

STUDENT LEARNING ASSESSMENT REPORT, 2017-2019

PROGRAM: English (B.A.)
SUBMITTED BY: Dr. Tonya Howe
DATE: 9/2019

Executive Summary: Description of Assessment Process

List all of the program's learning outcomes: (regardless of whether or not they are being assessed this year)

| Learning Outcome | Year of Last Assessment | Assessed This Year? | Year of Next Planned Assessment |
|--|--|---------------------|---------------------------------|
| 1. Students will respond to a literary text in a way that reflects an awareness of aesthetic values, historical context, ideological orientation, and critical approach. | 2006 2008 2010 2014 2017 | | 2021 |
| 2. Students will write coherent, well-organized essays that establish a clear focus, provide appropriate evidence, and are grammatically correct. | 2007 2008 2009 2010 2011 2015 | Y | 2023 |
| 3. Students will conduct appropriate research and synthesize their own original ideas with those advanced by literary critics and other scholars. (Inquiry Outcome) | 2006 2008 2009 2011 2015 | Y | 2023 |
| 4. Students will demonstrate a thoughtful understanding of their own writing process. | 2008 2013 2017 | | 2021 |
| 5. Students will analyze literary works - in all genres - with respect to structure, style, and theme. | 2007 2009 2014 2017 | | 2021 |
| 6. Students will demonstrate information and technological literacy in research and competence in MLA documentation. | 2009 2010 2011 2015 | Y | 2023 |
| 7. Students will deliver oral presentations that are focused, well-organized, effective, and establish a connection with the audience. | 2009 2012 2014 2017 | | 2021 |

TABLE OF CONTENTS (HYPERLINKED)

Executive Summary: Description of Assessment Process

Assessment Process

Improvements Planned

Closing the Loop: Progress on Planned Improvements from Prior Year

Describe how the program implemented its planned improvements from last year:

Provide a response to last year's University

Assessment Committee review of the program's learning assessment report

Outcomes Assessment 2018-2019

Learning Outcome 2

Interpretation of Results

Learning Outcome 3

Interpretation of Results

Learning Outcome 6

Interpretation of Results

Appendices

Appendix A: Graphs and Data on Outcomes

Assessment from Institutional Effectiveness

Appendix B: UAC Response to Previous Assessment (2015-2017)

Appendix C: Graphs of Relevant Preparedness & Employment Indicators from GSS and Alumni Surveys

Appendix D: 2017-18 Graduating Student Survey

Appendix D: 2018-19 Graduating Student Survey

Appendix E: 2017 Alumni Survey

Appendix E.1: 2017 Supplemental Alumni Survey

Appendix F: 2018 Alumni survey

Appendix F.1: 2018 Supplemental Alumni Survey

Appendix G: Career Services Internship Evaluations 2017-2018 INTERNSHIP SUPERVISOR EVALUATIONS

2018-2019 INTERNSHIP SUPERVISOR EVALUATIONS

2017-2018 STUDENT INTERNSHIP EVALUATIONS 2018-2019 STUDENT INTERNSHIP EVALUATIONS

Appendix H: Assessment Rubrics for Student Learning Objectives

Appendix I: Institutional Effectiveness Outcomes Survey Instrument

Appendix J: Curriculum Map

Appendix K: Draft Revised Outcomes

Provide a brief description of the assessment process used including how results are shared and discussed and strengths, challenges, and planned improvements to the process, providing evidence of a culture of continuous improvement based on assessment. If there is something that is impeding your ability to implement improvements, please comment on those issues (generally not more than two paragraphs, may use bullet points):

Assessment Process

The English department has a strong culture of assessment that is both clear and confidential and engages all full-time faculty. We discuss the results of our assessment process at department meetings to determine what parts of our program are working and where we might make improvements. Here is an outline of the process:

- Faculty from relevant courses gather papers in electronic forms, remove identifying information, and share with the Chair electronically. Syllabi in all classes state that student work may be used for confidential assessment.
 - o Work from our Senior Seminar course (EN424) forms the backbone of our assessment process. Each cycle, we assess work from that capstone course, and this year we also assessed work from Introduction to Literary Study (EN200), which is our gateway course. EN424 is required of all majors (students in the Media & Performance Studies track may elect to take a GMD capstone, but most choose EN) and EN200 is required of all majors and minors.
 - o Examining these courses allows us to gauge the skills of outgoing seniors and to reflect upon what they have learned from their coursework in the program. It also allows us to gauge the skills of sophomore majors and minors to gauge their performance prior to the capstone experience and assess their fluency with literary analysis in the discipline.
 - o This two-year cycle, we examined learning outcomes focused on writing, research, and informational/technological literacy (Objectives 2, 3, and 6). We rated 13 papers from EN424 Senior Seminar (7 from Fall 2017, and 6 from Fall 2018). We also rated 17 papers from EN200 Elements of Literary Study (10 from Fall 2017, and 7 from Fall 2018). This is the highest total number of papers (30) we have assessed in recent assessment history.
 - o We also compared current cycle outcomes to those same assessed outcomes from 2015 to help us see overall trends.
- Chair checks the anonymity of the materials, rennumbers them, and makes them available via a private Google Drive folder shared only with full-time faculty, divides the rating responsibilities equitably, and circulates a printed copy of the complete assessment criteria. Each product is assessed electronically by multiple (2-3) faculty.
- Faculty are given an assessment rubric and asked to submit scores via a form generated by PIE. We maintained our model of evaluation from previous years which uses a 5-point scale (1=fails to meet criteria; 3=meets; and 5=exceeds).
 - o During departmental discussion, we agreed that a rating of 2.5-3.4 in the statistical tables provided to us by PIE would indicate the basic minimum expectation of proficiency; 4.5-5 would represent true fluency. Scores falling below 2.4 would merit discussion, and any categories in which papers consistently score 1.4 or lower would be seen as problem areas to address. Given the assessment cycle, further discussion will occur at the first meeting of the 2019/20 AY.
- Assessment reports are stored on Marymount server space and the department chair's Marymount computer in a clearly labeled assessment folder.

Improvements Planned

The English department has a culture of continuous improvement based on assessment. We gather a large amount of data (see Appendices), and we use this data to gauge both direct and indirect measures of success. Our program consistently assesses well, particularly with our current rating standards for meeting outcome expectations. UAC has suggested in the past that we "raise the bar." We are undergoing Program Review this year, as well, and so to deepen our assessment processes in preparation for that Review, we have included in our assessment products from EN200, our gateway course. Our goal is to understand how we rate introductory student work in relation to outgoing student work, so that we might in the upcoming year introduce even higher expectations. By looking at the gateway course in conjunction with the capstone course, we can evaluate the effectiveness of the program arc. We also compared current cycle assessed outcomes to those same assessed outcomes from 2015 to help us see our overall trends. If these added components are useful, we plan to continue using them, though perhaps in more limited ways. Based on our curriculum map, program outcomes should be met at the Introductory level in gateway courses, and at the Mastery levels in the capstone course. Given the assessment of our gateway-to-capstone coursework in this report, we are confident that our criteria for "meets expectations" is appropriate.

Our assessment process has resulted in a number of changes to individual courses and to the overall program structure. We discuss major courses and major coursework in department meetings, and from those discussions, in conjunction with direct measures of assessment, identify areas of strength and weakness. On our last assessment report (2017), for example, we noticed that final student survey

instruments indicated an interest in developing clearer connections between their coursework and the variety of employment experiences our majors pursue. As a result of this observation, we discussed ways to make the transferrable skills more perceptible and students more conscious of them; we developed a transferrable skills document available on our website; [created a clear mission and vision statement for our department](#) which will be helpful for future assessment projects; and incorporated relevant reflective assignments into the coursework for EN424. That having been said, the overall response from the UAC last assessment cycle indicated that our report was too lengthy. We have attempted to shorten it here.

Closing the Loop: Progress on Planned Improvements from Prior Year

Describe how the program implemented its planned improvements from last year:

| Outcome | Planned Improvement | Update <i>(Indicate when, where, and how planned improvement was completed. If planned improvement was not completed, please provide explanation.)</i> |
|--|---|--|
| Students will respond to a literary text in a way that reflects an awareness of aesthetic values, historical context, ideological orientation, and critical approach. | <p>We will continue to review senior seminar papers each year as a department, even if they are not being assessed for this specific outcome. We will continue to keep all faculty involved in the assessment process, and we will continue to rotate various faculty members through the instructional role in EN 424 Senior Seminar in order to maintain the department's sense of ownership and involvement in this course.</p> <p>As this outcome assesses well and has for the past several assessment cycles, we do not plan to implement curricular changes this year. However, we will have a discussion as a department about alumni's sense that their coursework didn't relate as directly to their professional experiences as they would have liked. The department plans to put together a list of "transferrable skills" correlating our learning outcomes (and other skills our program imparts) with language students can use to discuss their aptitudes in a job interview or on a resume. Such language will also hopefully help students see the applicability of skills like textual analysis in a wide range of professional settings.</p> | <p>We discuss each senior seminar paper in depth at the penultimate department meeting of the AY, and all full-time faculty are involved in this process. We continue to rotate faculty in this course to maintain departmental involvement. We have also discussed topics for this course, and as a group, we are consciously offering broad-based topics that both allow students the room to develop their own projects and enable students to think deeply about the value of their work as critical readers and writers. For instance, we have offered topics on the nature of authorship, the ethics of reading, ecocriticism, and borderlands. This course allows faculty deeply to connect their scholarship with that of our students in close mentorship situations. See this blog post, for instance.</p> <p>Over the past two years, we discussed students' sense that their coursework was disaggregated from their professional experiences. As a direct result of these discussions, our last iteration of EN424 incorporated a reflective writing assignment on these transferrable skills. We plan to continue to implement these and similar innovations into the future. Though individual faculty teaching this class may address the issue differently, the department as a whole is committed to helping students understand the applicability of their skills to a wide range of professional settings.</p> |
| Students will analyze literary works - in all genres - with respect to structure, style, and theme. | <p>We will continue to review senior seminar papers each year as a department, even if they are not being assessed for this specific outcome. We will continue to keep all faculty involved in the assessment process, and we will continue to rotate various faculty members through the instructional role in EN 424 Senior Seminar in order to maintain the department's sense of ownership and involvement in the success of this course.</p> <p>As this outcome assesses well and has for the past several assessment cycles, we do not plan to implement curricular changes this year. However, we will have a discussion as a department about alumni's sense that their coursework didn't relate as directly to their professional experiences as they would have liked. The department plans to put together a list of "transferrable skills" correlating our learning outcomes with</p> | <p>We have continued to discuss each senior seminar paper in depth at the penultimate department meeting of the AY, and all full-time faculty are involved in this process, and we continue to rotate faculty to ensure departmental investment in the Senior Seminar.</p> <p>Over the past two years, we discussed students' sense that their coursework was disaggregated from their professional experiences. As a direct result of these discussions, our last iteration of EN424 incorporated a reflective writing assignment on these transferrable skills. We plan to continue to implement these and similar innovations into the future. We additionally implemented the plan to have a Graduate Studies representative visit EN424, and students prepared a reflection on that discussion as part of their coursework. Though individual</p> |

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|---|---|---|
| | <p>language students can use to discuss their aptitudes in a job interview or on a resume. Such language will also hopefully help them see the applicability of skills like textual analysis in a wide range of professional settings.</p> <p>A Graduate Studies representative has been invited to visit EN 424 in the fall to discuss the advanced degrees English majors can pursue, and this type of conversation might benefit students in terms of seeing the applicability of this outcome, which addresses key skills needed for graduate work in any discipline. We would also like to provide one or two “mini-workshops” in introductory-level courses like EN 200 and EN 290 on internships (and possibly also on careers or graduate school) that would help students begin to think about their skills beyond the classroom.</p> <p>Bringing successful alums back at events like English Night to discuss their career experiences is also a strategy that can help address the divide students perceive between academic preparation and career performance. Furthermore, the internship reflection is a place to emphasize transferrable skills. While the reflection already asks students to connect their coursework to their internship experience, we might want to have advisors follow up with more discussion about this connection.</p> | <p>faculty teaching this class may address the issue differently, the department as a whole is committed to helping students understand the applicability of their skills to a wide range of professional settings.</p> <p>Because of ongoing discussions about the relation between EN200 and EN290, we elected to focus our attention on other upcoming curricular changes that will entail the combination of these two classes into one. We still plan to use these courses to begin resume building and connective, metacognitive thinking.</p> <p>Alumni returned to Marymount on several occasions to share their insights and experiences with current undergraduate students, and we plan to continue this good work (including showcasing our alumni online). Similarly, we continue to require a substantial internship reflection, which has become a model for university-wide requirements for internship coursework.</p> |
| <p>Students will demonstrate a thoughtful understanding of their own writing process.</p> | <p>We feel that this course, and our program in general, is largely successful regarding this outcome. Instructors in EN 301 have worked hard to engage students in a reflective awareness of their own writing abilities and to help them address their weaknesses. Based on the success of this outcome in this year’s assessment, as well as a general sense among faculty, students, alumni, and prospective employers that our program produces strong, reflective writers, we plan to continue our current instructional methods in EN 301 and our focus on writing throughout the program.</p> <p>In an effort to address alumni concerns about connecting their academic writing to a career situation, we plan to put together a list of “transferrable skills” directly correlating our learning outcomes with language students can use to discuss their aptitudes in a job interview or on a resume. Such language will also hopefully help students see the broad applicability of their academic writing skills in professional settings. Other efforts, like bringing successful alums back for English Night to discuss their career experiences, is also a strategy that can help address the divide students perceive between academic and career writing.</p> | <p>This course has proven highly effective and we have not altered it.</p> <p>We did implement our transferrable skills improvement (see department homepage) and continue to foreground the connections between coursework in literary analysis and writing, on the one hand, and professional experiences, on the other.</p> <p>We also routinely bring alumni back to campus to share their experiences, which help students make connections to their current courses of study. See this news post and this profile of a former student who returned for English Night.</p> |
| <p>Students will deliver oral presentations that are focused, well-organized, effective, and</p> | <p>Overall, program performance is strong in this outcome. However, as a department, we will discuss specific strategies for supporting more students in presenting their work outside of the classroom in university, local, regional, and even national conferences. The major problem we see is related to funding. While many of our students are interested, they don’t always have the ability to travel to conferences due to financial</p> | <p>We use our Canvas page and our social media outlets to make opportunities for professional development and scholarly presentation available. In addition, we have found it helpful to invite individual students with strong projects to participate in such opportunities, a personal touch which has proven effective. EN424 and EN208 has, in particular, proven an effective course for generating</p> |

| Outcome | Planned Improvement | Update <i>(Indicate when, where, and how planned improvement was completed. If planned improvement was not completed, please provide explanation.)</i> |
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| establish a connection with the audience. | constraints. We plan to make more students aware of the funds available for undergraduate research travel, and we also want to seek funding to take a group of students (through a single project or panel) to the Virginia Humanities Conference or similar regional conference. We also plan to encourage more students to present at the Student Research Conference on campus, which does not require any expense on students' part, and we will provide direct outreach through professors and advisors in terms of submitting student work to appropriate conferences. | <p>participation in the Student Research Conference; in 2019, 35% of the students in EN208—a core LT1 course—presented their work. Students continue to attend and present at the Virginia Humanities Conference, and we plan to continue encouraging such participation. However, funding remains a concern, and it would be helpful to have a webpage where students could see funding opportunities clearly laid out.</p> <p>We invite students who presented or attended presentations to write brief summary and reflection articles that are shared publicly on our blog (see here and here). This practice helps students acquire bylines and therefore serves as professional development, as well.</p> |

Provide a response to last year's University Assessment Committee review of the program's learning assessment report

Comment: We thank the committee for taking the time to evaluate and comment thoughtfully on our assessment process, included below (see [Appendix B: UAC Response to Previous Assessment \(2015-2017\)](#)). The last UAC review of our assessment report was in 2017, as we are currently in a 2-year reporting cycle. In that review, comments were very strong, and our report was accepted as submitted. The UAC noted that we are “exemplary” and “commendable” for involving all faculty in our assessment process, and that our report was “very clear,” “very thoughtful and thorough,” and “outcomes are clear, appropriate, and align with the University mission.” We are committed to involving all faculty in the process, which is essential for department cohesion and a sense of vision. The UAC made several suggestions; those suggestions, and our responses, are included in the table below:

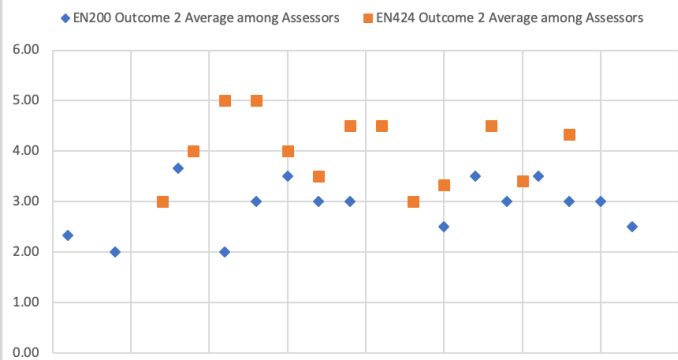
| Suggestions | Response |
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| Consider “raising the bar” of our target satisfaction rates from the current 50%, which is always highly exceeded. | <ul style="list-style-type: none"> - We have raised the target satisfaction rate in indirect measures to 60%. - In 2015, UAC similarly recommended raising our target satisfaction rates in outcomes assessment, as well. We have not raised these numbers, currently at 2.5-3.4 for “meets expectations,” because we did not know how our gateway courses were assessing in comparison. This cycle, we have included scores from our gateway course, EN200, to see what trends emerge in our assessment practice. We are confident that current benchmarks for direct measures are appropriate, and will learn more during Program Review. |
| Outcomes 1 and 5 are similar; consider revising them. | <ul style="list-style-type: none"> - We are currently gearing up for Program Review and undergoing a large-scale revision of our assessment outcomes, given that our methods of teaching are changing and we have been, as a body, emphasizing multimodal project creation (research-based website construction, podcasts, digital analysis of literature grounded in close and distant reading, video construction, and so on) in our courses. We currently have drafts of these outcomes, and we will finalize them after Program Review (See Appendix K: Draft Revised Outcomes). |
| Students do not seem to “understand how their English degree has contributed to their ability to find a job,” as per the GSS results. | <ul style="list-style-type: none"> - We take this comment very seriously, and have implemented specific project-based changes and metacognitive assignments in our gateway and capstone courses, as described in the responses above. We consistently bring alumni back to campus to reflect on the connections between their degree and their employment; however, we could advertise these events more thoroughly, to generate more student presence. We have begun requesting Work Scholar student to help with on-campus student outreach through social media. Improving these responses is work that cannot be done overnight. Though Program Review is upcoming, we anticipate integrating more digital portfolio-based work and professional reflections in both gateway and capstone courses. |
| Report length: while the UAC “commends” our “thorough...analysis | <ul style="list-style-type: none"> - We have made an attempt to do so in this report, and the length of the report exclusive of appendices has decreased from 9611 to 7072 words. |

and discussion," the report "should be...more concise and focused."

