NECHE Inventory of Educational Effectiveness Indicators
Undergraduate Programs
(English, AY 22-23)

Degree Granting Program Name	(1) List ONLY the program learning objective(s) assessed during the current reporting period	(2) For each learning objective listed in column (1), other than GPA, what data/ evidence was used to determine that graduates have achieved the stated objectives? (e.g., capstone assignment, portfolio review, licensure examination)	(3) What were the results/outcomes/findings/conclusion(s) of the assessment? Explain results/findings/conclusions for each program learning objective listed in column (1)	(4) Who interprets the evidence? Describe the process (e.g. annually by the curriculum committee).	(5) What changes/improvements have been made as a result of using the data/evidence (3)? Link discussion in this column with a learning objective (1) and the results of assessing that objective (3)	(6) Date of most recent program review
English	PLO 4: Understand scholarly approaches to literature, including a variety of critical theories and methodologies	Artifact assessment. Faculty scored artifacts at the end of the semester, following a norming session. Scores were submitted through an online form with the anonymized artifacts attached. form with the anonymized artifacts attached.	Our initial conclusions are that students are graduating with a general competency in departmental goals and learning objectives, though this conclusion is based on a relatively small sample size.	The chair of the department assessment committee gathers scoring forms and produces basic statistical plots for initial interpretation by the committee. Plots are also forwarded to the department chair and discussed at a departmental meeting. Since goals are typically assessed for both the fall and spring semesters, the assessment committee generally makes a short presentation of findings at the May departmental meeting.	We are refraining on making changes to goals/learning objectives until we have completed a full round of assessment (6 goals), though we anticipate a robust discussion at that time. We have improved the assessment process for AY23-24 by asking faculty scorers to also submit a short survey indicating any learning objectives that they found particularly difficult to assess or anything that they were seeing in artifacts that would seem to be relevant to the goal under assessment, but which did not have a stated learning objective.	2019

	PLO 5: Demonstrate advanced communication skills, including the ability to write lucid prose for specific rhetorical situations	Artifact assessment. Faculty scored artifacts at the end of the semester, following a norming session. Scores were submitted through an online form with the anonymized artifacts attached.	Our initial conclusions are that students are graduating with a general competency in departmental goals and learning objectives, though this conclusion is based on a relatively small sample size.	The chair of the department assessment committee gathers scoring forms and produces basic statistical plots for initial interpretation by the committee. Plots are also forwarded to the department chair and discussed at a departmental meeting. Since goals are typically assessed for both the fall and spring semesters, the assessment committee generally makes a short presentation of findings at the May departmental meeting.	We are refraining on making changes to goals/learning objectives until we have completed a full round of assessment (6 goals), though we anticipate a robust discussion at that time. We have improved the assessment process for AY23-24 by asking faculty scorers to also submit a short survey indicating any learning objectives that they found particularly difficult to assess or anything that they were seeing in artifacts that would seem to be relevant to the goal under assessment, but which did not have a stated learning objective.	

If you have any questions or concerns about the form, please contact Jena Shepard at jshepard1@framingham.edu or 508-215-5884.

Program Assessment

First Name: *Bartholomew

Last Name: *Brinkman

Banner ID: *300883120

Email: *bbrinkman@framingham.edu

Please select the reporting period this assessment/accreditation work was completed:

*2022-2023

Please select the type of program you completed assessment/accreditation work for this reporting period:
Note: If changing your initial selection, please refresh this page prior to making a new selection.

*Undergraduate Program

Please select the program you completed assessment for during this reporting period:

*English

Please select the option that best describes the assessment work completed during this reporting period.

* ◉ Only assessed program learning objective(s)
  ○ Only completed other assessment activities (ex. assessment plan, rubrics etc.)
  ○ Assessed program learning objective(s) and completed other assessment activities (ex. assessment plan, rubrics etc.)
  ○ Did not undertake program assessment work

Program Learning Objectives Assessed

List the first program learning objective assessed during this reporting period:

4. Understand scholarly approaches to literature, including a variety of critical theories and methodologies

For the first program learning objective assessed, other than GPA, what data/evidence was used to assess student learning? (e.g. capstone assignment, portfolio review, licensure examination)

Artifact assessment. Faculty scored artifacts at the end of the semester, following a norming session. Scores were submitted through an online form with the anonymized artifacts attached.

For the first program learning objective assessed what were the results/outcomes/findings/conclusion(s)?

