2025-2026 Annual Academic Assessment Plan
**Bachelor of Arts in English**

## Mission

English students study written, aural, and visual forms of communication, including a wide range of texts: film, stage, and other media; fiction and non-fiction; poetry and prose. The English B.A. degree provides students with written and oral communication skills, helps develop their creativity, and hones their persuasive and critical thinking abilities. The program prepares students to be successful in a wide variety of endeavors. The writing, research and critical thinking skills students acquire from the major and the Writing minor are essential to high-level work in virtually every business or institution. The uses to which students can put the skills they learn, the fields in which they can excel, are limited only by their imaginations.

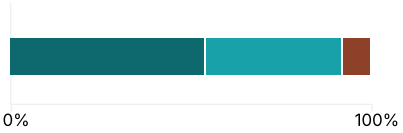
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Academic Year 2026

Bachelor of Arts in English Learning Outcomes

### PLO4 Analyze textual forms and strategies MET

Recognize and analyze various textual forms and strategies in academic and creative genres.

| MEASURES | RESULTS | ACTIONS |
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| **Analyzing textual forms and strategies**<br><br>We will use capstone portfolios from the current academic year to assess this outcome. If we do not have 10 portfolios from the current academic year, we will also include portfolios from from previous semesters to ensure at least 10 portfolios are included. Faculty will assess this outcome as part of the Portfolio evaluation process. At least two faculty will assess each portfolio using the portfolio assessment guidelines described below.<br><br>**PLO 4 Students will recognize and analyze various textual forms and strategies in academic and creative genres.** There will probably be several artifacts that analyze creative genres. We might look for analyzing academic genres in the students' assessment of his or her own academic work in the reflection essay.<br><br>**Creative:** How well do students demonstrate knowledge of the genre and ability to recognize its conventions and evaluate various strategies and techniques (for example use of imagery, figurative language, line breaks, diction, tone, irony and symbolism in poetry; effective characterization, concrete details and descriptions, figurative language, dialogue, symbolism etc. in fiction or creative non-fiction)?<br><br>**Academic:** Are students able to recognize the conventions of the particular academic genre (such as a book review, close reading, application of theoretical approach to read a text, or researched argument)? Are they able to articulate their own strengths and weaknesses and evaluate elements of their academic writing such as their use of rhetorical moves, organization, use of quotations and paraphrase, tone and diction?<br><br>3 = Exceeds expectations: Work that is especially insightful and thorough, clearly conveying the writer's knowledge of the genre and ability to recognize its conventions | MET<br><br>Analyzing textual forms and strategies<br>Exceeded Met Approached<br><br>0% 100%<br><br>Exceeded: 54%<br>Met: 38%<br>Approached: 8%<br><br>Met Total: 92%<br>Not Met Total: 8%<br><br>Assessment AY25-26_Outcome 4.docx<br><br>**Analysis**<br><br>**Overall:** 92% of students met or exceeded expectations, meeting our ideal target. One was rated as Approaching (8%), 38% were rated in the 2-2.75 range or Meets-Meets/Exceeds, and 54% as Exceeds. The precise breakdown is as follows: 1.5= 8%, 2=23%, 2.5 = 8%, 2.75 = 8%, and 3 = 54%.<br><br>15% of the portfolios have different scores for academic and creative strategies. These 2 are scored with Exceeds in Creative and Meets or Meets/Exceeds in Academic. The other 11 portfolios do not differentiate the scores for academic and creative strategies, though individual comments may address the areas separately. For averaged scores, all students scored higher for recognizing and analyzing various textual forms and strategies in Creative genres.<br><br>**Comparison to Last Assessment:** This is on par with the last assessment in AY20-21 with 90% having met or exceeded expectations. However, the percentage of portfolios that exceed expectations rose from 30% to 54%, showing improvement. | **Maintain Assessment Strategy**<br><br>Continue collecting portfolios and reassess in the next 5-year cycle. The portfolios work very well for this outcome. The set up of the portfolios (select 6 artifacts with at least one each from a senior seminar, a Literary Traditions course, a WRI elective, and an ENG elective) ensures that portfolios represent student work in multiple courses and different types of writing. It allows students to showcase their work while still representing the program as a whole. The reflective essay is a vital part of the assessment of this outcome because it ensures that at least one artifact included in the portfolio includes an analysis of academic forms and strategies. Faculty should continue to ask students about relevant work in HUM 3900 to discuss this outcome. |

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| and evaluate various strategies and techniques<br>2 = Meets expectations: Work that is competent and clearly demonstrates the ability to recognize and analyze several of these elements but is not quite as sophisticated, insightful, or thorough as work rated a 3.<br>1 = Approaches expectations: Work that is too superficial or general, or incorrectly identifies or unpersuasively analyzes some aspects of the work at hand while doing a competent job with other aspects.<br>Direct - Portfolio<br>*Eng Major Portfolio Capstone: ENG 4910*<br>**Target**<br>80% of the portfolios will meet or exceed expectations for this outcome | **Analysis:** Individual comments (see appendix A) detail a range of academic and creative strategies that students competently recognize and analyze. This breadth indicates that students are given opportunities to engage with a variety of strategies in multiple courses. The reflective essay includes the students' analyses of their own writing, and this is an important method for assessing their discussion of academic forms and strategies, as is work written for Composition Studies.<br><br>Students are overall assessed as more strongly able to recognize and analyze creative strategies, which makes sense given the broader range of opportunities for analyzing creative works. Giving students more opportunities to analyze academic genres in the senior seminar courses and HUM 3900 may be helpful, but students are meeting our ideal target for this area. The reflective essay of the portfolio gives students an opportunity to demonstrate these skills at the senior level. | |

