses were refined to increase instruction in logic and ethics behind citation and why it is important to document resources accurately, consistently, and fully. We found that students who did not fully understand this background were less likely to cite sources correctly and consistently. Based on the analysis of the AC 2022-2023 results, in AC 2023-2024, courses were further refined to increase instruction in the logic and ethics behind citation and why it is important to document resources accurately, consistently, and fully. Faculty adapted existing assignments and created new assignments to target this SLO for improvement and underwent professional development related to best practices for building coherence and scaffolding learning across all four years of a student's degree progress, culminating in their senior project.

As a result of the changes in AC 2023-2024, the target was not met with 49 of 64 (76.56%) student projects being judged competent-to-strong or higher in their ability to document sources in the citation style specified by the professor. This marks an increase of 24.77% over AC 2022-2023. This substantial increase is due to increased instruction in the logic

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and ethics behind citation and why it is important to document resources accurately, consistently, and fully.

Decision: In AC 2023-2024, the target was not met. Based on the analysis of the AC 2023-2024 results and to drive the cycle of improvement, courses will be refined to educate students on the impacts artificial intelligence is having on research and documentation practices in the scholarly community and beyond and why this makes citation even more important than ever.

SLO 11. Critical thinking. Students in the English BA program will explore and render insight into argument, reasoning, and methodology. For those students who take creative writing and filmmaking courses, this outcome requires an exploration of profound and complex themes independent of creativity and originality.

Measure 11.1 (Direct – Skill)

On an annual basis, a sample number of research papers and/or projects from all English courses taught that year will be evaluated by a panel of faculty members using the standardized *Assessment Rubric for English Major Writing* (attached). The writing will be evaluated to determine if students can demonstrate a basic ability to use critical thinking. At least 90% of students sampled will score a 4 (competent-to-strong) or higher on the evaluation.

Findings: Target was not met.

Analysis: In AC 2022-2023, the target was not met. During AC 2022-2023, courses were refined to increase and improve instruction in how writing and research can be approached as problem-solving activities. Based on the analysis of the AC 2022-2023 results, in AC 2023-2024, courses were further refined to increase and improve instruction in how writing and research can be approached as a problem-solving activity. Faculty adapted existing assignments and created new assignments to target this SLO for improvement and underwent professional development related to best practices for building coherence and scaffolding learning across all four years of a student's degree progress, culminating in their senior project.

As a result of the changes in AC 2023-2024, the target was not met with 83 of 110 (75.45%) student projects being judged competent-to-strong or higher in their ability to use critical thinking. This marks a 2.81% increase over AC 2022-2023. This slight increase is likely due to the change in the number of assignments being assessed (120 in AC 2022-2023 versus 110 in AC 2023-2024).

Decision: In AC 2023-2024, the target was not met. Based on the analysis of the AC 2023-2024 results and to drive the cycle of improvement, courses will be refined to

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incorporate more scholarly texts and presentations that model problem-solving within academia and in related professions.

SLO 12. Creativity and originality. Students in the English BA program will display creativity and originality in argument, reasoning, or methodology. For those students who take creative writing or filmmaking courses, this outcome pertains to creativity in a range of items, including fresh concepts, unique ideas, novel approaches, unusual perspectives, surprising images, playful language usage, and innovative forms.

Measure 12.1 (Direct – Skill)

On an annual basis, a sample number of research papers and/or projects from all English courses taught that year will be evaluated by a panel of faculty members using the standardized *Assessment Rubric for English Major Writing* (attached). The writing will be evaluated to determine if students can demonstrate creativity and originality. At least 100% of students sampled will score a 3 (competency) or higher on the evaluation.

Findings: Target was not met.

Analysis: In AC 2022-2023, the target was not met. During AC 2022-2023, non-creative writing courses increased their instruction in the importance of originality and creative thought in academic writing and not just the province of creative writers. Based on the analysis of the AC 2022-2023 results, in AC 2023-2024, non-creative writing courses will further increase their instruction in the importance of originality and creative thought in academic writing, not just the province of creative writers. The faculty adapted existing assignments and created new assignments to target this SLO for improvement. They also underwent professional development related to best practices for building coherence and scaffolding learning across all four years of a student's degree progress, culminating in their senior project.