Our initial conclusions are that students are graduating with a general competency in departmental goals and learning objectives, though this conclusion is based on a relatively small sample size.

Attach any additional documents (data or survey summaries, charts, graphs etc.) that support your results/findings/conclusions (optional):

For the first program learning objective assessed what changes/improvements have been made as a result of using the data/evidence?

We are refraining on making changes to goals/learning objectives until we have completed a full round of assessment (6 goals), though we anticipate a robust discussion at that time. We have improved the assessment process for AY23-24 by asking faculty scorers to also submit a short survey indicating any learning objectives that they found particularly difficult to assess or anything that they were seeing in artifacts that would seem to be relevant to the goal under assessment, but which did not have a stated learning objective.

Did you assess any additional program learning objectives during this reporting period?

* ◉ Yes
  ○ No

List the second program learning objective assessed during this reporting period:

5. Demonstrate advanced communication skills, including the ability to write lucid prose for specific rhetorical situations

For the second program learning objective assessed, other than GPA, what data/evidence was used to assess student learning? (e.g. capstone assignment, portfolio review, licensure examination)

Artifact assessment. Faculty scored artifacts at the end of the semester, following a norming session. Scores were submitted through an online form with the anonymized artifacts attached.

For the second program learning objective assessed what were the results/outcomes/findings/conclusion(s)?

Our initial conclusions are that students are graduating with a general competency in departmental goals and learning objectives, though this conclusion is based on a relatively small sample size.

Attach any additional documents (data or survey summaries, charts, graphs etc.) that support your results/findings/conclusions (optional):

combinedfile.pdf

For the second program learning objective assessed what changes/improvements have been made as a result of using the data/evidence?

We are refraining on making changes to goals/learning objectives until we have completed a full round of assessment (6 goals), though we anticipate a robust discussion at that time. We have improved the assessment process for AY23-24 by asking faculty scorers to also submit a short survey indicating any learning objectives that they found particularly difficult to assess or anything that they were seeing in artifacts that would seem to be relevant to the goal under assessment, but which did not have a stated learning objective.

Who interprets the results/findings of the assessment? Describe the process (e.g. annually by the curriculum committee).

The chair of the department assessment committee gathers scoring forms and produces basic statistical plots for initial interpretation by the committee. Plots are also forwarded to the department chair and discussed at a departmental meeting. Since goals are typically assessed for both the fall and spring semesters, the assessment committee generally makes a short presentation of findings at the May departmental meeting.

Program Information

Enter the year of the most recent program review. If the program is new, enter the upcoming program review year or enter TBD (to be determined).

*2019

Insert the URL of the web page where Program Learning Objectives for this program are published:
NECHE requires this as part of being transparent to stakeholders.

*https://www.framingham.edu/Assets/uploads/academics/colleges/arts-and-humanities/english/_documents/Engl_ProgramLearningObj-2018.pdf

Signatures

...3936303132

Bartholomew Brinkman
Submitter Signature

01/08/2024
Date

Office of Institutional Assessment

Office of Institutional Assessment Only

Institutional Assessment Signature

Date

Assessment Committee Report
2022-2023

In the 2022-2023 school year, the Assessment Committee—Bartholomew Brinkman, Alexander Hartwiger, Lisa Eck, and Rachel Trousdale (chair)—were finally able to complete a full round of assessment after several years of interruptions (work-to-rule; the pandemic; technological challenges), building on work begun in the spring of 2022. I am very grateful to the committee members for their thoughtful work this year.