Outcomes Assessment 2018-2019

Learning Outcome 2

Students will write coherent, well-organized essays that establish a clear focus, provide appropriate evidence, and are grammatically correct.

| Outcome Measures <i>Explain how student learning will be measured and indicate whether it is direct or indirect.</i> | Performance Standard <i>Define the acceptable level of student performance.</i> | Data Collection <i>Discuss the process for collecting this data: who conducted the assessment, when, and how?</i> | Result <i>Did you meet your target? What was the result?</i> |
|---|--|--|--|
| <p>Direct Measures: 13 capstone papers (7 from EN424 FA17; 6 from EN424 FA18) and 17 gateway papers (10 from EN200 FA17; 7 from EN200 FA18), rated by multiple faculty with a shared rubric (see Appendix A: Graphs and Data on Outcomes Assessment from Institutional Effectiveness).</p> | <p>We agreed as a department that a rating of 2.5-3.4 out of 5.0 indicates "meeting expectations." This outcome is intended to gauge the student writer's ability to craft a strong, convincing piece of writing with a focused thesis, a strong introduction, well-selected evidence, and clear writing (see the Outcomes Assessment Criteria form, Appendix H: Assessment Rubrics for Student Learning Objectives).</p> <p>In past assessment cycles (2015) UAC recommended that we raise this rating expectation, as our students typically perform well above 2.5-3.4 range. However, we must keep in mind that we are assessing final coursework that has gone through revision in each case, and in EN424, we are assessing outgoing students whom we expect to be performing above our minimum expectations for success. The variability in our sample number should urge caution; any given year can generate dramatically different numbers. To concretize this point, we also assessed gateway course products over the past two years.</p> | <p>11 full-time faculty participated and 2-3 faculty read and assessed each paper over Summer 2019. Please see detailed overview of the process above, page 2-3, and Appendix I: Institutional Effectiveness Outcomes Survey Instrument.</p> | <p style="text-align: center;">GATEWAY VS. CAPSTONE WRITING OUTCOME (2) AVERAGE PER PAPER</p>  <p>EN200 papers in this outcome rated 2.92 out of a possible 5, indicating that students are on average meeting minimum expectations. Several papers received 1s and 2s, but the vast majority received 2s and 3s. 70.5% of papers scored at meeting minimum expectations; 17.6% scored just above our minimum expectations for success; and one paper scored 4.5, exceeding our expectations. EN424 papers in this outcome rated 4.10 out of a possible 5, indicating that overall the sample met and exceeded the Outcomes Assessment Criteria, as appropriate for outgoing students in the major. None of the papers received a 1, and only a single faculty member rated one paper a 2. The faculty have a high overall degree of consistency among ratings, with only two papers being assessed at a differential of more than 1 point. In aggregate, all papers were rated at 3 or above, with 5 papers (38.5%) at 4.5 or above, marking an increase in the 3.24 average from the last time this outcome was assessed (2015). 4 papers (30.8%) assessed at our minimum expectation, between 2.5 and 3.4.</p> |

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| <p>Indirect Measures: Confidence in preparedness, particularly in writing-focused responses, as shown on internal alumni /graduating student surveys and on external internship evaluations.</p> | <p>60% satisfaction rate in related areas on alumni and graduating student surveys; acceptance to accredited graduate or professional programs.</p> <p>UAC has encouraged us to raise this bar; we have raised it from 50 to 60% “good or excellent” in related areas.</p> | <p>Survey responses from 10 graduating students (7 in 2018, 3 in 2019) and 14 alumni (9 in 2017 survey, 5 in 2018 survey). Data reports supplied by Institutional Effectiveness (see Appendix C: Graphs of Relevant Preparedness & Employment Indicators from GSS and Alumni Surveys and following) and Career Services (see Appendix G: Career Services Internship Evaluations).</p> | <p>100% of respondents from both 2018 and 2019 GSS feel very confident in their ability to develop a written argument, and find/evaluate good information. All of these responses are well-supported by our direct measures of assessment.</p> <p>According to the 2019 GSS, 100% of responding graduates felt very confident (100% good or excellent in 14 out of 18 questions in the “evaluation of preparation” section) about the extent to which their degree prepared them for future success. These numbers are generally higher than those reported on the 2018 GSS, which also had more respondents. Over 60% of graduating students across both years reported that their English degree prepared them well to both find and succeed in a job related to the discipline. And according to our alumni surveys, 64.3% of our reporting alumni are currently employed full-time. Our students go on to varied employment futures.</p> <p>Because of their strong writing and oral communication skills, our majors tend to excel at these aspects of their internship experiences as assessed by their site supervisors. 86% of reporting internship supervisors rated students “excellent” in terms of written communication skills. Students, too, feel their experiences in writing courses and courses that ask for a high degree of writing have helped them in their internship.</p> <p>Supplemental responses paint a more mixed picture of what students want. In supplemental responses to the 2017 alumni survey, all respondents felt their major prepared them for their current professional life; yet, 40% wanted more development of writing skills and application of writing skills in a real-world environment. In 2018, all students reported more application of writing skills in a real-world environment, but none wanted further development of writing skills. Yet, students agree that the English major provided the skills to pursue their plans.</p> |
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Interpretation of Results

Analysis and Implications: *What does this result tell you about the extent to which your students achieved this outcome? What are the strengths and weaknesses that this result highlights, and what are the implications for your curriculum or your program?*

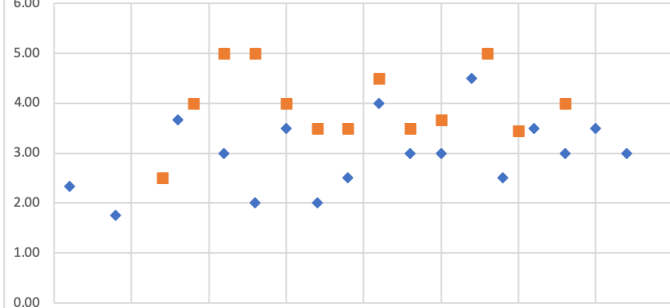
Writing is a hallmark and a strength of our program. Based on direct measures of assessment, our students are achieving this writing-focused outcome to a high degree; and based on our indirect measures, students also indicate that they feel a personal sense of achievement. Students are able, through the writing process and at all levels, to produce high quality written projects, with a clear focus, strong and logical organization, and well-chosen details. Written work becomes much more polished and masterful at the capstone level. Workshops recur in comments as formative experiences. These findings confirm our commitment to preparing our students with strong writing skills at all levels. In indirect measures, students report mixed personal responses to *their sense* of the extent to which their coursework prepared them for the professional world. We have begun to incorporate metacognitive reflective assignments and professional development assignments (preparing a proposal for a conference, applying to a graduate school or a job, and so on) into our gateway and capstone courses. Yet, other indirect measures—like internship supervisor evaluations—report high satisfaction with writing skills. We cannot attribute these results to any particular curricular shifts, but we have been permeating our capstone and gateway courses, as well as our core courses, with increased opportunities for multimodal forms of writing—and we will continue to do so.

Discuss planned curricular or program improvements for this year based on assessment of outcome:

In this next two-year cycle, we will have gone through Program Review. In conjunction with this and prior assessment reports, we will identify additional curricular opportunities to embed writing—and multimodal, portfolio-based kinds of writing—into the curriculum. One student comment encapsulates some of these goals; s/he writes, in the supplemental report to the 2017 survey, that “classes which combined creative writing with research” were most helpful. In particular, we plan to **develop several new courses** that draw on the interests and expertise of our current faculty body—these planned courses all have strong and varied writing components. For instance, Digital Storytelling and History and Future of the Book are two courses we will likely propose. Each of these courses will incorporate hands-on and digitally-informed modes of writing. These developments reflect the shifting sense of writing (as incorporating the verbal as well as the oral, the digital, and the visual) empowering our department. Similarly, we plan to offer **more hybrid and online courses** at both the graduate and undergraduate levels, which we hope will provide alternate ways of engaging with the work of writing and connecting the work of the classroom to the professional world at large. We will also **discuss assignments related to professional development** as a body more concretely in department meetings, which will provide a sense of how best to direct our efforts during Program Review. We need to do a better job helping students connect their coursework to the grand variety of writing that is in demand today.

Learning Outcome 3

Students will conduct appropriate research and synthesize their own original ideas with those advanced by literary critics and other scholars. (Inquiry Outcome)

| Outcome Measures <i>Explain how student learning will be measured and indicate whether it is direct or indirect.</i> | Performance Standard <i>Define the acceptable level of student performance.</i> | Data Collection <i>Discuss the process for collecting this data: who conducted the assessment, when, and how?</i> | Result <i>Did you meet your target? What was the result?</i> |
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| 13 capstone papers (7 from EN424 FA17; 6 from EN424 FA18) and 17 gateway papers (10 from EN200 FA17; 7 from EN200 FA18), rated by multiple faculty with a shared rubric. | <p>This outcome is intended to gauge the student writer's ability to conduct effective research writing by identifying appropriate research for their project and connecting their own ideas to those advanced in their research (see the Outcomes Assessment Criteria form, Appendix H: Assessment Rubrics for Student Learning Objectives).</p> <p>We agreed as a department that a rating of 2.5-3.4 out of 5.0 indicates “meeting expectations.”</p> | <p>11 faculty participated and 2-3 faculty read and assessed each paper over Summer 2019. Please see detailed overview of the process above, page 2-3, and Appendix I: Institutional Effectiveness Outcomes Survey Instrument. See also data reports supplied by PIE and visualizations developed from that data in Appendix A: Graphs and Data on Outcomes Assessment from Institutional Effectiveness and following appendices.</p> | <p>GATEWAY VS. CAPSTONE RESEARCH OUTCOME (3) AVERAGE PER PAPER</p>  <p>◆ EN200 Outcome 3 Average among Assessors ■ EN424 Outcome 3 Average among Assessors</p> <p>Gateway papers in this outcome rated 2.97 out of a possible 5, indicating that students are on average meeting minimum expectations. 4/17 did not meet expectations, while 6/17 exceeded expectations. This outcome revealed more variation in top and bottom-scoring papers. At the capstone level, papers scored 4.07 on average, an increase of almost 1 point from the last assessment of this outcome (2015). Students are exceeding minimum expectations with a high degree of inter-rater consistency; in only one case were all individual assessments more than one point from each other. All but one paper scored above minimum expectations for success. 5 papers (38.5%) were rated at 4.5 or above. When we disaggregate the data, a different story appears—Fall 2017 capstone papers averaged 3.93, while Fall 2018 papers averaged notably higher, at 4.20. This is likely the result of a stronger cohort of students.</p> |

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|---|--|---|---|
| <p>Indirect Measures: Acceptance to graduate programs and confidence in preparedness for further scholarly work, as shown on alumni and graduating student surveys; presentation of research at venues both on and off campus. Discover Summer Research Participation.</p> | <p>60% satisfaction rate in related areas on alumni and graduating student surveys; and acceptance to accredited graduate or professional program; presentation of research at venues both on and off campus and participation in DSR projects with faculty.</p> <p>UAC has encouraged us to raise this bar; we have raised it from 50 to 60% “good or excellent” in related areas.</p> | <p>Survey responses from 10 graduating students (7 in 2018, 3 in 2019) and 14 alumni (9 in 2017 survey, 5 in 2018 survey). Data reports supplied by Institutional Effectiveness (see Appendix C: Graphs of Relevant Preparedness & Employment Indicators from GSS and Alumni Surveys and following).</p> <p>Faculty reporting of students presenting research. CTL-supplied programs from SRC (supplied upon request). Office of Research and Graduate Education-supplied Summer Research data (supplied upon request).</p> | <p>100% of respondents from both 2018 and 2019 GSS feel very confident in their ability on a variety of indirect research indicators, specifically using analytical techniques in the professional fields. All of these responses are well-supported by our direct measures of assessment. Two undergraduate students presented at the 2019 Virginia Humanities Conference, and at the 2019 SRC, research from English courses were presented in high numbers (8 presentations were produced in English courses). Additionally, our program sponsors a notable number of Discover summer research projects—in the past 2 summers, 7 student projects (21% of the total projects) with faculty in the department were conducted.</p> <p>In both the 2018 and 2019 GSS surveys, 100% of respondents indicated plans to continue education after graduation, though they feel somewhat less prepared to do so (66.7-85.7% “good or excellent”) and actually do so at lower levels. According to alumni survey, 38.5% of respondents over all years surveyed pursued additional higher education at the MA, and one reported continuing on to PhD. This is in line with national averages.</p> |
|---|--|---|---|

Interpretation of Results

Analysis and Implications: *What does this result tell you about the extent to which your students achieved this outcome? What are the strengths and weaknesses that this result highlights, and what are the implications for your curriculum or your program?*

Our students are high-achieving in the area of research, a key component of the major. Our gateway students, who perform research-supported close reading arguments of 6-8 written pages, are meeting minimum expectations, and our outgoing students are exceeding them, showing a clear growth in ability over the course of their careers. Our capstone course demands that students perform extensive research. They must locate, assess, and analyze a variety of primary and secondary sources and then integrate the sources with their own original ideas about a text in order to construct a substantial, coherent, original argument of 12-15 pages. The fact that students are able to perform well on this outcome with such a challenging assignment shows that they are achieving the higher expectations we have of students as they complete their degrees. English majors, who themselves feel confident in their ability to research and draw on research findings in meaningful ways, present regularly at regional and on-campus conferences, and our faculty lead several Discover Summer Research projects each year. Over 20% of the total number of student projects funded through the Discover Summer Research initiative were conducted by faculty in the Department of Literature & Languages. At least one major has had her work here accepted for presentation at an upcoming regional Popular Culture Association conference, and two other majors presented their work in gateway and capstone courses at the 2019 Virginia Humanities Conference. Though our students plan to pursue advanced study in very high numbers, our students *actually* pursue advanced study at national averages (39%), which is an exciting finding for us, given the size of our program.¹ Students feel their coursework provided skills for teamwork and time management at slightly lower than aggregate levels, at between 50-70% “good or excellent”; this suggests that we could

¹ Baum, Sandy and Patricia Steele. [“Who Goes to Graduate School and Who Succeeds?”](#) *Urban Institute*, January 2017. Pages 2-3.

do more to make the project management skills demanded by large research projects more explicit, but we are meeting our basic departmental expectations.

Discuss planned curricular or program improvements for this year based on assessment of outcome:

We feel this outcome not only assesses well, but speaks to the heart of our mission as a department. Research in the humanities depends on close, empathetic observation, rigorous analysis, informational literacy within and outside the discipline, and the ability to convey research findings in a clear and persuasive way. As this outcome assesses well, we plan one significant program change to ensure that our students have more opportunities to engage in content courses of their choosing. **We plan to merge our two gateway courses--EN200, Introduction to Literary Study—and EN290, Introduction to Critical Theory—into one, to open an additional content elective.** As a faculty, we recognized that we typically teach critical theory across our curriculum, and combining two required courses into one would result in a more streamlined curriculum. Students are getting the additional critical context in other courses, and as EN200 assesses so well, we feel there is room for streamlining. This change will not only lead to a more streamlined curriculum, but more varied research opportunities for students and broader content exposure, as well. We are also considering ways to provide **more varied project options for the capstone course** as a way to connect coursework with employment contexts and help students think of what they're doing as project management; we will have a clearer sense of this direction after our Program Review.