As a result of the changes in AC 2023-2024, the target was not met with 93 of 101 (92.08%) student projects being judged competent or higher in their ability to demonstrate creativity and originality. This represents an increase of 1.76% over the previous year. This slight increase is likely due to the change in the number of assignments being assessed (116 in AC 2022-2023 versus 101 in AC 2023-2024).

Decision: In AC 2023-2024, the target was not met. Based on the analysis of the AC 2023-2024 results and to drive the cycle of improvement, courses will be refined to incorporate more creative texts, scholarly texts, and presentations that model creativity and originality through their form and content.

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Comprehensive summary of key evidence of improvements based on analysis of results.

Changes implemented in AC 2023-2024 as a result of AC 2022-2023 data analysis:

- In Measure 1.1, courses were refined to increase instruction in the skills of close reading, particularly as they apply to fiction, poetry, visual media, and scholarly sources.
- In Measure 2.1, the faculty explored instructional methods to increase student learning and adapted existing assignments to the new instructional methods. The faculty also created new assignments to target this SLO for improvement. The faculty underwent professional development related to best practices for building coherence and scaffolding learning across all four years of a student's degree progress, culminating in their senior project.
- In Measure 3.1, courses were further refined to increase instruction in specific approaches to interpretation and analysis that are prominent in our discipline. The faculty explored how to employ these methodologies from beginner to advanced coursework. The faculty adapted existing assignments and created new assignments to target this SLO for improvement. They also underwent professional development related to best practices for building coherence and scaffolding learning across all four years of a student's degree progress, culminating in their senior project.
- In Measure 4.1, courses were steered back to include clear instruction in social and literary history and the reciprocation of these contexts. We increased instruction on these topics in our junior-level courses. The faculty adapted existing assignments and created new assignments to target this SLO for improvement. They also underwent professional development related to best practices for building coherence and scaffolding learning across all four years of a student's degree progress, culminating in their senior project.
- In Measure 5.1, courses were further refined to increase instruction in explicit uses of the concepts of genre and form in student writing and textual analysis. The faculty adapted existing assignments to include the standards from the *Assessment Rubric for English Majors*, created new assignments to target this SLO for improvement, and underwent professional development related to best practices for building coherence and scaffolding learning across all four years of a student's degree progress, culminating in their senior project.
- In Measure 6.1, courses were further refined to increase and improve instruction in the skills of college-level composition, as evident in the cohesion, organization, attention to detail, cultivation of voice, and clarity of thought. The faculty adapted existing assignments, created new assignments to target this SLO for improvement, and underwent professional development related to best practices for building coherence and scaffolding learning across all four years of a student's

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degree progress, culminating in their senior project.

- In Measure 7.1, courses were further refined to increase instruction in how to generate and continually revise a thesis throughout the pre-writing, research, and drafting process. Faculty adapted existing assignments and created new assignments to target this SLO for improvement and underwent professional development related to best practices for building coherence and scaffolding learning across all four years of a student's degree progress, culminating in their senior project.
- In Measure 8.1, courses were further refined to increase instruction in the use of multiple databases for research, the organization of sources, and cross-referencing practices in research. Faculty adapted existing assignments and created new assignments to target this SLO for improvement and underwent professional development related to best practices for building coherence and scaffolding learning across all four years of a student's degree progress, culminating in their senior project.
- In Measure 9.1, courses were further refined to increase instruction in the research process and how to conduct independent research in both sophomore-level courses and creative writing courses. Faculty adapted existing assignments and created new assignments to target this SLO for improvement and underwent professional development related to best practices for building coherence and scaffolding learning across all four years of a student's degree progress, culminating in their senior project.
- In Measure 10.1, courses were further refined to increase instruction in the logic and ethics behind citation and why it is important to document resources accurately, consistently, and fully. Faculty adapted existing assignments and created new assignments to target this SLO for improvement and underwent professional development related to best practices for building coherence and scaffolding learning across all four years of a student's degree progress, culminating in their senior project.
- In Measure 11.1, courses were further refined to increase and improve instruction in how writing and research can be approached as a problem-solving activity. Faculty adapted existing assignments and created new assignments to target this SLO for improvement and underwent professional development related to best practices for building coherence and scaffolding learning across all four years of a student's degree progress, culminating in their senior project.
- In Measure 12.1, non-creative writing courses will further increase their instruction in the importance of originality and creative thought in academic writing, not just the province of creative writers. The faculty adapted existing assignments and created new assignments to target this SLO for improvement. They also underwent professional development related to best practices for building coherence and scaffolding learning across all four years of a student's degree progress,

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culminating in their senior project.