We collected a total of 78 responses during the fall and spring rounds of assessment, and we are pleased to report that the data at least preliminarily suggest that our classes are doing what they are supposed to. This year's data collection focused on Goals 4 and 5, which deal with theoretical and literary-critical research (Goal 4) and "advanced communication skills" (Goal 5). For both goals, students scored slightly but consistently higher as they progressed through 200-, 300-, and finally 400-level classes. Our numbers are, from a statistical standpoint, small, so we are wary of claiming too much certainty, but it does appear that students actually learn what we think we're teaching in these area.
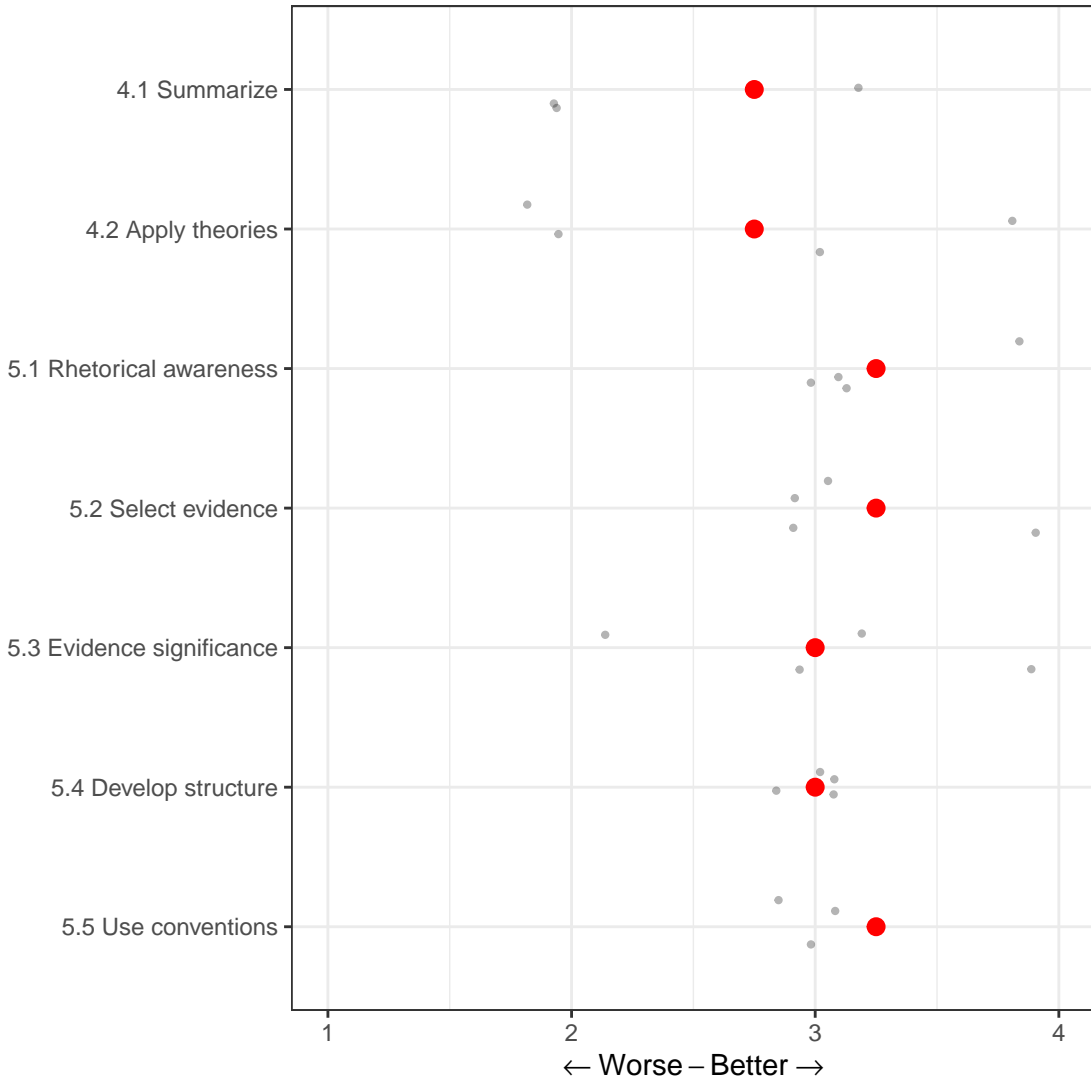
Action items coming out of this round of assessment are twofold. First, as we agreed as a department during the May retreat, it might be helpful for the department to hold a discussion of our expectations for how theory and criticism are used — or not — in 200- and 300-level classes. Students are clearly learning skills for theoretical and critical research in ENGL 204 and applying them in ENGL 422, but the reinforcement of those skills at the 300 level seems to be somewhat inconsistent. It seems worth discussing as a department whether we want to ask instructors to make consistent use of criticism and/or theory at the 300 level, and if so, how much guidance we want to give about that process.