Learning Outcome 6

Students will demonstrate information and technological literacy in research and competence in MLA documentation.

| Outcome Measures <i>Explain how student learning will be measured and indicate whether it is direct or indirect.</i> | Performance Standard <i>Define the acceptable level of student performance.</i> | Data Collection <i>Discuss the process for collecting this data: who conducted the assessment, when, and how?</i> | Result <i>Did you meet your target? What was the result?</i> |
|--|---|---|--|
| 13 capstone papers (7 from EN424 FA17; 6 from EN424 FA18) and 17 gateway papers (10 from EN200 FA17; 7 from EN200 FA18), rated by multiple faculty with a shared rubric. | <p>This outcome is intended to gauge the student writer's ability to incorporate research from both print and digital sources thoroughly and ethically, and in a form specific to the discipline (see the Outcomes Assessment Criteria form, Appendix H: Assessment Rubrics for Student Learning Objectives).</p> <p>We agreed as a department that a rating of 2.5-3.4 out of 5.0 indicates "meeting expectations."</p> | <p>All faculty participated and 2-3 faculty read and assessed each paper over Summer 2019. Please see detailed overview of the process above, page 2-3, and Appendix I: Institutional Effectiveness Outcomes Survey Instrument.</p> <p>See also data reports supplied by PIE and visualizations developed from that data in Appendix A: Graphs and Data on Outcomes Assessment from Institutional Effectiveness and following appendices.</p> | <p style="text-align: center;">GATEWAY VS. CAPSTONE INFORMATION & TECHNOLOGICAL LITERACY OUTCOME (6) AVERAGE PER PAPER</p> <p>◆ EN200 Outcome 6 Average among Assessors ■ EN424 Outcome 6 Average among Assessors</p> <p>Gateway papers in this outcome rated 3.11 out of a possible 5, indicating that students are on average meeting minimum expectations. 2/17 did not meet expectations, while 6/17 exceeded expectations. No student papers scored a 1 on this outcome, and one student paper scored 5. Students are meeting our expectations in this category, and more than in other outcome assessments are exceeding our expectations. Assessment in this outcome reflected a very high level of inter-rater consistency, with no faculty assessing a gateway product at more than one point of difference. At the capstone level, papers scored 4.03 on average, an increase of almost .75 points from the last assessment of this outcome (2015). All but one paper scored above</p> |

| | | | |
|--|---|--|--|
| | | | minimum expectations for success. Students are exceeding minimum expectations with a somewhat high degree of inter-rater consistency; in 4/13 individual assessment were more than one point from each other. 2 papers (15%) were rated at 4.5 or above. |
| Acceptance to graduate programs and confidence in preparedness for further work drawing on information and technological literacies, as shown on alumni and graduating student surveys; presentation of research at venues both on and off campus. Discover Summer Research Participation. | 60% satisfaction from alumni/graduating student surveys; acceptance to accredited graduate or professional programs; presentation of research at venues both on and off campus. UAC has encouraged us to raise this bar; we have raised it from 50 to 60% “good or excellent” in related areas. | Survey responses from 10 graduating students (7 in 2018, 3 in 2019) and 14 alumni (9 in 2017 survey, 5 in 2018 survey). Data reports supplied by Institutional Effectiveness (see Appendix C: Graphs of Relevant Employment Indicators from GSS and Alumni Surveys and following). Faculty reporting of students presenting research. CTL-supplied programs from SRC (supplied upon request). Office of Research and Graduate Education-supplied Summer Research data (supplied upon request). | Participating ethically in a scholarly conversation—by fully incorporating competing perspectives and documenting other’s ideas using the conventions of the discipline—is essential to the major. Our students plan to seek out further education at very high levels and they enroll at national averages, indicating a clear awareness of the scholarly community that they strive to enter professionally. Our students routinely participate in SRC and off-campus events where they are expected to assess discipline-specific information in an honest way that is also in line with professional standards, and they complete Discover Summer Research projects where they receive a high degree of mentorship in information literacy. Working with both print and online materials in the production of their research, students must locate, assess, and fully incorporate a variety of materials in different modes into their own written product. Our students also feel confident in their ability to do so. According to Alumni and Graduating Student surveys, our students are highly confident in their ability to both find (93%, 100%) and evaluate the quality of appropriate sources of information (93%, 100%) across registers both print and online, and they are also confident that their studies prepared them to understand (86%, 80%) and respond (86%, 70%) to ethical dilemmas. Finally, students also feel highly confident in their ability to use technology in the workplace (79% and 80% “good or excellent”). |

Interpretation of Results

Analysis and Implications: *What does this result tell you about the extent to which your students achieved this outcome? What are the strengths and weaknesses that this result highlights, and what are the implications for your curriculum or your program?*

The ability to produce complex research projects, in writing, that interact with scholarly and public conversations about content in ethical, responsible ways is central to this outcome. Engaging in complex research projects also requires data management. Our program produces students with strong skills in information and technological literacy, measured directly by their ability to fully understand and implement the documentation schema of our discipline. Students in the capstone course perform particularly complex research using both print and online sources, and the fact that they perform competently in incorporating this material honestly and appropriately, as well as in documenting their source material according to disciplinary conventions, suggests that they are meeting this outcome sufficiently. One student from FA2018 presented capstone research at the Virginia Humanities Conference and again at the SRC, and two students from FA2017 presented capstone research at the SRC, suggesting that their skills in information/technological literacy and documentation are meeting professional standards in the field. That students also feel confident in their ability to use technology in the workplace is gratifying, as our majors do not typically consider themselves savvy in the digital realm.

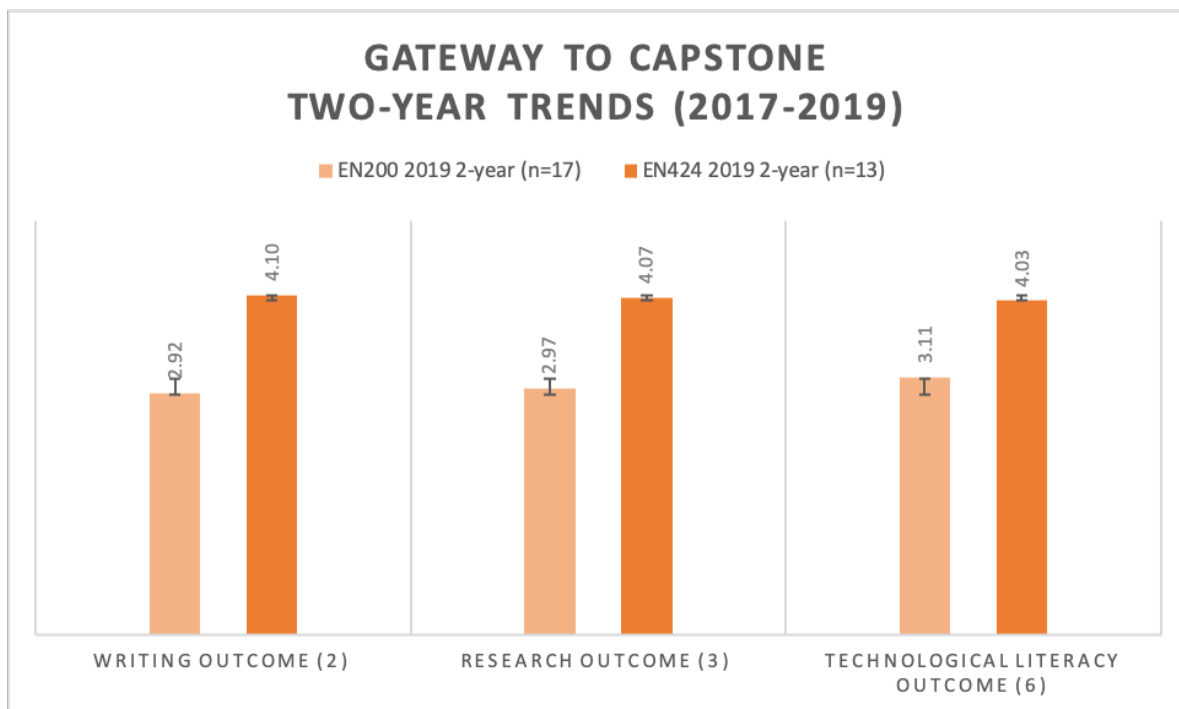
Discuss planned curricular or program improvements for this year based on assessment of outcome:

We would like to **encourage more students in the capstone course to present work during Spring research conferences, both on and off campus, but especially off-campus**, as that introduces students to a wider disciplinary audience. For this reason, as a university, we feel we need to maintain funding levels for student professional travel. We will discuss ways to enhance disciplinary participation as a department and continue to build interest around such participation by offering opportunities to generate

proposals in our capstone course. As a department, we are committed to increasing technological awareness and the ability of students to produce honest and ethical work in multiple modes. We have already developed EN208: Digital Approaches to Literature, in which class students learn how to use quantitative data drawn from textual sources in thoughtful, responsible ways, and we continue to discuss ways to provide **more varied project options for the capstone course**, which will enhance students' sense of technological literacy. Finally, we plan to offer **more online and especially hybrid courses** to both increase technological literacy and help students connect coursework to the world beyond the face-to-face classroom.

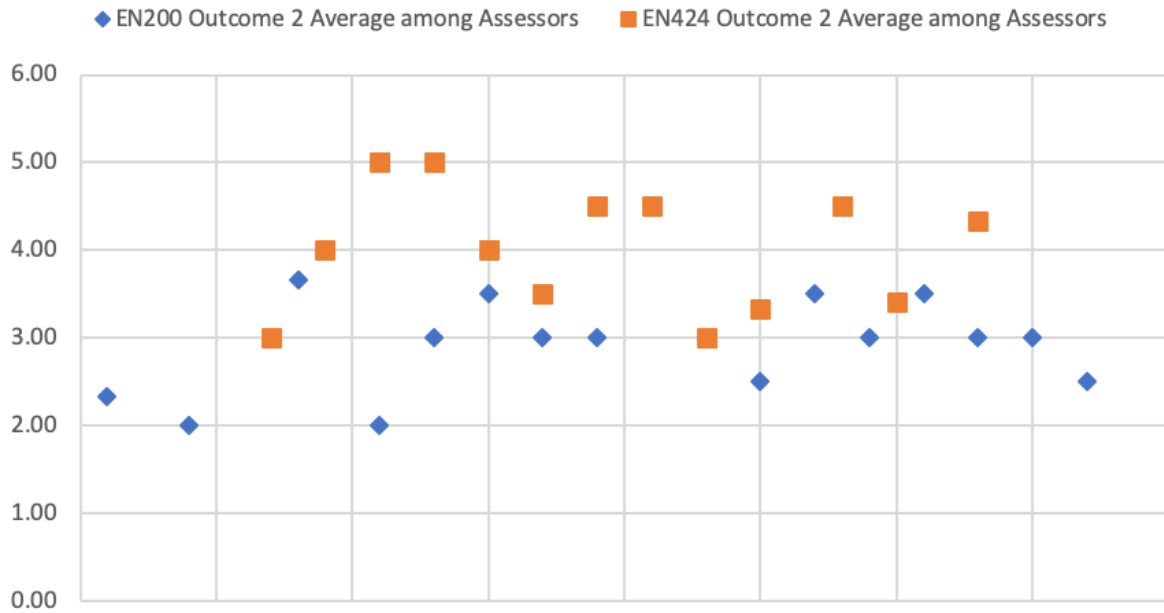
Appendices

Appendix A: Graphs and Data on Outcomes Assessment from Institutional Effectiveness

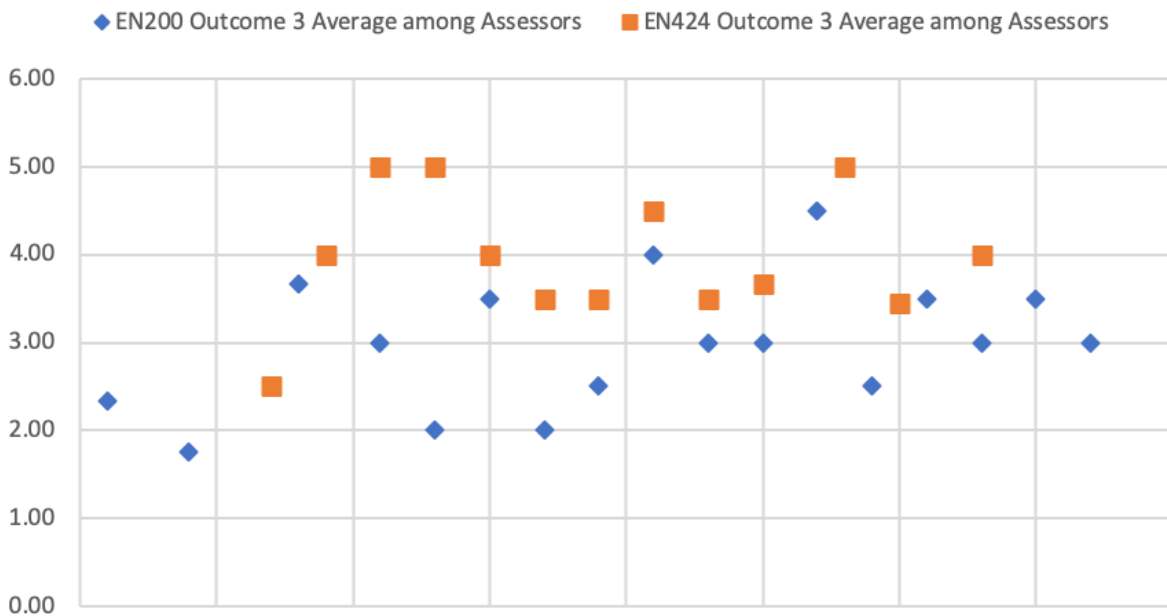




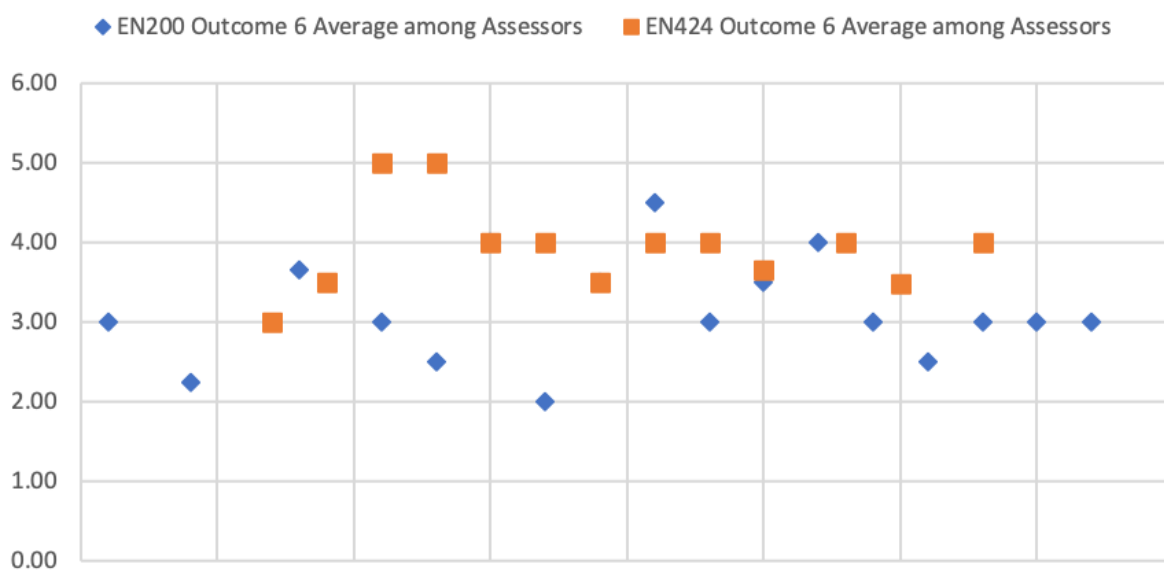
GATEWAY VS. CAPSTONE WRITING OUTCOME (2) AVERAGE PER PAPER



GATEWAY VS. CAPSTONE RESEARCH OUTCOME (3) AVERAGE PER PAPER



GATEWAY VS. CAPSTONE INFORMATION & TECHNOLOGICAL LITERACY OUTCOME (6) AVERAGE PER PAPER



Learning Outcome 2: Students will write coherent, well-organized essays that establish a clear focus, provide appropriate evidence, and are grammatically correct.

| | | |
|---|---|----------------|
| Criteria | <ul style="list-style-type: none"> The paper establishes a clear purpose/focus in its introduction The paper is logically organized, and its argument is coherently presented. The paper includes sufficient and appropriate evidence to supports its argument. The paper is free of serious grammatical errors. The paper establishes a clear sense of audience | |
| Mean Rating | Gateway: 2.92 | Capstone: 4.10 |
| Number of Ratings | 39 | 29 |
| Average Ratings² - Percentage of papers in each range (Scale: 1 - Fails to meet criteria; 5 - Exceeds criteria) | | |
| (1.) 1.0 to 1.4 | 0% | 0.0% |
| (2.) 1.5 to 2.4 | 17. 6% | 0.0% |
| (3.) 2.5 to 3.4 | 52.9% | 30.8 |
| (4.) 3.5 to 4.4 | 23.5% | 30.8 |
| (5.) 4.5 to 5.0 | 5.9% | 38.5% |
| Number of Papers | 17 | 13 |

Learning Outcome 3: Students will conduct appropriate research and synthesize their own original ideas with those advanced by literary critics and other scholars. (Inquiry Outcome)

| | |
|-----------------|--|
| Criteria | <ul style="list-style-type: none"> The paper establishes a critical context for its argument and demonstrates an awareness of relevant research on the subject. The paper incorporates primary and secondary sources in its discussion to support its argument when appropriate. The paper takes an original position |
|-----------------|--|

² Percent totals may not add to 100% due to rounding.

| | | |
|---|---------------|----------------|
| Mean Rating | Gateway: 2.97 | Capstone: 4.07 |
| Number of Ratings | 39 | 29 |
| Average Ratings³ - Percentage of papers in each range (Scale: 1 - Fails to meet criteria; 5 - Exceeds criteria) | | |
| (1.) 1.0 to 1.4 | 0% | 0.0% |
| (2.) 1.5 to 2.4 | 23.5% | 0.0% |
| (3.) 2.5 to 3.4 | 41.1% | 7.7% |
| (4.) 3.5 to 4.4 | 29.4% | 61.5% |
| (5.) 4.5 to 5.0 | 5.9% | 30.8 |
| Number of Papers | 17 | 13 |

Learning Outcome 6: Students will demonstrate information and technological literacy in research and competence in MLA documentation.

| | | |
|---|---------------|----------------|
| Mean Rating | Gateway: 3.11 | Capstone: 4.03 |
| Number of Ratings | 39 | 29 |
| Average Ratings⁴ - Percentage of papers in each range (Scale: 1 - Fails to meet criteria; 5 - Exceeds criteria) | | |
| (1.) 1.0 to 1.4 | 0% | 0.0% |
| (2.) 1.5 to 2.4 | 11.8% | 0.0% |
| (3.) 2.5 to 3.4 | 52.9% | 7.7% |
| (4.) 3.5 to 4.4 | 29.4% | 76.9% |
| (5.) 4.5 to 5.0 | 5.9% | 15.4% |
| Number of Papers | 17 | 13 |

³ Percent totals may not add to 100% due to rounding.

⁴ Percent totals may not add to 100% due to rounding.