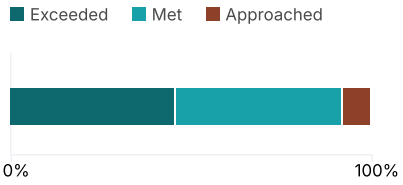
**Conclusion**

Overall the assessment indicates that students are consistently performing at or above expectations in regards to recognizing and analyzing various textual forms and strategies in academic and creative genres, and that the English Program provides ample opportunity for students to engage with multiple strategies.

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PLO 7 Respond to diverse texts MET

Respond to and analyze diverse texts from various cultures.

| MEASURES | RESULTS | ACTIONS |
|---|---|---|
| **Analysis of diverse texts**<br><br>We will use capstone portfolios from the most recent academic year to assess this outcome. If we do not have 10 portfolios from this academic year, we will also include portfolios from previous yeas to ensure at least 10 portfolios are collected. Faculty will assess this outcome as part of the Portfolio evaluation process. At least two faculty will assess each portfolio using the portfolio assessment guidelines described below.<br><br>**PLO7 Students will respond to and analyze diverse texts from various cultures.** We consider diversity of gender, genres, popular culture texts versus "high culture," work written in languages other than English or work written in a post-colonial context, work by people from various ethnic or racial backgrounds. Consider whether student gives evidence in the portfolio or reflection essay of being exposed to diverse texts and whether we see the student analyzing these texts. | MET<br>Analysis of diverse texts<br><br><br>Exceeded: 46%<br>Met: 46%<br>Approached: 8%<br><br>Met Total: 92%<br>Not Met Total: 8%<br><br>**Analysis**<br><br>**Overall:** 92% of students met or exceeded expectations, meeting our ideal target. One was rated as Approaching (8%), 46% were rated in the 2-2.5 range or Meets-Meets/Exceeds, and 46% as Exceeds. The precise breakdown is as | **Maintain Assessment Strategy**<br><br>Continue collecting portfolios and reassess in the next 5-year cycle. Many of the courses that are not designated as "culture" courses for our internal scheduling purposes still include works from writers of different backgrounds, so faculty can remind students to look at the full range of their courses when discussing this outcome. While course offerings are restricted, the program should keep this outcome in mind when scheduling courses to ensure students are able to meet it. The comment about a student missing the cultural context of a piece being analyzed suggests a possible disconnect between representation of diverse texts and explicit engagement with diversity for this student. Faculty should discuss if this matters for the scoring of outcome 7 (focused on exposure to rather than engagement with)or if it is effectively addressed as part of the criteria of outcome 6 (engagement with culture and context).<br><br>The portfolios work very well for this outcome. The set up of the portfolios (select |

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| Direct - Portfolio<br><br>*Eng Major Portfolio Capstone: ENG 4910*<br>**Target**<br><br>Acceptable target: 80% of the students will be rated as meets expectations or higher<br><br>Ideal target: 90% of the students will be rated as meets expectations or higher | follows: 1.5= 8%, 2 = 8%, 2.5 = 28%, and 3 = 46%<br><br>**Comparison to Last Assessment:** This is on par with the last assessment in AY20-21 with 90% having met or exceeded expectations. However, the percentage of portfolios that exceed expectations rose from 11% to 46%, showing improvement.<br><br>**Analysis:** Individual comments (see appendix B) detail a range of texts and cultures that students have engaged. They note a range of textual forms and genres in addition to cultures. As with previous assessments of this outcome, there is some discrepancy between the texts students have encountered in courses taken and those that are discussed in the portfolio. In general, students are exposed to a broader diversity of texts and cultures than can be represented in a portfolio of six pieces but most are able to select artifacts that showcase their experience or discuss the range of their experience in the reflective essay. Since the last assessment, students have more often used the reflective essay to discuss texts not represented in the portfolio itself, and that is helpful in analyzing this outcome. One comment notes where a student does not address cultural context in an essay on a text with an explicit cultural critique. | 6 artifacts with at least one each from a senior seminar, a Literary Traditions course, a WRI elective, and an ENG elective) ensures that portfolios represent student work in multiple courses and different types of writing. It allows students to showcase their work while still representing the program as a whole. The reflective essay particularly important for students who choose artifacts from a limited range of courses because it allows students to discuss texts not included in the portfolio. |

### Conclusion

Overall the assessment indicates that students are consistently performing at or above expectations in regards to responding to and analyzing diverse texts from various cultures, and that the English Program provides ample opportunity for students to engage diverse texts form various cultures.