Second, some of the objectives turn out to be unclear to faculty doing the assessment process. Particular concern was raised about the difference between "theory" and "criticism," and the objective that students be able to summarize a "range" of theories. We may need to revise the objectives to clarify what an individual student artifact might demonstrate—we want students to be able to summarize a range of theories, but that doesn't mean that each paper needs to do so. This might be addressed by further editing the always-evolving Goals and Objectives, or by writing a companion document clarifying the kinds of evidence we look for in student work.
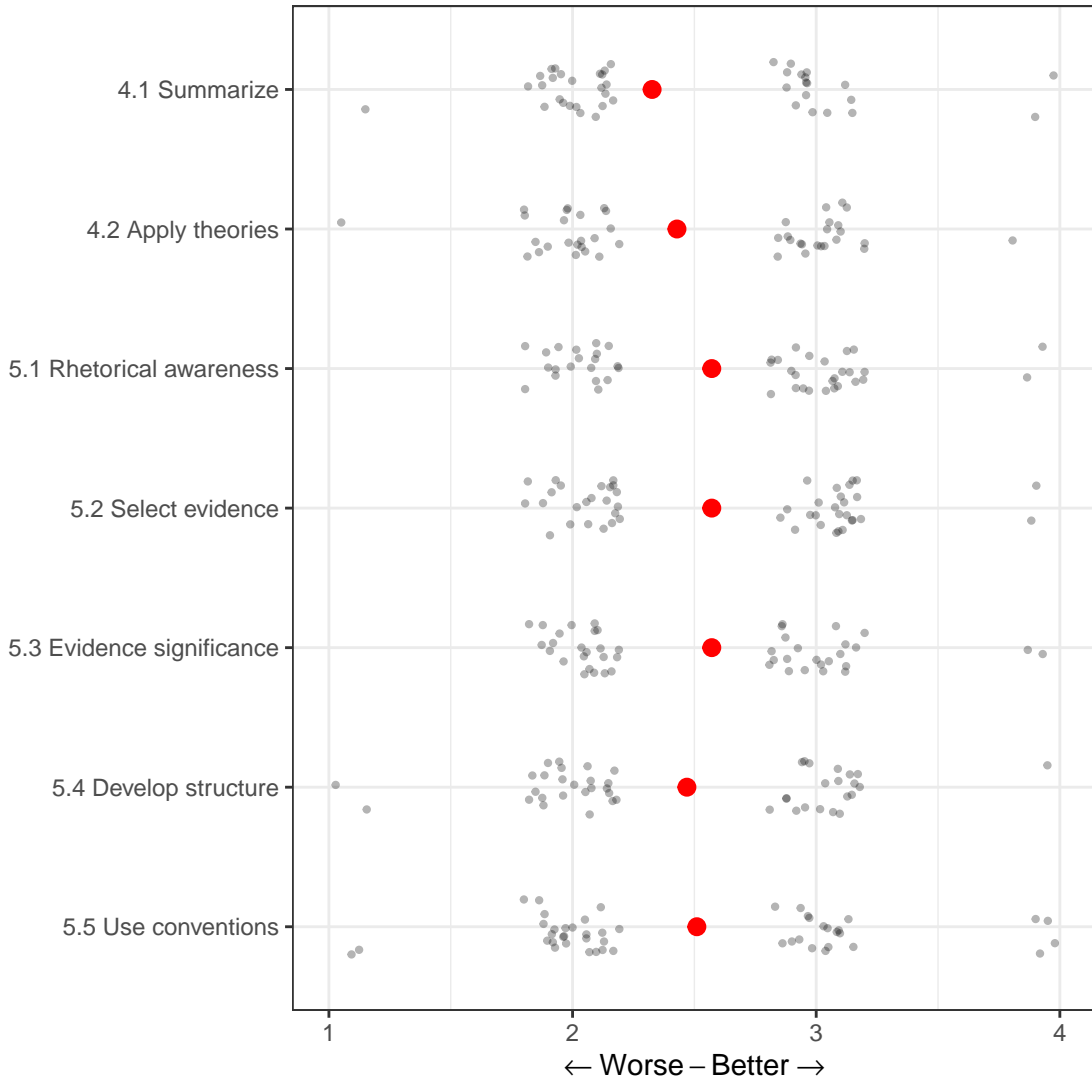
One thing to note going forward is that our assessment system really only works when we have a "before" and "after" shot in each semester. This means that participation by the instructors of ENGL 204 and ENGL 422 is really essential to the process. Assessment participation is voluntary for all faculty—as it has to be, since it is not part of the contract. But we need to make it clear to faculty teaching those courses how valuable their input is, and how easy the process.

Respectfully submitted,
Rachel Trousdale

Assessment 2022−2023: 4XX

4.1 Summarize
4.2 Apply theories
5.1 Rhetorical awareness
5.2 Select evidence
5.3 Evidence significance
5.4 Develop structure
5.5 Use conventions

← Worse − Better →

Assessment 2022–2023: 3XX

Assessment 2022−2023: 2XX