Appendix B: UAC Response to Previous Assessment (2015-2017)

Academic Assessment Evaluation Rubric¹ INDIVIDUAL PROGRAM REPORTS, 2016-2017

Program Name: English

School: Arts and Sciences

| I. Executive Summary | | | |
|--|---|---|---------------|
| Exemplary X | Acceptable o | Developing o | No Evidence o |
| <ul style="list-style-type: none"> Describes how and where report data are stored. List all program outcomes and dates last and next assessed; indicates which outcomes to be assessed in current year. Indicates if outcomes have recently changed. Demonstrates understanding of and clearly relates outcomes to university and school mission, plan, and goals, using tables as appropriate Briefly and succinctly describes assessment process including specific strengths, challenges, and planned improvements. Provides examples of a culture of continuous improvement based on assessment. | <ul style="list-style-type: none"> Describes how and where report data are stored. List all program outcomes and dates last and next assessed; indicates which outcomes to be assessed in current year. Describes how outcomes support university mission and strategic plan. Describes assessment process including strengths, challenges, and planned improvements. | <ul style="list-style-type: none"> Not all sections completed or not completed in full, or overwhelms reader with too much detail or information not directly tied to question. Fails to list all program outcomes or does not indicate dates last, next, or currently assessed. Does not clearly relate outcomes to both mission and plan. Fails to adequately describe assessment process, or does not provide a thoughtful discussion of strengths, challenges, and improvements needed. | |
| Comments: This section is very clear and thorough. Your robust assessment process involving all faculty is commendable. | | | |

| II. Implemented Improvements from Previous Year | | | |
|---|--|---|---------------|
| Exemplary X | Acceptable o | Developing o | No Evidence o |
| <ul style="list-style-type: none"> Provides concrete evidence of how improvements from previous assessment activity were implemented, including improvements to the assessment process recommended by the UAC. Appropriate action taken on all issues | <ul style="list-style-type: none"> Provides concrete evidence of how improvements from previous assessment activity were implemented, including improvements to the assessment process recommended by the UAC. Gives explanation for not implementing planned improvements | <ul style="list-style-type: none"> Evidence insufficient or not provided Not all issues were addressed, without explanation of the delay Actions taken were not relevant to the issue. | |
| Comments: As a department you made recommendations and successfully implemented them. Well done! | | | |

| III. Outcomes | | | |
|--|---|---|---------------|
| Exemplary | Acceptable X | Developing o | No Evidence o |
| <ul style="list-style-type: none"> A reasonable number of program outcomes are identified, encompassing the central principles of the discipline without being overwhelming and focus on the cumulative effect of the program. At least two outcomes are assessed in the current year. States learning outcomes in terms of what a student should be able to do Each outcome is observable and measurable Each outcome uses action verbs | <ul style="list-style-type: none"> Program outcomes are identified and encompass the central principles of the discipline. At least two outcomes are assessed in the current year. States learning outcomes in terms of what a student should be able to do Outcomes match those listed in the course catalog. Each outcome is observable and measurable Language in some outcomes may need minimal revision. Some but perhaps not all outcomes | <ul style="list-style-type: none"> Only one outcome listed Not clear how outcome could be measured Fails to demonstrate alignment with University or School mission Outcomes do not match outcomes listed in course catalog Does not address key learning, or outcomes are not at appropriate level. Not worded so that a single method can measure the entire outcome statement. | |

¹ "Assessment Report Evaluation Rubric." *Assessment Report Evaluation Rubric*. Web. 15 Dec. 2014. <[http://www.oirpe.emory.edu/Assessment/2013-14 Assessment Report Evaluation Rubric.pdf](http://www.oirpe.emory.edu/Assessment/2013-14%20Assessment%20Report%20Evaluation%20Rubric.pdf)>.

"Rubric for Evaluating Program Assessment Plans and Reports." *Rubric for Evaluating Program Assessment Plans and Reports*. Web 2 Mar. 2015. <<https://www.iusb.edu/weave/docs/Rubric%20for%20Evaluating%20Program%20Assessment%20Plans%20and%20Reports.pdf>>.

| | | | |
|--|---|--|--|
| <ul style="list-style-type: none"> Learning outcomes are at an appropriate level on Bloom's taxonomy for the level and degree type of the program. Aligned with University and School goals and with professional organizations, where applicable. | reflect an appropriate level of learning for the program. | <ul style="list-style-type: none"> Language needs substantial revision. | |
| Comments (<i>Please comment on each outcome.</i>): Outcomes are clear, appropriate, and align with the University mission. The first outcome assessed is multi-barreled. | | | |

| IV. Assessment Measures and Targets | | | |
|---|--|---|---------------|
| Exemplary X | Acceptable o | Developing o | No Evidence o |
| <ul style="list-style-type: none"> Multiple measures for all outcomes Direct and indirect measures used, with at least one direct measure for each outcome Assessment tools clearly are described (and attached, as appropriate), are appropriately designed, and are feasible. Targets are clearly defined for each measure and are sufficiently challenging. Measures are purposeful; it is clear how results could be used for program improvement. | <ul style="list-style-type: none"> At least two measures for each outcome Direct and indirect measures are used Assessment tools described and are relevant to the outcome Targets defined for each measure but may not be set at effective levels. Implementation may not be complete or need additional planning. | <ul style="list-style-type: none"> Not all outcomes have at least two measures. Few or no direct measures used Assessment tools are vaguely described or are undeveloped. Uses course grades for assessment Targets not defined for each measure. Relies only on assessment at lower levels of the program. | |
| Comments (<i>Please comment on each outcome.</i>): Very clear. You use both direct and indirect measures. Targets are appropriate. 50% satisfaction rate by alumni seems low. Consider raising the bar a bit for that target. | | | |

| V. Analysis of Results and Implications | | | |
|--|--|---|---------------|
| Exemplary X | Acceptable o | Developing o | No Evidence o |
| <ul style="list-style-type: none"> Clear, complete, and well-organized discussion of results for all outcomes Clear and substantial evidence that targets were met, partially met, or not met for all measures Discussion of implications for unit of the results of all assessment measures Compares results to findings from previous years, if available Includes supporting documentation (tables, charts, surveys, rubrics, etc.) | <ul style="list-style-type: none"> For each outcome, effectively uses tables, graphs, and/or charts to summarize results, if applicable. Clear and well-organized discussion of results for all outcomes; some data might be incomplete or not yet available. Clear and substantial evidence that targets were met, partially met, or not met for all measures Includes supporting documentation May contain too much detail or stray slightly from the data. | <ul style="list-style-type: none"> Incomplete or too much information. Not aligned with targets. Questionable conclusions are drawn about whether or not targets were met. Does not discuss results of each assessment measure Details not given in the analysis Results are too general to prove whether or not targets were met. Supporting documentation not included | |
| Comments (<i>Please comment on each outcome.</i>): Very thoughtful and thorough. For Outcome 1, it would help to have the national average of students who pursue advanced degrees as you indicate that 43% of our students do so and determine that indicates preparedness for advanced work. Not sure that it does. Outcomes 1 and 5 are very similar. Is there any way to differentiate them more? Your students don't seem to understand how their English degree has contributed to their ability to find a job (GSS results). You might consider articulating this or have students see these connections. | | | |

| VI. Use of Assessment to Improve Effectiveness | | | |
|---|--|--|---------------|
| Exemplary X | Acceptable o | Developing o | No Evidence o |
| <ul style="list-style-type: none"> Reflects on the assessment process and any needed changes Demonstrates strong understanding of results Identifies key areas that need | <ul style="list-style-type: none"> Demonstrates understanding of results Identifies key areas that need attention and defines next steps, including for those outcomes with targets that were fully met. | <ul style="list-style-type: none"> Does not describe what was learned during the assessment process Does not identify key areas for improvement or describe next steps for all outcomes. | |

| | | | |
|---|--|--|--|
| <p>attention and defines next steps, including for those outcomes with targets that were fully met.</p> <ul style="list-style-type: none"> Improvements reflect what was learned during the assessment process | | <ul style="list-style-type: none"> Does not offer thoughtful interpretation or concrete improvements to be made No action plans Too general, lacking time frames or identifying responsibility. | |
| <p>Comments: For Outcome 1 & 5, is there any way to differentiate the improved effectiveness for each? As they are, they are both the same. Even though you consistently have positive scores, you still find appropriate ways to improve and offer reasons for where you want to make improvements but are not able to so at this time.</p> | | | |

Other comments:

Excellent work. You have a great understanding of assessment and the involvement of all faculty is exemplary. One comment would be to raise the target for satisfaction targets. You are surpassing 50% by a lot and it seems too low to start. You can challenge yourselves more there.

☒ **Report Accepted as Submitted**

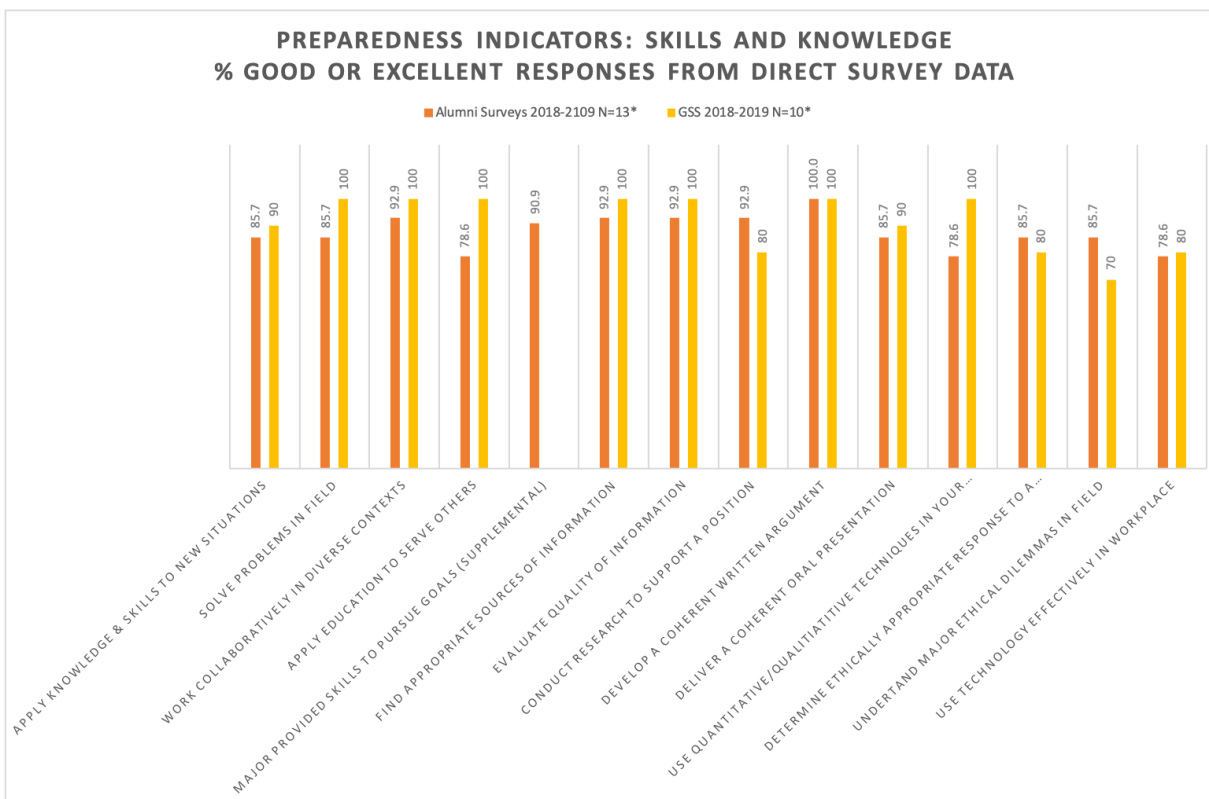
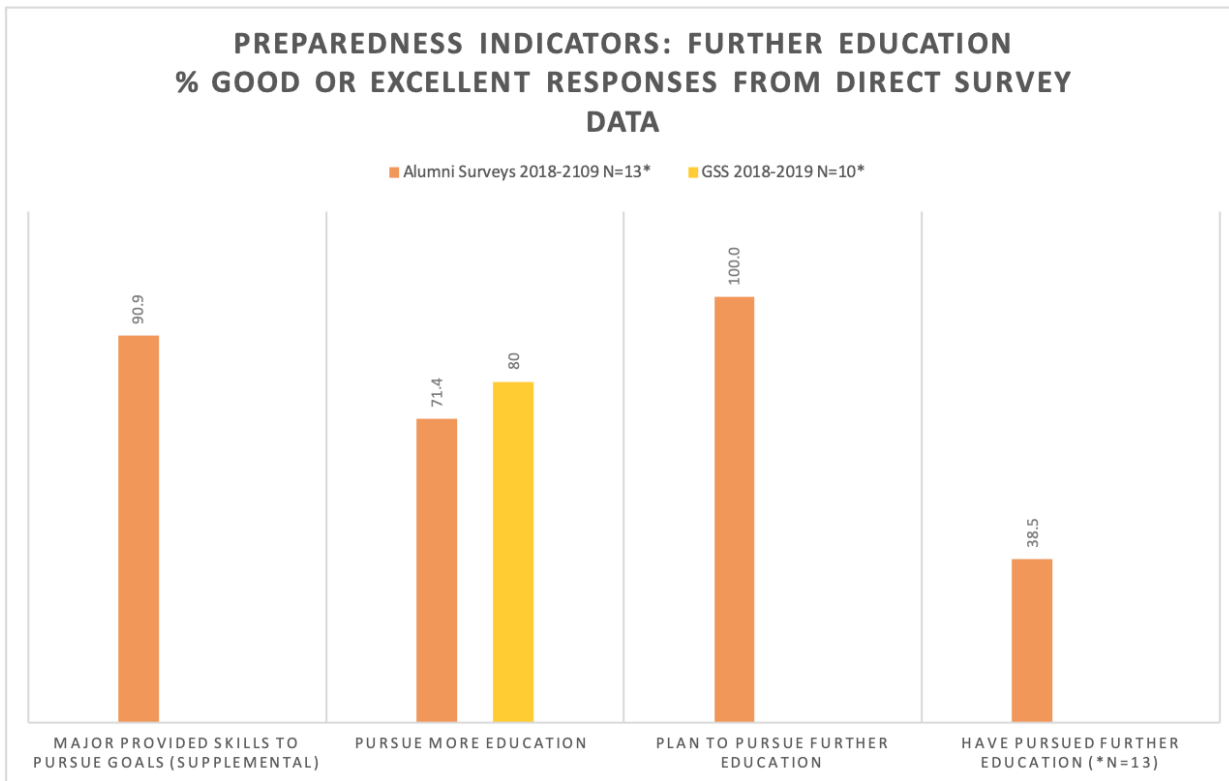
☐ **Report Accepted Pending Minor Revisions**

☐ **Revisions Required to Accept Report This Year**

Recommendations for Next Year's Assessment Process:

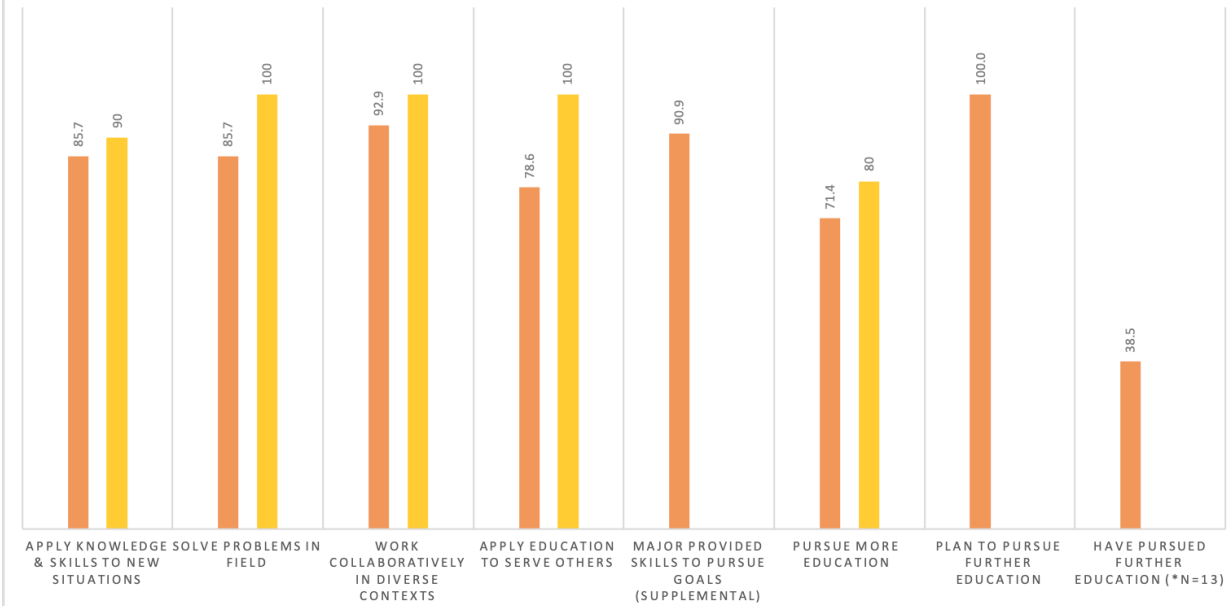
The committee would like to note that the report is very lengthy. While it commends the department for being so thorough in its analysis and discussion, not all of this material needs to go to the committee. The report for the committee should be much more concise and focused on results, analysis, and plans for improvement based on assessment.

