



See above (section 1).

### Undergraduate Major

Close Reading (Outcome 1): The Assessment Committee evaluated 50 essay assignments that were submitted by English majors between Fall 2017 and Spring 2020 for courses on the North and Madrid campuses. Of these papers, 5 were in the Cross-level category (same students, different levels) and 35 were in the B-level category (different students, same levels).

2 focus group surveys were conducted in Spring 2020 with students in the Research Intensive or RIE concentration and with students enrolled in English 4960, the Senior Seminar.

### Graduate Program:

Knowledge of histories, aesthetics, cultures (MA Learning Objective A) The Assessment Director evaluated 1 MA exam assessment

Knowledge of research expectations and theoretical approaches (MA Learning Objective B) The Assessment Director evaluated assessments of the performance of MA students in English 5110, Literary Theory (required)

Ability to engage in critical debate (MA Learning Objective C) The Assessment Director collected and evaluated 3 MA student coursework portfolios.

Knowledge of literary histories, aesthetics, cultures (PhD Learning Objective A) Demonstrating proficiency in formulating written and spoken arguments (PhD Learning Objective B) The Assessment Director evaluated 3 PhD exam assessments



example, perhaps you've initiated one or more of the following:

- |   |   |  |
|---|---|--|
| Changes to the Curriculum or Pedagogies | <ul style="list-style-type: none"><li>• Course content</li><li>• Teaching techniques</li><li>• Improvements in technology</li><li>• Prerequisites</li></ul> | <ul style="list-style-type: none"><li>• Course sequence</li><li>• New courses</li><li>• Deletion of courses</li><li>• Changes in frequency or scheduling of course offerings</li></ul> |
| Changes to the Assessment Plan          | <ul style="list-style-type: none"><li>• Student learning outcomes</li><li>• Artifacts of student learning</li><li>• Evaluation process</li></ul>            | <ul style="list-style-type: none"><li>• Evaluation tools (e.g., rubrics)</li><li>• Data collection methods</li><li>• Frequency of data collection</li></ul>                            |

Please describe the actions you are taking as a result of these findings.

Undergraduate Major

The English major is currently being revised and the first step in that process is to set the outcomes for the major. A separate committee has been set up to do so. That committee will eventually work with the assessment committee to begin to revise the assessment plan for the major.

Graduate Program

The new MA exam, which resulted from the 2008 assessment cycle, is continuing to be used.

If no changes are being made, please explain why.

Undergraduate Writing Program:

*See above (section 1).*

7. Closing the Loop: Review of Previous Assessment Findings and Changes

A. What is at least one change your yourAsu85 (e)-0.7 (s)-0.9iTJ ET Q q 3( use)224 0 Td2dTc 0 Tw 4 (t l)-s-1.- (e)-3 (u



**APPENDIX A:**

**RUBRIC TO ASSESS CLOSE READING IN ENGLISH MAJORS**

Outcome #1 Students who complete the undergraduate program in English will produce close readings of literary texts and other media that demonstrate an ability to analyze elements such as syntax, word choice, tone, tropes and imagery.

Outcome #1 is introduced in our 2000 level topical literature courses, which familiarize students with techniques of close reading; students who complete a 2000 level course should be able to “generate engaged and responsive close readings of texts” (that is, readings that demonstrate awareness of how elements specific to literary language enhance meaning). The practice of close reading should be further developed in 3000 level courses, which pursue exercises in close reading in conjunction with 10.04tn(n)-3.9 ( )6.4 (