- Increased focus on all SLOs related to academic writing throughout our courses (SLOs 5-10) to combat substantial learning deficits caused by disrupted education in previous academic cycles. This reinforcement also has instilled the importance of these skills throughout each student's degree program.

Plan of action moving forward.

For AC 2024-2025, the following refinements will be made to the curriculum:

- Courses will incorporate more scholarly texts and presentations that model the effective analysis and interpretation of textual evidence.
- Courses will be refined to incorporate more scholarly texts and presentations that model the effective engagement of fundamental principles of the theory.
- Courses will be further refined to incorporate more scholarly texts and presentations that model the effective application of existing methodologies as relevant to each course.
- Courses will incorporate more scholarly texts and presentations that provide effective models of how to engage with social and literary analysis at different skill levels.
- Courses will be refined to increase instruction on genre and form as both creative and scholarly concerns. Courses will incorporate more scholarly texts and presentations that model effective engagement with genre and form both through their own writing and analysis.
- Courses will be refined to incorporate more scholarly texts and presentations that model effective writing.
- Courses will be refined to incorporate more scholarly texts and presentations that model sound, applicable arguments for a given course or approach to literary and cultural study.
- Courses will be refined to incorporate more scholarly texts and presentations that model and explain the identification and relevant use of sources.
- Courses will be refined to incorporate more scholarly texts and presentations that model and explain the research process.
- Courses will educate students on the impacts artificial intelligence is having on research and documentation practices in the scholarly community and beyond and why this makes citation even more important than ever.

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- Courses will be refined to incorporate more scholarly texts and presentations that model problem-solving within academia and in related professions.
- Courses will be refined to incorporate more creative texts, scholarly texts, and presentations that model creativity and originality through their form and content.
- Courses will incorporate more creative texts and scholarly texts and presentations that model effective engagement with all SLOs. Students currently struggle with seeing themselves as part of a wider scholarly or creative community, and so they struggle to conceptualize their work in more sophisticated ways.
- The Department of English, Languages, and Cultural Studies will initiate a new speaker series that will feature department faculty presenting their own research twice a semester. Faculty will be able to demonstrate humanities research as a concrete practice and as something that takes place at NSU. Students will gain a broader perspective on how research happens beyond the classroom. This series will fill the absence of talks by scholars in the humanities on campus.

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Findings

Student Learning Outcomes:		Number of Assignments Targeting SLO	Weak (1)	Weak to Competent (2)	Competent (3)	Competent to Strong (4)	Strong (5)
1	Analysis and interpretation of evidence	18	1	4	11	20	29
2	Application of theory	13	7	5	5	13	16
3	Application of established methodologies	16	1	7	11	22	45
4	Engagement with social and literary history	15	1	3	8	18	23
5	Engagement with genre and form	22	1	8	25	12	54
6	Effective writing	26	1	4	23	23	62
7	Establishment of sound, applicable arguments	16	2	6	9	19	24
8	Relevant use of sources	16	2	6	16	16	30
9	Independent, relevant research	13	1	2	10	8	28
10	Documentation of sources	16	2	5	8	19	30
11	Critical Thinking	24	0	8	19	27	56
12	Creativity and originality	22	1	7	13	19	61

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Student Learning Outcomes:		Number of Assignments Assessed	Number of Students Meeting Target	Percentage of Students Meeting Target
1	Analysis and interpretation of evidence	65	49	75.38
2	Application of theory	46	29	63.04
3	Application of established methodologies	86	67	77.91
4	Engagement with social and literary history	53	49	92.45
5	Engagement with genre and form	100	66	66.00
6	Effective writing	113	85	75.22
7	Establishment of sound, applicable arguments	60	43	71.67
8	Relevant use of sources	69	46	66.67
9	Independent, relevant research	49	36	73.47
10	Documentation of sources	64	49	76.56
11	Critical Thinking	110	83	75.45
12	Creativity and originality	101	93	92.08