Appendix C: Graphs of Relevant Preparedness & Employment Indicators from GSS and Alumni Surveys



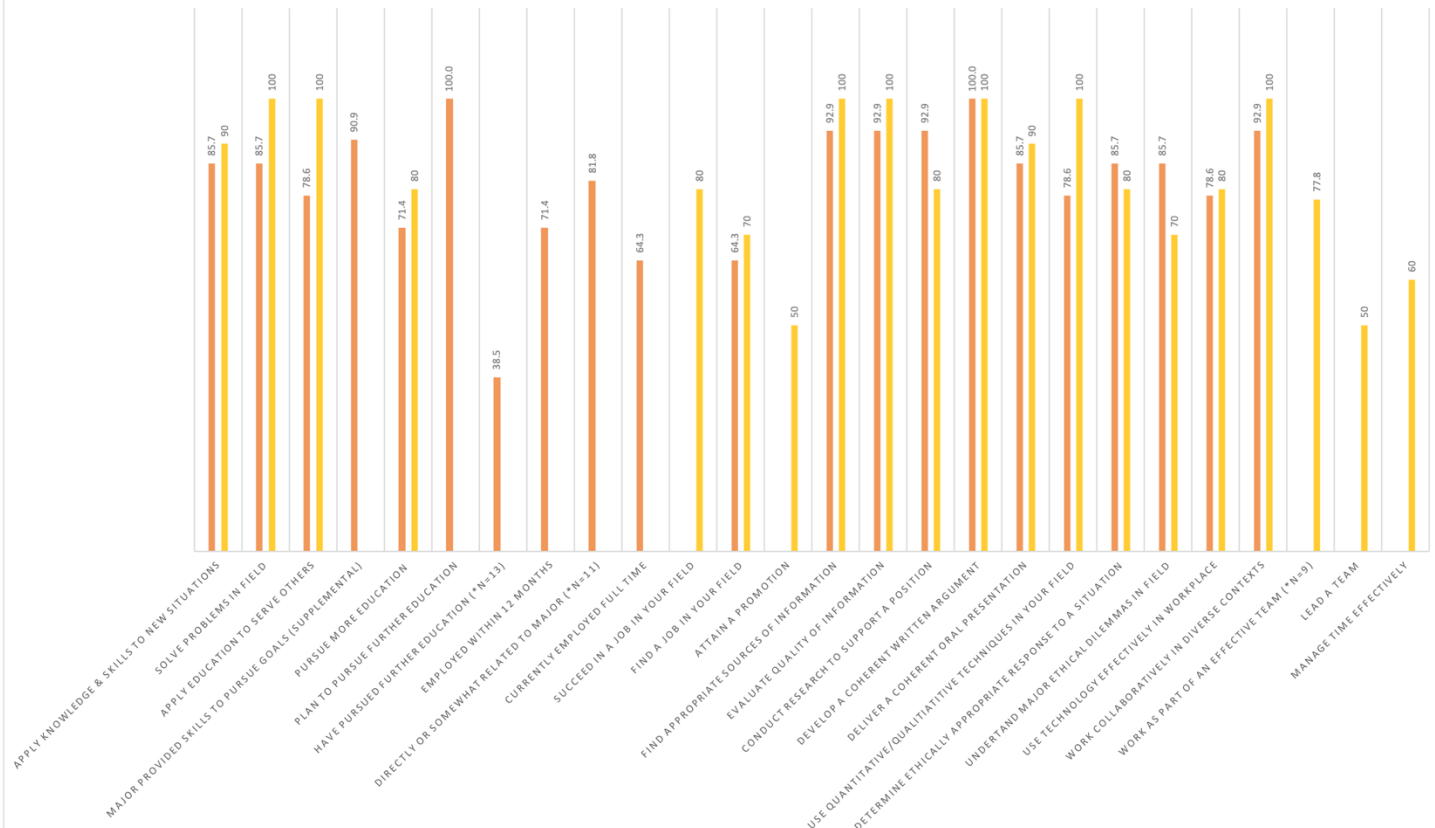
PREPAREDNESS INDICATORS: FURTHER EDUCATION % GOOD OR EXCELLENT RESPONSES FROM DIRECT SURVEY DATA

Alumni Surveys 2018-2109 N=13* GSS 2018-2019 N=10*



PREPAREDNESS INDICATORS % GOOD OR EXCELLENT RESPONSES FROM DIRECT SURVEY DATA

Alumni Surveys 2018-2109 N=13* GSS 2018-2019 N=10*



Appendix D: 2017-18 Graduating Student Survey

Graduating Student Survey, Spring 2018

2017-18 Graduating Student Survey - Evaluation of Preparation

AS : UG : English

| | Responses | % Good or Excellent | Mean | Std Dev |
|--|-----------|---------------------|------|---------|
| Find a job in your field. | 7 | 71.4 | 3.71 | 0.95 |
| Succeed in a job in your field. | 7 | 71.4 | 3.86 | 1.07 |
| Attain a promotion within your existing employment situation. | 7 | 57.1 | 3.57 | 0.98 |
| Pursue more education in your field. | 7 | 85.7 | 4.14 | 0.69 |
| Conduct research to support a position. | 7 | 85.7 | 4.00 | 1.00 |
| Develop a coherent written argument. | 7 | 100.0 | 4.57 | 0.53 |
| Deliver a coherent oral presentation. | 7 | 85.7 | 4.29 | 0.76 |
| Use quantitative/qualitative techniques within your professional field. | 7 | 100.0 | 4.43 | 0.53 |
| Determine the most ethically appropriate response to a situation. | 7 | 71.4 | 4.14 | 0.90 |
| Understand the major ethical dilemmas in your field. | 7 | 57.1 | 4.00 | 1.00 |
| Work as part of an effective team. | 6 | 66.7 | 3.67 | 1.03 |
| Lead a team. | 7 | 28.6 | 3.43 | 1.13 |
| Manage time effectively. | 7 | 42.9 | 3.43 | 1.27 |
| Use technology effectively in a workplace environment. | 7 | 71.4 | 3.86 | 1.07 |
| Apply knowledge and skills to new situations. | 7 | 85.7 | 4.29 | 0.76 |
| Solve problems in your field using your knowledge and skills. | 7 | 100.0 | 4.43 | 0.53 |
| Find appropriate sources of information. | 7 | 100.0 | 4.57 | 0.53 |
| Evaluate the quality of information (e.g. scholarly articles, newspapers). | 7 | 100.0 | 4.43 | 0.53 |

Responses on a 5 point scale: 1 (Poor) to 5 (Excellent)

2017-18 Graduating Student Survey - Faculty, Advisors, and Courses

AS : UG : English

| | Responses | Percent Agree or Strongly Agree | Mean | Std Dev |
|--|-----------|---------------------------------|------|---------|
| Faculty members have a high level of expertise in their fields. | 7 | 85.7 | 4.14 | 0.69 |
| Faculty members are approachable. | 7 | 85.7 | 4.29 | 0.76 |
| Faculty members are available to address my needs outside of class | 7 | 85.7 | 4.00 | 0.58 |
| Advisers are available at convenient times. | 7 | 100.0 | 4.57 | 0.53 |
| Advisers are helpful with selecting courses. | 7 | 100.0 | 4.71 | 0.49 |
| Advisers are knowledgeable about my degree requirements. | 7 | 100.0 | 4.57 | 0.53 |
| Advisers explored my career options with me. | 7 | 85.7 | 4.29 | 0.76 |

Graduating Student Survey, Spring 2018

| | | | | |
|--|---|-------|------|------|
| Advisers discussed my future education options. | 7 | 85.7 | 4.29 | 0.76 |
| Classes in my major were generally available during semesters I need | 7 | 71.4 | 3.86 | 1.07 |
| Classes in my major were offered at convenient times. | 7 | 85.7 | 4.14 | 0.69 |
| Classes in my major challenged me to apply my knowledge in new | 7 | 100.0 | 4.43 | 0.53 |
| Classes in my major were academically challenging. | 7 | 85.7 | 4.14 | 0.69 |
| Elective courses were generally available during semesters I need t | 7 | 100.0 | 4.43 | 0.53 |
| Elective courses were offered at convenient times. | 7 | 85.7 | 4.29 | 0.76 |
| Sufficient electives were offered to meet my needs. | 7 | 100.0 | 4.29 | 0.49 |
| Elective classes were academically challenging. | 7 | 85.7 | 4.00 | 0.58 |
| Classes in the liberal arts core were academically challenging. | 7 | 85.7 | 4.14 | 0.69 |

Responses on a 5 point scale: 1 (Strongly Disagree) to 5 (Strongly Agree)

2017-18 Graduating Student Survey - Evaluation of Development

AS : UG : English

| | Responses | % Agree or Strongly Agree | Mean | Std Dev |
|---|-----------|---------------------------|------|---------|
| I believe I have the knowledge and skills necessary to be effective at making positive changes in my community. | 7 | 100.0 | 4.00 | 0.82 |
| I'm confident in my ability to work collaboratively with people of diverse backgrounds and experiences. | 7 | 100.0 | 4.29 | 0.95 |
| I feel a sense of commitment to serve others throughout my lifetime. | 7 | 100.0 | 4.14 | 0.69 |
| I'm aware of how I might apply what I've learned at Marymount to serve my community. | 7 | 100.0 | 4.14 | 0.69 |

Responses on a 5 point scale: 1 (Strongly Disagree) to 5 (Strongly Agree)

| | Responses | % Somewhat or To a Great Extent | Mean | Std Dev |
|---|-----------|---------------------------------|------|---------|
| Interest in lifelong learning | 7 | 100.0 | 3.43 | 0.53 |
| Awareness of global issues | 7 | 100.0 | 3.57 | 0.53 |
| Self-confidence | 7 | 71.4 | 3.14 | 0.90 |
| Openness to new experiences | 7 | 100.0 | 3.71 | 0.49 |
| Interest in cultures different from your own | 7 | 100.0 | 3.57 | 0.53 |
| Leadership skills | 7 | 71.4 | 3.00 | 0.82 |
| Commitment to service | 7 | 85.7 | 3.00 | 0.58 |
| The ability to collaborate with others from different backgrounds and experiences | 7 | 100.0 | 3.43 | 0.53 |

Responses on a 4 point scale: 1 (Not at All) to 4 (To a Great Extent)

2017-18 Graduating Student Survey - Internship

AS : UG : English

| | Responses | Percent Yes |
|--|-----------|-------------|
| Did your education at MU include an internship, clinical, or student teaching experience(s)? | 7 | 71.4 |
| <i>The internship, clinical, or student teaching experience(s) allowed you to:</i> | | |
| Explore career interests | 4 | 57.1 |
| Apply critical thinking skills | 4 | 57.1 |
| Improve oral and written communication | 4 | 57.1 |
| Improve understanding of responsibilities required in the profession | 4 | 57.1 |
| Network with professionals | 2 | 28.6 |
| Obtain employment at your internship site | 1 | 14.3 |
| Work with a team in an organizational setting | 3 | 42.9 |
| Get professional feedback on career skills and options | 3 | 42.9 |
| Develop a portfolio of work samples | 2 | 28.6 |
| Improve your competitiveness in the job market | 2 | 28.6 |

2017-18 Graduating Student Survey - Further Education

AS : UG : English

| | Responses | Percent Yes or Maybe |
|---|-----------|----------------------|
| Do you plan to continue your education formally after graduation? | 7 | 100.0 |
| <i>If you are planning to return to school, when do you plan to return?</i> | | |
| Within the next year | 4 | 57.1 |
| Within two to three years | 1 | 14.3 |
| More than three years from now | 0 | -- |
| Unsure about when | 2 | 28.6 |
| <i>What degree do you plan to pursue?</i> | | |
| Masters | 6 | 85.7 |
| Doctorate | 0 | -- |
| MD | 0 | -- |
| JD | 0 | -- |
| Other | 1 | 14.3 |

2017-18 Graduating Student Survey - Employment

AS : UG : English

| | Responses | Percent |
|---|-----------|---------|
| <i>What is your current employment status?</i> | | |
| Employed full-time | 1 | 14.3 |
| Employed part-time | 0 | -- |
| Not employed, but looking | 2 | 28.6 |
| Not employed, not looking | 4 | 57.1 |
| <i>Is your current position related to your field of study at MU?</i> | | |
| Directly related | 0 | -- |
| Somehow related | 0 | -- |
| Not at all related | 1 | 100.0 |
| <i>If employed full-time, which sector best describes your job?</i> | | |
| Commercial or for-profit | 1 | 100.0 |
| Not-for-profit | 0 | -- |
| Government | 0 | -- |
| <i>If employed full-time, what is your salary?</i> | | |
| Under \$10,000 | 0 | -- |
| \$10,000 to \$19,999 | 0 | -- |
| \$20,000-\$29,999 | 0 | -- |
| \$30,000-\$39,999 | 1 | 100.0 |
| \$40,000-\$49,999 | 0 | -- |
| \$50,000-\$59,999 | 0 | -- |
| \$60,000-\$69,999 | 0 | -- |
| \$70,000-\$79,999 | 0 | -- |
| \$80,000-\$89,999 | 0 | -- |
| \$90,000-\$99,999 | 0 | -- |
| \$100,000 and above | 0 | -- |
| <i>What are your employment plans after graduation?</i> | | |
| Obtain a full-time position | 2 | 28.6 |
| Obtain a part-time position | 3 | 42.9 |
| Continue in the same position | 0 | -- |
| None | 1 | 14.3 |
| Other | 1 | 14.3 |

2017-18 Graduating Student Survey - Employment

Job Title:

Employer:

Location:

2017-18 Graduating Student Survey - Comments (Redacted)

| What are the strongest aspects of your MU education? | What aspects of your MU education need the most improvement? | If you have any other comments regarding your MU education, please provide them here. |
|--|--|--|
| Teachers who I connected with, friendships I made, multiple campuses, extracurricular activities | Study abroad doesn't give priority to seniors - this is ridiculous!!! Accesbility throughout rhe campus is very poor, only one parking lot for students that is consistently filled up and parking garages are too far away from buildings on campus. Campus security was very unprofessional, needs a lot of direction in order to improve. | Oppurtunities for the arts are far and few between. It seems like athletics is valued far more than the arts at Marymount, which is very unfair. |
| The professors are approachable, compassionate, and fully invested in the success of their students. I enjoyed my experience | Communication of upcoming events and opportunities. | N/A |
| Being able to work closely with the professors. | | |
| my English classes were challenging | research skills | |
| I was always engaged by my professors and pushed to develop my writing skills beyond comfortable norms. | In general, Marymount needs to do a better job fostering cultural awareness and open-mindedness when it comes to inter-student dynamics. | |

Appendix D: 2018-19 Graduating Student Survey

Graduating Student Survey, Spring 2019

2018-19 Graduating Student Survey -- Evaluation of Preparation

AS : UG : English (B.A.)

| | Responses | % Good or Excellent | Mean | Std Dev |
|--|-----------|---------------------|------|---------|
| Find a job in your field. | 3 | 66.7 | 4.00 | 1.00 |
| Succeed in a job in your field. | 3 | 100.0 | 5.00 | 0.00 |
| Attain a promotion within your existing employment situation. | 3 | 33.3 | 3.67 | 1.15 |
| Pursue more education in your field. | 3 | 66.7 | 4.00 | 1.00 |
| Conduct research to support a position. | 3 | 66.7 | 4.00 | 1.73 |
| Develop a coherent written argument. | 3 | 100.0 | 4.67 | 0.58 |
| Deliver a coherent oral presentation. | 3 | 100.0 | 4.67 | 0.58 |
| Use quantitative/qualitative techniques within your professional field. | 3 | 100.0 | 4.67 | 0.58 |
| Determine the most ethically appropriate response to a situation. | 3 | 100.0 | 5.00 | 0.00 |
| Understand the major ethical dilemmas in your field. | 3 | 100.0 | 5.00 | 0.00 |
| Work as part of an effective team. | 3 | 100.0 | 4.33 | 0.58 |
| Lead a team. | 3 | 100.0 | 4.67 | 0.58 |
| Manage time effectively. | 3 | 100.0 | 4.67 | 0.58 |
| Use technology effectively in a workplace environment. | 3 | 100.0 | 4.67 | 0.58 |
| Apply knowledge and skills to new situations. | 3 | 100.0 | 4.67 | 0.58 |
| Solve problems in your field using your knowledge and skills. | 3 | 100.0 | 4.67 | 0.58 |
| Find appropriate sources of information. | 3 | 100.0 | 5.00 | 0.00 |
| Evaluate the quality of information (e.g. scholarly articles, newspapers). | 3 | 100.0 | 5.00 | 0.00 |

Responses on a 5 point scale: 1 (Poor) to 5 (Excellent)

2018-19 Graduating Student Survey -- Faculty, Advisors, and Courses

AS : UG : English (B.A.)

| | Responses | % Agree or Strongly | Mean | Std Dev |
|---|-----------|---------------------|------|---------|
| Faculty members have a high level of expertise in their fields. | 3 | 100.0 | 4.33 | 0.58 |
| Faculty members are approachable. | 3 | 100.0 | 4.33 | 0.58 |
| Faculty members are available to address my needs outside of class. | 3 | 100.0 | 4.00 | 0.00 |
| Advisers are available at convenient times. | 3 | 100.0 | 4.33 | 0.58 |
| Advisers are helpful with selecting courses. | 3 | 66.7 | 3.67 | 0.58 |
| Advisers are knowledgeable about my degree requirements. | 3 | 66.7 | 4.00 | 1.00 |
| Advisers explored my career options with me. | 3 | 66.7 | 3.33 | 1.15 |

Graduating Student Survey, Spring 2019

| | | | | |
|--|---|-------|------|------|
| Advisers discussed my future education options. | 3 | 33.3 | 3.00 | 1.00 |
| Classes in my major were generally available during semesters I need them. | 3 | 100.0 | 4.33 | 0.58 |
| Classes in my major were offered at convenient times. | 3 | 100.0 | 4.33 | 0.58 |
| Classes in my major challenged me to apply my knowledge in new ways. | 3 | 100.0 | 4.33 | 0.58 |
| Classes in my major were academically challenging. | 3 | 66.7 | 4.00 | 1.00 |
| Elective courses were generally available during semesters I need them. | 3 | 66.7 | 4.00 | 1.00 |
| Elective courses were offered at convenient times. | 3 | 33.3 | 3.33 | 1.53 |
| Sufficient electives were offered to meet my needs. | 3 | 100.0 | 4.33 | 0.58 |
| Elective classes were academically challenging. | 3 | 100.0 | 4.33 | 0.58 |
| Classes in the liberal arts core were academically challenging. | 3 | 66.7 | 4.00 | 1.00 |

