

**NECHE INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS  
UNDERGRADUATE PROGRAMS  
(ENGLISH - 2017-18)**

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
Framingham State University, English Department	We did not collect student work during the 2017-18 academic year because we were in Work to Rule status	We did not collect student work during the 2017-18 academic year because we were in Work to Rule status	Because we did not collect assessment data because we were in Work to Rule there were no findings for the year	The English Department Assessment Committee interprets the data annually	Because we did not collect assessment data because we were in Work to Rule there were no changes made at the programmatic level	Spring 2018

The English Department is committed to working with assessment to engage with and ask questions about student learning. It was unfortunate that the contract status prevented us from implementing the second step in our assessment plan (assessing Learning Goals 2 and 3). However, the assessment committee was still very active during the course of the year:

- We developed and revised an indirect assessment tool (Senior Exit Survey) and brought the survey to the department for approval. Additionally, we set up a digital collection mechanism for the survey through Google forms.
- We have been working with ETO over several months to create a digital collection method for our assessment plan. This includes, the Blackboard set up, the production of instructions for faculty, and rubric alignment.
- We have worked on goal / objective revision, with a focus on thinking about clarity, simplicity, and assessability.

- We produced reports for departmental assessment, university assessment, and for the English Department external review. This last report provided an overview of the work that the assessment committee has completed over the previous 5 years and was useful on capturing the shift in the assessment plan and the role of assessment in the department.
- We presented our work at the annual faculty retreat, including discussion of the mission statement and a general conversation about the role assessment plays and will play in the department moving forward. This work was used to establish more buy-in amongst the faculty.
- We interpreted previously collected data for goal 1 using the R1 program while we were briefly out of work to rule status. Because we quickly found ourselves back in work to rule, we have not interpreted the data.

Insert URL of the program 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](https://www.framingham.edu/Assets/uploads/academics/colleges/arts-and-humanities/english/_documents/Engl_ProgramLearningObj-2018.pdf)