

Assessment analysis and recommendations have been used for pedagogical initiatives and budget priorities:

1. Improving the delivery of the Senior Writing Portfolio course. The yellow performance indicators in the 2007 report pointed to the need for faculty to re-examine and specifically address student learning outcomes, particularly for the Senior Writing Portfolio Capstone course. Yellow indicators for two of our core Writing Major goals and one concentration (journalism) directed us to examine the ways in which the program goals lined up with specific course offerings, and yielded several suggestions for improving on the delivery of the Writing Major capstone course.
2. The development of a new course, Introduction to English Studies, in 2007. During the assessment process and the delivery of the Senior Writing Portfolio class, faculty noticed that students do not keep their writing samples from their courses. The new proposed course, Introduction to English Studies, helps enhance the quantity and quality of
3. We strengthened the professional writing track through our new hire, Devon Fitzgerald are strengthening the journalism track through the proposed new hire for a journalism and professional writing faculty member.

(4) How do we evaluate, modify, and continue to improve the student learning assessment process in this program?

The assessment process—the learning outcome goals, the assessment method, data collection, data analysis, and dissemination/implementation of recommendations—of the English Writing Major program have proven, over the past three years, to work for assessing student learning. The English Department can create more deliberate, open forums for discussions of recommendations and make more rigorous efforts in closing the assessment loop.

Evaluation from Focused Visit Leadership Team (Made of Academic Deans, Program Leaders, and Focus Visit Report Writers)

Rating: Green