Responses on a 5 point scale: 1 (Strongly Disagree) to 5 (Strongly Agree)

2018-19 Graduating Student Survey -- Evaluation of Development

AS : UG : English (B.A.)

| | Responses | % Agree or Strongly Agree | Mean | Std Dev |
|---|-----------|---------------------------|------|---------|
| I believe I have the knowledge and skills necessary to be effective at making positive changes in my community. | 3 | 100.0 | 4.33 | 0.58 |
| I'm confident in my ability to work collaboratively with people of diverse backgrounds and experiences. | 3 | 100.0 | 5.00 | 0.00 |
| I feel a sense of commitment to serve others throughout my lifetime. | 3 | 66.7 | 3.33 | 1.53 |
| I'm aware of how I might apply what I've learned at Marymount to serve my community. | 3 | 100.0 | 4.00 | 1.00 |

Responses on a 5 point scale: 1 (Strongly Disagree) to 5 (Strongly Agree)

| | Responses | % Somewhat or To a Great Extent | Mean | Std Dev |
|---|-----------|---------------------------------|------|---------|
| Interest in lifelong learning | 3 | 100.0 | 4.00 | 0.00 |
| Awareness of global issues | 3 | 100.0 | 3.33 | 0.58 |
| Self-confidence | 3 | 66.7 | 3.00 | 1.00 |
| Openness to new experiences | 3 | 66.7 | 3.33 | 1.15 |
| Interest in cultures different from your own | 3 | 100.0 | 3.67 | 0.58 |
| Leadership skills | 3 | 100.0 | 3.33 | 0.58 |
| Commitment to service | 3 | 33.3 | 2.33 | 1.53 |
| The ability to collaborate with others from different backgrounds and experiences | 3 | 100.0 | 3.67 | 0.58 |

Responses on a 4 point scale: 1 (Not at All) to 4 (To a Great Extent)

Graduating Student Survey, Spring 2019

2018-19 Graduating Student Survey -- Internship

AS : UG : English (B.A.)

| | Responses | Percent Yes |
|--|------------------|--------------------|
| Did your education at MU include an internship, clinical, or student teaching experience(s)? | 3 | 100.0 |
| <i>The internship, clinical, or student teaching experience(s) allowed you to:</i> | | |
| Explore career interests | 3 | 100.0 |
| Apply critical thinking skills | 3 | 100.0 |
| Improve oral and written communication | 2 | 66.7 |
| Improve understanding of responsibilities required in the profession | 3 | 100.0 |
| Network with professionals | 1 | 33.3 |
| Obtain employment at your internship site | 1 | 33.3 |
| Work with a team in an organizational setting | 3 | 100.0 |
| Get professional feedback on career skills and options | 2 | 66.7 |
| Develop a portfolio of work samples | 0 | -- |
| Improve your competitiveness in the job market | 0 | -- |

2018-19 Graduating Student Survey -- Further Education

AS : UG : English (B.A.)

| | Responses | Percent Yes or Maybe |
|---|------------------|-----------------------------|
| Do you plan to continue your education formally after graduation? | 3 | 100.0 |
| <i>If you are planning to return to school, when do you plan to return?</i> | | |
| Within the next year | 1 | 33.3 |
| Within two to three years | 0 | -- |
| More than three years from now | 0 | -- |
| Unsure about when | 2 | 66.7 |
| <i>What degree do you plan to pursue?</i> | | |
| Masters | 1 | 33.3 |
| Doctorate | 0 | -- |
| MD | 0 | -- |
| JD | 0 | -- |
| Other | 2 | 66.7 |

Graduating Student Survey, Spring 2019

2018-19 Graduating Student Survey - Employment

AS : UG : English (B.A.)

| | Responses | Percent |
|---|------------------|----------------|
| <i>What is your current employment status?</i> | | |
| Employed full-time | 1 | 33.3 |
| Employed part-time | 0 | -- |
| Not employed, but looking | 2 | 66.7 |
| Not employed, not looking | 0 | -- |
| <i>Is your current position related to your field of study at MU?</i> | | |
| Directly related | 0 | -- |
| Somehow related | 1 | 100.0 |
| Not at all related | 0 | -- |
| <i>If employed full-time, which sector best describes your job?</i> | | |
| Commercial or for-profit | 1 | 100.0 |
| Not-for-profit | 0 | -- |
| Government | 0 | -- |
| <i>If employed full-time, what is your salary?</i> | | |
| Under \$10,000 | 0 | -- |
| \$10,000 to \$19,999 | 0 | -- |
| \$20,000-\$29,999 | 1 | 100.0 |
| \$30,000-\$39,999 | 0 | -- |
| \$40,000-\$49,999 | 0 | -- |
| \$50,000-\$59,999 | 0 | -- |
| \$60,000-\$69,999 | 0 | -- |
| \$70,000-\$79,999 | 0 | -- |
| \$80,000-\$89,999 | 0 | -- |
| \$90,000-\$99,999 | 0 | -- |
| \$100,000 and above | 0 | -- |
| <i>What are your employment plans after graduation?</i> | | |
| Obtain a full-time position | 2 | 66.7 |
| Obtain a part-time position | 0 | -- |
| Continue in the same position | 0 | -- |
| None | 0 | -- |
| Other | 1 | 33.3 |

Graduating Student Survey, Spring 2019

2018-19 Graduating Student Survey -- Employment

| Job Title: | Employer: | Location: |
|-------------------|------------------------|------------------|
| Legal Assistant | Parker Counts Law Firm | Easton, Maryland |

2018-19 Graduating Student Survey -- Comments (Redacted)

| What are the strongest aspects of your MU education? | What aspects of your MU education need the most improvement? | If you have any other comments regarding your MU education, please provide them here. |
|---|---|--|
| Intimacy of classroom / professor recognition | I feel like more types of degrees or minors would create a more interesting and diverse course schedule for each semester | |
| The variety educational course options | More creative writing experiences | N/A |

Appendix E: 2017 Alumni Survey

2017 Marymount Alumni Data - By Program

| | | |
|---------------------------|----------|-------------------|
| 2011-12 Respondents: | 1 | Undergraduate |
| 2015-16 Respondents: | 8 | Arts and Sciences |
| Total Respondents: | 9 | English (B.A.) |

| <i>From your experience at MU, how would you rate each of following?</i> | Percent Good or Excellent* | Valid N |
|--|---------------------------------------|----------------|
| Overall experience | 88.9% | 9 |
| Academic quality | 88.9% | 9 |
| Major department or academic program | 100.0% | 9 |
| Library and Learning services | 88.9% | 9 |
| Academic advising | 100.0% | 9 |
| Marymount's academic reputation | 77.8% | 9 |

For each of the following skills, please indicate how well you believe your education prepared you to:

| | | |
|--|--------|---|
| Find a job in your field | 77.8% | 9 |
| Pursue more education in your field | 88.9% | 9 |
| Find appropriate sources of information | 100.0% | 9 |
| Evaluate the quality of information | 100.0% | 9 |
| Conduct research to support a position | 88.9% | 9 |
| Develop a coherent written argument | 100.0% | 9 |
| Deliver a coherent oral presentation | 100.0% | 9 |
| Use quantitative/qualitative techniques within your professional field | 87.5% | 8 |
| Determine the most ethically appropriate response to a situation | 88.9% | 9 |
| Understand the major ethical dilemmas in your field | 88.9% | 9 |
| Use technology effectively in a workplace environment | 77.8% | 9 |
| Apply knowledge and skills to new situations | 100.0% | 9 |
| Solve problems in your field using your knowledge and skills | 100.0% | 9 |
| Work collaboratively with people from diverse backgrounds | 100.0% | 9 |
| Apply education to serve others in your community | 100.0% | 8 |

**Based on a five-point scale: (5) excellent, (4) good, (3) adequate, (2) needs improvement, (1) poor.*

| <i>Which of the following statements describes your start at MU? N = 9</i> | Percent |
|---|----------------|
| MU was the first college or university I attended | 33.3% |
| I transferred into MU from a community college or four-year college or university | 55.6% |
| I earned a degree from another college or university prior to enrolling at MU | 11.1% |



Relative to completing your degree, when did you find your first professional position?
N = 9

Percent

| | |
|---|-------|
| Continued a position held while attending school | 11.1% |
| Found a new position prior to graduation | 22.2% |
| 0-3 months | 11.1% |
| 4-6 months | 0.0% |
| 7-12 months | 22.2% |
| More than 12 months | 0.0% |
| Have not yet entered professional position since graduation | 33.3% |

How closely related was your college/specialization to this position? N = 6

| | |
|------------------|-------|
| Directly related | 33.3% |
| Somewhat related | 50.0% |
| Not related | 16.7% |

Which of the following best describes your current employment status? N = 9

| | |
|--------------------------------------|-------|
| Employed full-time | 44.4% |
| Employed part-time | 11.1% |
| Not employed, but seeking employment | 33.3% |
| Not employed, and not looking | 11.1% |

What is your current salary range? N = 5

| | | | |
|----------------------|-------|----------------------|-------------|
| \$10,000 and under | 20.0% | \$60,000 to \$69,999 | 20.0% |
| \$10,000 to \$19,999 | 0.0% | \$70,000 to \$79,999 | 0.0% |
| \$20,000 to \$29,999 | 0.0% | \$80,000 to \$89,999 | 0.0% |
| \$30,000 to \$39,999 | 0.0% | \$90,000 to \$99,999 | 0.0% |
| \$40,000 to \$49,999 | 0.0% | \$100,000 and above | 0.0% |
| \$50,000 to \$59,999 | 60.0% | Mean Salary** | \$47,000.00 |

****Mean salary based on midpoint of range indicated.**

Have you pursued further education since completing your degree? N = 8

| | |
|-----|-------|
| No | 75.0% |
| Yes | 25.0% |

Number pursuing further degrees: N= 2

| | |
|------------|----------|
| Associates | Doctoral |
| Bachelors | Other |
| Masters | 100.0% |

2017 Alumni Survey - Employment

Arts and Sciences

Undergraduate

English (B.A.)

| Job Title | Employer | Location |
|---------------------------------|---|----------------|
| Management Operations Assistant | National Science Foundation | Alexandria, VA |
| Training Coordinator | Prince William County Public Library System | Woodbridge, VA |

2017 Alumni Survey - Comments

Arts and Sciences

Undergraduate

English (B.A.)

| What are the strongest aspects of your MU education? | What aspects of your MU education need the most improvement? | If you have any other comments regarding your MU education, please provide them here. |
|--|---|---|
| Classes taught by faculty in my department (English), research opportunities (Discover Program), leadership opportunities and specialized study available through the Honors Program, short term study abroad opportunities. My academic program was very interdisciplinary, which has been incredibly helpful in my continuing education. | More financial aid options would have been helpful. Although it was acknowledged that the department my major in the humanities was couched in did a lot of important work for the university, the administration spent far more time and resources focusing on STEM and business programs. Although I understand that these programs are currently popular, Marymount seems to be in danger of loosing its identity as a liberal arts institution without supporting departments that work hard to give students key skills they need to function in the world. As a student leader, the administrative folks in student life were often difficult to work with, and my experience of learning how to be a leader was framed by trying to make sense of a constantly shifting set of guidelines and expectations for student clubs that were not readily available or even written down. | |
| the passion of my professors | Need better food and lounge area for on-campus. Bernie's is not great and very crowded and loud, and the commuter lounge is small. | I loved my time at MU and was very involved in activities. |
| The most amazing faculty in the English department. Tiny campus, intimate lecture rooms make it impossible not to learn! | More accommodations for students who work full-time - evening classes would have been great. | |
| The workshop experience. As a writing major, the workshop format helped me learn and really focus on specific skills. | I was frustrated with the English department during my time at Marymount. I felt the professors focused very heavily on a feminist agenda that was often overbearing. Professors were not open to new ideas or other perspectives | |
| Professors rich in knowledge. The professors and curriculum were very motivating! | | While I only spent a year at MU, I found my academic achievement to be most productive during this year of college. |

2017 Alumni Survey - Comments

Arts and Sciences

Undergraduate

English (B.A.)

| What are the strongest aspects of your MU education? | What aspects of your MU education need the most improvement? | If you have any other comments regarding your MU education, please provide them here. |
|---|--|---|
| Being able to interact with so many different people in academic, professional, and social scenarios. | The School of Arts and Sciences should hold more career fairs. Or at least the individual majors should. | |
| My interaction with my teachers and the support I received. | Transfer-Student integration could use some work, it was an uphill battle my first semester. | |

English (UG) Supplemental Report

2017 Alumni Survey

February 12th 2018

Q1 - Please describe your professional or academic activities after graduation (jobs held, academic programs attended, etc.).

While a student and after graduation I supported a government contractor in Fairfax, VA as a Management Analyst working in their Human Resources Department. Most recently, I have landed a position as a Training Coordinator for the Prince William Public Library System.

Freelance writing for local newspapers and magazines, freelance blog work for local business, currently writing two books while raising kids at home (not actively seeking work but open to opportunities).
Continue to work at the National Science Foundation.

I have been working at various tutoring agencies and have begun writing.

I currently work full time as an Account Executive for PR Newswire (a Cision Company)

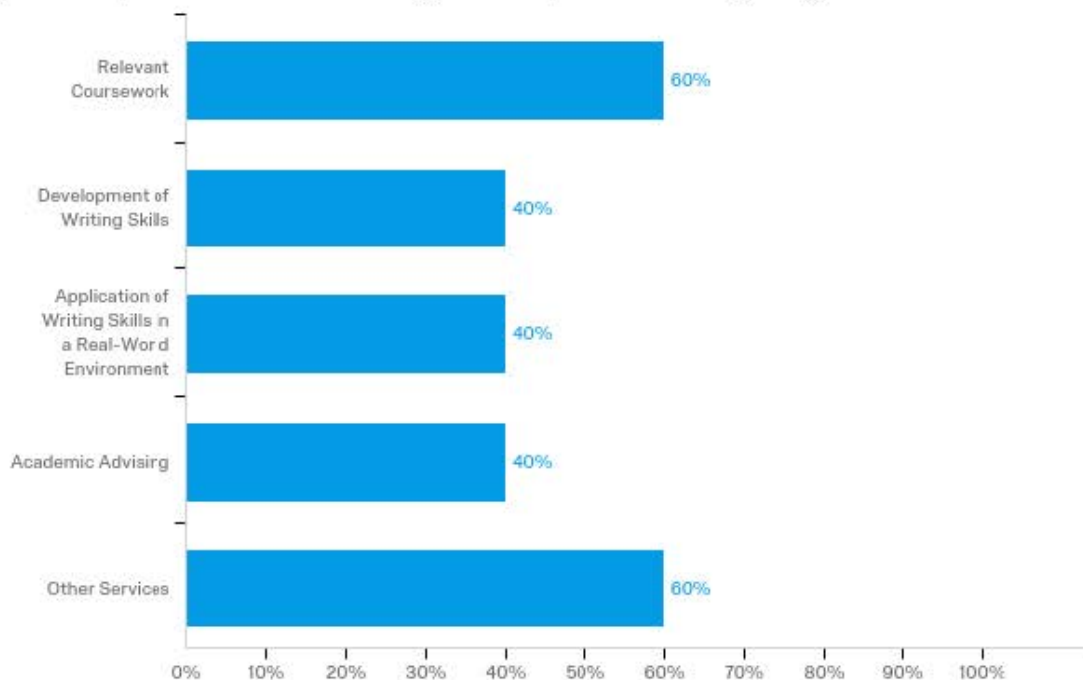
-administrative assistant/communications assistant at St. Mary's Episcopal Church, Arlington -Intern at Society of St. John the Evangelist in Boston through Episcopal Service Corps -currently pursuing an MDiv degree from Virginia Theological Seminary, as a part of the ordination process in the Episcopal Church
Started my own business, but still need other employment for supplemental income.

After school I went to cosmetology school and I'm currently employed as a hair stylist

Q2 - Do you feel your education as an English major supported you with skills to pursue these plans?

| # | Answer | % | Count |
|---|--------|------|-------|
| 1 | Yes | 100% | 7 |
| 2 | No | 0% | 0 |
| | Total | 100% | 7 |

Q3 - Would you have liked further support in any of the following categories?



| # | Answer | % | Count |
|---|---|--------|-------|
| 1 | Relevant Coursework | 25% | 3 |
| 2 | Development of Writing Skills | 16.67% | 2 |
| 3 | Application of Writing Skills in a Real-World Environment | 16.67% | 2 |
| 4 | Academic Advising | 16.67% | 2 |
| 5 | Other Services | 25% | 3 |
| | Total | 100% | 12 |

Q4 - What further support would you have liked in those areas?

library science courses

Career/Grad School support

Career fairs, and having speakers who have English degrees come in throughout the year. (Not just published writers)

Q5 - What courses or assignments were most helpful to you as an English major?

all!

Portfolio of work, creative writing

Literary analysis, classes which combined creative writing with research, hybrid classes with grad students (made for challenging work & great insights from grad students), senior semester -- I honestly can't name an English class that didn't provide me with an amazing learning experience!

Senior Seminar writing assignments

Courses ranging from EN 529 to classes like EN 301 have informed how I write, read, and analyze texts presented to me.

Workshops

Q6 - Please indicate below to what extent your course of major study prepared you to:

| # | Question | Very Little | Needs to be Improved | Adequate | Good | Excellent | Total | Mean |
|---|--|-------------|----------------------|----------|------|-----------|-------|------|
| 1 | Address current issues in your professional or personal life | 0 | 1 | 1 | 3 | 3 | 8 | 4.00 |
| 2 | Write coherent, well-organized materials | 0 | 0 | 0 | 3 | 5 | 8 | 4.63 |
| 3 | Conduct appropriate and timely archival and online research | 0 | 0 | 1 | 2 | 5 | 8 | 4.50 |
| 4 | Develop a persuasive written argument/proposal | 0 | 0 | 0 | 3 | 5 | 8 | 4.63 |
| 5 | Recognize and think critically about complex information | 0 | 0 | 0 | 3 | 5 | 8 | 4.63 |
| 6 | Deliver an effective oral presentation | 0 | 0 | 1 | 3 | 4 | 8 | 4.38 |

Appendix F: 2018 Alumni survey

2018 Marymount Alumni Data -- By Program

| | | |
|----------------------|---|------------------------------|
| 2012-13 Respondents: | 2 | Undergraduate |
| 2016-17 Respondents: | 3 | Design, Arts, and Humanities |
| Total Respondents: | 5 | English (B.A.) |

| <i>From your experience at MU, how would you rate each of following?</i> | Percent Good or Excellent* | Valid N |
|--|---------------------------------------|----------------|
| Overall experience | 80.0% | 5 |
| Academic quality | 80.0% | 5 |
| Major department or academic program | 80.0% | 5 |
| Library and Learning services | 40.0% | 5 |
| Academic advising | 80.0% | 5 |
| Marymount's academic reputation | 20.0% | 5 |

For each of the following skills, please indicate how well you believe your education prepared you to:

| | | |
|--|--------|---|
| Find a job in your field | 40.0% | 5 |
| Pursue more education in your field | 40.0% | 5 |
| Find appropriate sources of information | 80.0% | 5 |
| Evaluate the quality of information | 80.0% | 5 |
| Conduct research to support a position | 100.0% | 5 |
| Develop a coherent written argument | 100.0% | 5 |
| Deliver a coherent oral presentation | 60.0% | 5 |
| Use quantitative/qualitative techniques within your professional field | 80.0% | 5 |
| Determine the most ethically appropriate response to a situation | 80.0% | 5 |
| Understand the major ethical dilemmas in your field | 80.0% | 5 |
| Use technology effectively in a workplace environment | 80.0% | 5 |
| Apply knowledge and skills to new situations | 60.0% | 5 |
| Solve problems in your field using your knowledge and skills | 60.0% | 5 |
| Work collaboratively with people from diverse backgrounds | 80.0% | 5 |
| Apply education to serve others in your community | 40.0% | 5 |

**Based on a five-point scale: (5) excellent, (4) good, (3) adequate, (2) needs improvement, (1) poor.*

| <i>Which of the following statements describes your start at MU? N</i> | Percent |
|---|----------------|
| MU was the first college or university I attended | 60.0% |
| I transferred into MU from a community college or four-year college or university | 40.0% |
| I earned a degree from another college or university prior to enrolling at MU | 0.0% |



Relative to completing your degree, when did you find your first professional position? N = 5

Percent

| | |
|---|-------|
| Continued a position held while attending school | 20.0% |
| Found a new position prior to graduation | 0.0% |
| 0-3 months | 60.0% |
| 4-6 months | 0.0% |
| 7-12 months | 20.0% |
| More than 12 months | 0.0% |
| Have not yet entered professional position since graduation | 0.0% |

How closely related was your college/specialization to this position? N = 5

| | |
|------------------|-------|
| Directly related | 40.0% |
| Somewhat related | 40.0% |
| Not related | 20.0% |

Which of the following best describes your current employment status? N = 5

| | |
|--------------------------------------|--------|
| Employed full-time | 100.0% |
| Employed part-time | 0.0% |
| Not employed, but seeking employment | 0.0% |
| Not employed, and not looking | 0.0% |

What is your current salary range? N = 5

| | | | |
|----------------------|-------|----------------------|-------------|
| \$10,000 and under | 0.0% | \$60,000 to \$69,999 | 40.0% |
| \$10,000 to \$19,999 | 0.0% | \$70,000 to \$79,999 | 0.0% |
| \$20,000 to \$29,999 | 0.0% | \$80,000 to \$89,999 | 0.0% |
| \$30,000 to \$39,999 | 20.0% | \$90,000 to \$99,999 | 0.0% |
| \$40,000 to \$49,999 | 20.0% | \$100,000 and above | 0.0% |
| \$50,000 to \$59,999 | 20.0% | Mean Salary** | \$53,000.00 |

****Mean salary based on midpoint of range indicated.**

Have you pursued further education since completing your degree? N = 5

| | |
|-----|-------|
| No | 40.0% |
| Yes | 60.0% |

Number pursuing further degrees: N= 3

| | | |
|-----------|-------|----------|
| Bachelors | 33.3% | Doctoral |
| Masters | 66.7% | Other |

2018 Alumni Survey -- Comments (Redacted)

Design, Arts, and Humanities

Undergraduate

English (B.A.)

| What are the strongest aspects of your MU education? | What aspects of your MU education need the most improvement? | If you have any other comments regarding your MU education, please provide them here. |
|---|---|---|
| I found mentorship under some of the faculty and club advisors. However, they were not appreciated by the University and eventually left. | I believe that MU needs to be more open to diversity beyond just the dominant nationalities in the community. I also felt like shuttle experience rapidly declined after FY | |
| Faculty and classmates. | The administration - Poor choices on university spending/development; treatment of faculty; lack of transparency. | |
| I feel the strongest aspects were in my major department. All of my professors were extremely insightful. I got the most from my English classes, whether that be writing or literature. | I know that parking was a common issue, especially for guests coming to visit. It was sometimes hard to find anything free for family when they were traveling. | |
| The English department was the best part of my education. The professors were well-informed, helpful, and continue to reach out to me this day. I truly felt that my professors cared about me and wanted me to do well. | I do not feel like Marymount truly capitalized in a real way on its diverse student population. | |
| Adviser: Dr. --- is amazing English department is the best educational experience I've ever had. The professors are knowledgeable and friendly. Likely would not have perused writing if not for them. The amount of different people from different background | -I've heard from friends that other departments such as the business school aren't very good, but I can't say from personal experience. -Cost way to too much. Revived very little, if any assistance from the school despite paying for it myself no other assistance. | |

2018 Alumni Survey -- Employment

Design, Arts, and Humanities

Undergraduate

English (B.A.)

| Job Title | Employer | Location |
|---------------------------|-------------------------------------|--------------------------------|
| Special Education Teacher | District of Columbia Public Schools | Washington, DC |
| Program Analyst | US Department of Agriculture | Washington DC and Riverdale MD |
| Assistant Manager | Abercrombie & Fitch | North Attleborough, MA |
| Technical Writer | Netcentics Corporation | Fort Belvoir, VA |
| Web Developer II | UMUC | Adelphi MD |

English Supplemental Report

2018 Alumni Survey

April 9th 2019

Q1 - Please describe your professional or academic activities after graduation (jobs held, academic programs attended, etc.).

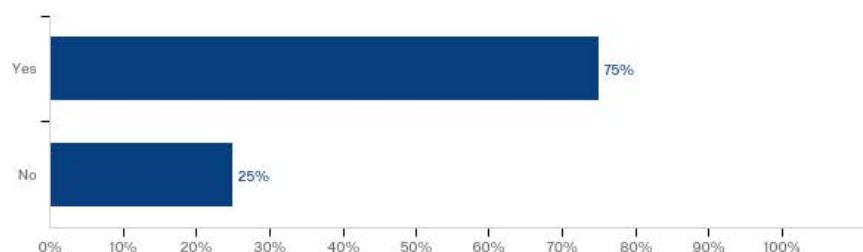
Literacy Tutor with Reading Corps (AmeriCorps program) DC Teaching Fellows Special Education Teacher at Achievement Prep Special Education Teacher at DCPS

Worked as a full-time journalist for two months, then worked as a policy editor on a DoD contract. Currently employed as a technical writer on an Army contract. Also worked as a freelance writer since graduating.

Worked as a video game writer, web producer, and web developer. Pursuing a second Bachelor's degree in Computer Science.

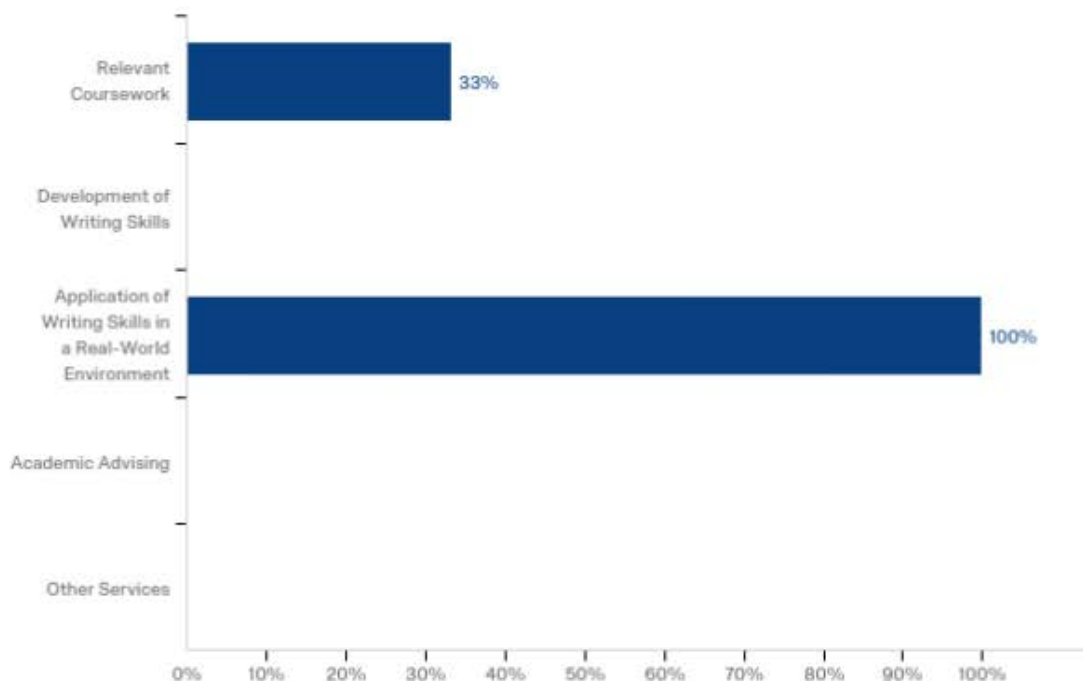
I worked as a home health aid for about 6 months, both for a company and privately. I feel my English degree has helped me in that career to evaluate situations and to understand how to communicate best with other people. This past May I got a management position at Abercrombie. I worked there in part and full time positions during college. My English degree similarly helps with the ongoing communication that is involved as well as written communication needed between myself and my supervisor.

Q2 - Do you feel your education as an English major supported you with skills to pursue these plans?



| # | Answer | % | Count |
|---|--------|------|-------|
| 1 | Yes | 75% | 3 |
| 2 | No | 25% | 1 |
| | Total | 100% | 4 |

Q3 - Would you have liked further support in any of the following categories?



| # | Answer | % | Count |
|---|---|------|-------|
| 1 | Relevant Coursework | 25% | 1 |
| 2 | Development of Writing Skills | 0% | 0 |
| 3 | Application of Writing Skills in a Real-World Environment | 75% | 3 |
| 4 | Academic Advising | 0% | 0 |
| 5 | Other Services | 0% | 0 |
| | Total | 100% | 4 |

Q4 - What further support would you have liked in those areas?

Not much more expansion, but I think practicing the types of writing you'll do in the real world would be nice. I think a class on technical writing or something along those lines would be a very good idea.

More specific training for positions involving writing could have been useful to help me understand potential career options.

Q5 - What courses or assignments were most helpful to you as an English major?

My entire program was helpful. Dr. Rippey was a great academic adviser and mentor. Dr. K was also a great mentor to me.

Anything from Dr. Rippey, Dr. K, Dr. Brown, and Dr. Johnson. Intro to lit, creative writing, and American dream

The individual project to work on a longer piece of writing alongside a faculty advisor.

All of my literary analysis courses and assignments as well as writing specific courses.

Q6 - Please indicate below to what extent your course of major study prepared you to:

| # | Question | Very Little | Needs to be Improved | Adequate | Good | Excellent | Total |
|---|--|-------------|----------------------|----------|------|-----------|-------|
| 1 | Address current issues in your professional or personal life | 0 | 0 | 2 | 2 | 0 | 4 |
| 2 | Write coherent, well-organized materials | 0 | 0 | 0 | 0 | 4 | 4 |
| 3 | Conduct appropriate and timely archival and online research | 0 | 0 | 0 | 2 | 2 | 4 |
| 4 | Develop a persuasive written argument/proposal | 0 | 0 | 0 | 1 | 3 | 4 |
| 5 | Recognize and think critically about complex information | 0 | 0 | 0 | 1 | 3 | 4 |
| 6 | Deliver an effective oral presentation | 0 | 0 | 1 | 3 | 0 | 4 |

| # | Field | Mean |
|---|--|------|
| 1 | Address current issues in your professional or personal life | 3.50 |
| 2 | Write coherent, well-organized materials | 5.00 |
| 3 | Conduct appropriate and timely archival and online research | 4.50 |
| 4 | Develop a persuasive written argument/proposal | 4.75 |
| 5 | Recognize and think critically about complex information | 4.75 |
| 6 | Deliver an effective oral presentation | 3.75 |

Appendix G: Career Services Internship Evaluations

2017-2018 INTERNSHIP SUPERVISOR EVALUATIONS

| Date Started | 11/16/17 | 11/17/17 | 4/6/18 | Did not receive from |
|---|--|--|---|----------------------|
| Supervisor Name | Jeannie Jung | Kemal Kurspahic | Ed Aymar | Graham D'Real |
| Employer name | SpiderSmart Learning Center of Tysons Corner | Connection Newspapers | The Thrill Begins | 826DC |
| Student Name | Hussah Almalik | Robert Healy | Betsy Lizotte | Connor Worley |
| Student major | English | Unsure/Don't know | English | |
| Attendance and Punctuality | Good | Good | Excellent | |
| Follow Directions | Excellent | Good | Excellent | |
| Adhere to Deadlines | Neutral | Good | Excellent | |
| Take Initiative without Supervision | Neutral | Good | Excellent | |
| Oral Communication | Good | Excellent | Excellent | |
| Written Communication | Good | Excellent | Excellent | |
| Ability to Accept Criticism | Good | Excellent | Excellent | |
| Apply Academic Knowledge to the Workplace | Good | Good | Excellent | |
| Overall Professionalism Rating | Good | Good | Excellent | |
| Overall Performance Rating | Good | Good | Excellent | |
| Student's general strengths. | Hussah is dependable and committed. She follows the directions well and gets the job done. | Takes multiple assignments weekly; completes them within deadlines given; provides good photos for his stories; has a positive, will-do, attitude. | Takes initiative, timeliness. | |
| Student's general areas for improvement. | Hussah needs to have more initiatives, be more creative, and do things without being told. | Needs to be more careful in making sure he has names of people featured in stories/photo captions right. | None. Betsy was great! | |
| Additional training | Yes. Definitely! | He needs continuing practice in writing. | Knowledge of graphic production is always a plus. | |
| Job offer | No | No | No | |
| Recommend hire | Yes | Yes | Yes | |
| Additional interns | Yes | Yes | Yes | |

2018-2019 INTERNSHIP SUPERVISOR EVALUATIONS

| Date Started | 7/23/18 | 7/24/18 | 11/14/18 | 4/9/19 | ND—Did not receive |
|---|--|--|--|---|---|
| Supervisor Name | Alexa Warden | Laura Connors Hull | Cris Lee | MARGIE JERVIS | Emmett Irby |
| Employer name | GW Community School | Creative Cauldron | 826DC | CREATIVE CAULDRON | Department of Youth Rehabilitation Services |
| Student Name | Mark Robbins | Joseph Hammett | Paloma Sterrett | TEAGUE GUY | Naiya Dalce |
| Student major | English | English | English | English | |
| Attendance and Punctuality | Excellent | Excellent | Excellent | Excellent | |
| Follow Directions | Excellent | Excellent | Excellent | Excellent | |
| Adhere to Deadlines | Excellent | Excellent | Excellent | Excellent | |
| Take Initiative without Supervision | Excellent | Excellent | Excellent | Excellent | |
| Oral Communication | Excellent | Excellent | Good | Excellent | |
| Written Communication | Excellent | Excellent | Excellent | Excellent | |
| Ability to Accept Criticism | Excellent | Excellent | Good | Excellent | |
| Apply Academic Knowledge to the Workplace | Excellent | Excellent | Good | Excellent | |
| Overall Professionalism Rating | Excellent | Excellent | Excellent | Excellent | |
| Overall Performance Rating | Excellent | Excellent | Excellent | Excellent | |
| Student's general strengths. | Excellent communication skills. Team player. Ready to jump into new and challenging tasks. Flexible. Open to others' differences. Willingness to work. | Joseph has a great ability to learn new tasks quickly. He demonstrates commendable personal initiative and can be given a variety of projects requiring minimal supervision. He has a wonderful, positive personal attitude and ability to work easily with many different personalities. He accepts any challenge with enthusiasm and dedication. | Paloma has shown great initiative. One of her goals was to find a way to support all of the programs we run at 826DC, as well as our Development department. Sometimes this meant that she stayed later than her usual schedule or coming in on other days, but she was more than willing to do that. Paloma has also shown great relationship building skills, and has used them to build | Teague is an excellent co-worker. He takes initiative and contributes creative solutions. He is an easy going and helpful person and very productive. | |

| | | | | |
|--|---|---|--|-----|
| | | | trust with elementary and secondary students. | |
| | | | Paloma has been so dedicated that she sometimes took materials home to prep for programming or replied to emails after hours. It's important that she remembers to find a work-life balance as she prepares to enter the field. Another general area of improvement is communication of needs, especially in terms of time she needs to take off to stay on track academically, and her plan for making up hours. It would have been helpful to have those needs communicated in writing as opposed to verbally. | |
| Student's general areas for improvement. | Student was immediately placed in a teaching role. Did an excellent job without much training or preparation. | I don't see any major deficiencies in Joseph's capabilities. He will continue to learn and grow as opportunities arise for him. He will be a real asset in whatever job setting he chooses. | Continuing to broaden his knowledge of tools and materials | |
| | | | It would be helpful for Paloma continue developing facilitation, lesson planning, and classroom management skills. There were some opportunities for her to develop some skills in programming, but because her schedule was more limited at times, I think she would benefit from more training in this areas. | |
| Additional training | Student is interested in teaching. May want to consider going for licensure. | My recommendation would be that he also explore digital communications & graphic design programs. Being able to create vivid and compelling stories in visual mediums has become essential. | The field of costume design and production is a large field and there are many specialties within it. If Teague chooses to pursue this work, deciding his focus and either apprenticeships or higher education would help him along the path. | |
| Job offer | No | Yes | No | Yes |
| Recommend hire | Yes | Yes | Yes | Yes |
| Additional interns | Yes | Yes | Yes | Yes |

2017-2018 STUDENT INTERNSHIP EVALUATIONS

| Date Started | 7/18/18 | 7/16/18 | 11/16/17 | 11/17/17 | 3/24/18 |
|---|--|--|--|--|--|
| Student Name | Joseph Hammett | Mark Robbins | Hussah Almalik | Robert Healy | Diana Lizotte |
| Student ID | 2489690 | 2481091 | 2420165 | 2178245 | del75374 |
| Student major | English | English | English | English | English |
| Intern Site | Creative Cauldron | GW Community School | SpiderSmart Learning Center Tysons Corner | Connection Newspaper | The Thrill Begins |
| Internship Supeverisor | Laura Hull | Alexa Warden | Jeannie Jung | Kemal Kurspahic | Ed Aymar |
| How did you first hear about your internship? | Searched out organization for myself online | Prior student | I always drove past it so I was curious to see what it was and then I found out it was a learning center so I applied to it. | Using Indeed.com | From my faculty advisor or AIM |
| Training | Yes | No | Yes | Yes | Yes |
| Paid Internship? | Yes | No | No | No | No |
| Type of Renumeration | \$15 per hour | | None | | |
| Hours per week | 20 | 30 | 19 | 23 | 20 |
| Expectations | Strongly Agree | Strongly Agree | Strongly Agree | Strongly Agree | Strongly Agree |
| Comments on the work assignments meeting your expectations. | Assignments gave me a broad range of experience in the organization. | I worked directly with students in a one-on-one environment, teaching them about a variety of subjects. I helped design a reading list construct quizzes based on reading materials. All assignments I was tasked with were germane to my specialty or intimately related. | I was always working with children some needed more attention than others but it was a very engaging job and every day there is something that I do that I am learning from which could be from either how I have to teach a certain student or how I have to help a certain student finish their work in time. Every day was engaging there was never a day where I did not have work to do which is why it met my expectations | He offered me many assignments and I got choose which ones i wanted to go to. I was expecting to cover boring local stories but ended up covering very interesting events. The art exhibition, tree meeting and Alzheimers walk were all events that I learned a lot about each cause and actually became interested in personally. I didn't know how to interview people as much I had to for this intersnhip. I really had to come prepared with questions and | I was able to gain useful information and experience regarding running a blog, editing pieces, gathering data, and writing pieces of my own for publication. |

| | | | | | |
|----------------------------|--|--|--|--|--|
| | | think on my feet to be as professional as I could. | | | |
| Supervisor effective | Strongly Agree | Agree | Strongly Agree | Agree | Strongly Agree |
| Relationship to Coursework | Agree | Strongly Agree | Agree | Agree | Strongly Agree |
| | | Honestly, I would say the best courses for this internship were Major Female Authors, Critical Theory, and Writing Process. Given how I wrote a course proposal for female authors and feminist theory, the first two enumerated were invaluable. The Writing Process humbled me, and through the information gained in that course, I was able to help students with their writing skills. Honestly, just speaking with the English department staff over the years gave me invaluable tips and pointers with how to deal with students. That might be what prepared me the most, if I am being honest. | Since I work with Kids nothing actually helped in terms of how to teach them but in terms of the subject matter, the courses that helped me were the literature, Art History, history, religion and philosophy classes since I teach some of those concepts to the students. It was beneficial that Marymount follows a Liberal Arts requirement because those courses benefitted me when doing my internship. | My creative writing classes and other english classes prepared me for writing for a newspaper. Even my media classes prepared for the interview process that I would have to do. | The Writing Process, Creative Nonfiction, Journalism, and Web Design |
| Which courses | Writing courses, media design courses | | | | |
| Skills gained | Strongly Agree | Strongly Agree | Strongly Agree | Strongly Agree | Strongly Agree |
| | | Odd as it may sound, while I am quite passionate about teaching, this was the first crucible I went through with respect to working with students directly. Some of them were difficult, to say the least. I learned patience. I learned that no matter how | I built skills on how to be able to lead a class/student I was able to work on my organization and management skills since I was working on lesson planning every day so I had to figure out what is important to learn what isn't important to learn and how to present it when | I had to be concise in my writing while also making it interesting. Constantly reading my own work and editing it really made me focus on my own voice and style. I better learned what to write and what to keep out. Every week there are different assignments at college and at the newspaper there were | I learned about writing theater reviews and networking with other writers. |
| Which skills | Networking, researching, writing for an audience | | | | |

| | | | | | |
|---|--|--|--|--|--|
| | | much I cared, or tried, I was not going to reach some of them. I have learned, at least piecemeal, to accept that limitation. I think that is an invaluable lesson. | teaching it. I just got a general idea of how to learning environment will be when I hopefully become a college professor in the future. | various assignments each week as well. So i was able to build on this. | |
| What aspects of the internship did not help to enhance your professional understanding or skills? | Picking up supplies from Staples, delivering packages, other clerical work | In all honesty, I was tasked with grading examinations which, given their nature, was not particularly useful to me. I spent hours upon hours grading final exams. While it did, hopefully, disabuse me of the notion that education is solely a life affirming experience, it was a task that was well beneath my skill set. | Nothing really the only difference between this internship and my future career is that I will be teaching older students rather than kindergarten students learning early reading. My future career will be more engaging and have more topics. The internship made me more engaged with the students while my professional college career should make me more engaged with the subject | none | Not applicable. |
| Confirm field | Agree | Strongly Agree | Strongly Agree | Strongly Agree | Strongly Agree |
| Field comments | The internship helped me have a tangible perspective of what work is like in this field. | I was invited to graduation for the seniors. I cried when the kids were given their diplomas. I was not with them very long, but I felt a sense of pride previously unknown during the ceremony. I very much want to help students, to guide them, to mold them, to help them. Being a part of their lives, and empowering them to change the world, was reconfirmed to be my calling in life. | I always wondered if I should be an elementary school teacher or a college professor and by teaching at SpiderSmart I noticed that I prefer to teach older children but I still enjoyed my experience with these younger children since now I am sure that I will never wonder in the future if I made the right choice as to what age group I was to teach. | Going to various events each week was interesting. Every event was different and I had to respect others views and opinions to remain as impartial as possible. I enjoyed writing every week, and having to edit and re-edit. I didn't realize how many mistakes you put down when you first write something. I enjoyed the people I met, and how i was to remain impartial while respecting others views and portraying them in the best light. | I was excited to write theater reviews and meet other writers in the area. |
| Find a job | Strongly Agree | Strongly Agree | Agree | Agree | Strongly Agree |

| | | | | | |
|---|----------------|---|---|---|---|
| Job Comments | | I managed to work directly in my field of interest with the skills I developed during my undergraduate degree. It wasn't perfect by any stretch, but it proved an invaluable gauntlet to test my academic aptitudes and my mettle. This experience will help me pursue a career in education down the line. | My internship gave me skills to help me learn how I can manage or guide my own future classroom. | | |
| Valuable | Strongly Agree | Strongly Agree | Strongly Agree | Strongly Agree | Strongly Agree |
| Recommend site | Yes | Yes | Yes | Yes | Yes |
| Comments on why you would or wouldn't recommend this internship site. | | I would recommend GW given its affectionate and inviting atmosphere. There is an energy that pervades the school. All the staff are on fire to be there, to help the kids. If education is one's ambition, I cannot think of a better internship. It was challenging, rewarding, and low stress. | If anyone is interested in teaching no matter what the subject is, at SpiderSmart, you will be teaching and getting the experience of what it is like to work with all types of students as well as get a sense of what the classroom environment should be like so it is a good opportunity for future educators to intern at SpiderSmart. | I would highly recommend this internship. The boss was efficient and easy to work with. The events were interesting and offered great experience. | Ed is a wonderful mentor who bends over backwards to assist fledgling writers in building and expanding their own network of writers. |
| Job offer | No | No | No | No | No |
| Offer accepted | | | Yes | No | Yes |

2018-2019 STUDENT INTERNSHIP EVALUATIONS

| | | | | | | |
|---------------|-----------------|-------------------|-------------|-----------------|--------|---------|
| Date Started | 11/9/18 | | 4/6/19 | | 4/6/19 | 4/16/19 |
| Student Name | Paloma Sterrett | Teague Guy | Naiya Dalce | JaNai Hall | | |
| Student ID | 2437531 | 2295959 | 2485009 | 2464603 | | |
| Student major | English | English | English | English | | |
| Intern Site | 826DC | Creative Cauldron | DYRS | Bright Horizons | | |

| | | | | |
|---|---|---|-------------------------|--|
| Internship Supervisor | Cris Lee | Margie Jervis | Dr. Norton | Melissa Hannon |
| How did you first hear about your internship? | Dr. K and my own frantic searching | From my faculty advisor or AIM | From friends or family | From friends or family |
| Training | Yes | No | No | Yes |
| Paid Internship? | No | No | No | Yes |
| Type of Renumeration | \$15.50 | | | |
| Hours per week | 10 | 25 | 4 | 16 |
| Expectations | Strongly Agree | Agree | Strongly Agree | Strongly Agree |
| Comments on the work assignments meeting your expectations. | I was to do work with students to provide in school support for programming, as well as help prep for programs. I was to work 1 store shift per week. I would be given opportunities to help with lesson planning, etc. All of these things have happened. | I was hoping to build a lot of the costumes from scratch, but quickly found out that that borrowing costumes and buying them cheap from thrift stores is easier. With the limited budget for each show and the relationships between theaters, it was way more efficient to re-use costumes and clothes from other productions. | Great working with kids | I help lead teachers conduct their various projects with the students, I help ensure the safety of the children while watching them as they conduct in free play, outside play, and walks. |
| Supervisor effective | Strongly Agree | Agree | Strongly Agree | Strongly Agree |
| Relationship to Coursework | Neutral | Neutral | Neutral | Agree |
| Which courses | | - Modern Drama would be #1- Art History, as odd as it is. Because some of the art direction was I want it to look 'famous_artist'-esque and having familiarity with the names and styles helped. | | My childhood adolescent literature class and all of my psychology courses |
| Skills gained | Strongly Agree | Agree | Strongly Agree | Strongly Agree |
| Which skills | My interpersonal skills have grown to encompass a larger demographic in both age and race/ethnicity. My verbal communication has gotten more succinct. I got to work with development for fundraising events. I also got to have a part in creating lesson plans. | I feel that a lot of the types of materials that were used I have borderline knowledge about. Being able to work with wood, fabric, plastic, foam, glue, and paint really made me understand the types of tasks that each one was best suited for. | Networking | I learned different methods of teaching when in an environment with various students. Learned how to build relationships with both employers, students, and the student family members. Learned how children learn through both music and art. |
| What aspects of the internship did not help to | The store shift was always dead, so I didn't get many chance to sell 826DC to our shoppers. | Inherently, because I was younger than most of the other staff, I was often treated that way. I don't think it was | N/A | Working with infants |

enhance your professional understanding or skills?

bad, however it was apparent that I could be used to do some of the heavy lifting or grunt work when it needed doing. Also when it came to using a sewing machine, I was pretty in tune with how they operate, so no new skills or tricks were taught that I didn't already know.

| Confirm field | Agree | Neutral | Strongly Agree | Agree |
|---|--|--|--|---|
| Field comments | I like the idea of working in the community and working for a nonprofit but I did not gain any definitive interest because I'm indecisive. | I think personally, I can't see myself working in that environment long-term. Not because I disagree with the work or anything like that, but health wise I think its not a field I can really reliably excel at. | I want to be a criminal defense attorney and I was working with troubled youth during my internship. | This internship did confirm my interest in the field because I was able to work with various age groups and learned the different dynamics of working with those age groups |
| Find a job | Strongly Agree | Neutral | Strongly Agree | Agree |
| Job Comments | I believe I have gained some strong references and honed my writing skills and time management further. | | | |
| Valuable | Strongly Agree | Agree | Strongly Agree | Strongly Agree |
| Recommend site | Yes | Yes | Yes | Yes |
| Comments on why you would or wouldn't recommend this internship site. | As an Educational Programming and Publishing intern I was given opportunities to work on things from lesson planning to facilitating my own program to doing research. You get a lot of opportunities to grow and they are very accommodating with our needs as a student. | a) Why I would - The reason I happily took this position was because I wanted a real world understanding of operations. I 1000000% think that if you'd like to see the background operations of set building and costume making for theaters that this is the type of place to learn. You'll dabble in basically everything and see a lot of different kinds of things working. Margie is also helpful and cares about the production as well as the actors in the production. I could tell that it'd be easy to only care about setting and costume work without bothering with the cast/crew, but my advisor was not like that.b) Why I wouldn't - This job is not very hands-off. I expected less | | Student who want to go into the teaching field would benefit from this because they work with various age groups and can figure out which age they would like to teach |

moving crates and more working in an office. If you don't like dust, wood shavings, fleece, paint drips, and ruining clothes you may have a bad time here. I'm cautious to say it was way more blue collar than I expected, because I said that once and people thought I was trashing the internship site which was not my intention. It is a lot of hands on work, moving and lifting walls, carrying furniture, tearing clothes. I bought work gloves before the 3rd day of work because I caught a splinter in my hand and knew going forward that it was going to be like that the whole time. It shouldn't dissuade you as long as you prepare for it going in.

| | | | | |
|----------------|----|-----|-----|-----|
| Job offer | No | Yes | Yes | Yes |
| Offer accepted | No | No | Yes | Yes |

Appendix H: Assessment Rubrics for Student Learning Objectives

2017-2019 Program Outcomes Assessment Criteria

| | Exceeds Criteria 5 | 4 | Meets Criteria 3 | 2 | Fails to Meet Criteria 1 |
|---|--------------------------|-------|------------------------|-------|--------------------------------|
| 1. Students will write coherent, well-organized essays that establish a clear focus, provide appropriate evidence, and are grammatically correct. | _____ | _____ | _____ | _____ | _____ |
| <ul style="list-style-type: none"> The paper establishes a clear purpose/focus in its introduction The paper is logically organized, and its argument is coherently presented. The paper includes sufficient and appropriate evidence to supports its argument. The paper is free of serious grammatical errors. The paper establishes a clear sense of audience | | | | | |
| 2. Students will conduct appropriate research and synthesize their own original ideas with those advanced by literary critics and other scholars. (Inquiry Outcome) | _____ | _____ | _____ | _____ | _____ |
| <ul style="list-style-type: none"> The paper establishes a critical context for its argument and demonstrates an awareness of relevant research on the subject. The paper incorporates primary and secondary sources in its discussion to support its argument when appropriate. The paper takes an original position | | | | | |
| 3. Students will demonstrate information and technological literacy in research and competence in MLA documentation. | _____ | _____ | _____ | _____ | _____ |

Appendix I: Institutional Effectiveness Outcomes Survey Instrument

Faculty Name: (please select)

Paper Number: (please select)

- | | | |
|--------------------------|--------------------------|--------------------------|
| <input type="radio"/> 1 | <input type="radio"/> 11 | <input type="radio"/> 21 |
| <input type="radio"/> 2 | <input type="radio"/> 12 | <input type="radio"/> 22 |
| <input type="radio"/> 3 | <input type="radio"/> 13 | <input type="radio"/> 23 |
| <input type="radio"/> 4 | <input type="radio"/> 14 | <input type="radio"/> 24 |
| <input type="radio"/> 5 | <input type="radio"/> 15 | <input type="radio"/> 25 |
| <input type="radio"/> 6 | <input type="radio"/> 16 | <input type="radio"/> 26 |
| <input type="radio"/> 7 | <input type="radio"/> 17 | <input type="radio"/> 27 |
| <input type="radio"/> 8 | <input type="radio"/> 18 | <input type="radio"/> 28 |
| <input type="radio"/> 9 | <input type="radio"/> 19 | <input type="radio"/> 29 |
| <input type="radio"/> 10 | <input type="radio"/> 20 | <input type="radio"/> 30 |

Learning Outcome #2: Students will write coherent, well-organized essays that establish a clear focus, provide appropriate evidence, and are grammatically correct.

- The paper establishes a clear purpose/focus in its introduction.
- The paper is logically organized, and its argument is coherently presented.
- The paper includes sufficient and appropriate evidence to support its argument.
- The paper is free of serious grammatical errors.
- The paper establishes a clear sense of audience.

| | | | | |
|-------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Fails to Meet Criteria (1) | 2 | Meets Criteria (3) | 4 | Exceeds Criteria (5) |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Learning Outcome #3: Students will conduct appropriate research and synthesize their own original ideas with those advanced by literary critics and other scholars. (Inquiry Outcome)

- The paper establishes a critical context for its argument and demonstrates an awareness of relevant research on the subject.
- The paper incorporates primary and secondary sources in its discussion to support its argument when appropriate.
- The paper takes an original position.

| | | | | |
|-------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Fails to Meet Criteria (1) | 2 | Meets Criteria (3) | 4 | Exceeds Criteria (5) |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Learning Outcome #6: Students will demonstrate information and technological literacy in research and competence in MLA documentation.

- The paper incorporates relevant research on its subject.
- The paper incorporates research material honestly and appropriately.

| | | | | |
|-------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Fails to Meet Criteria (1) | 2 | Meets Criteria (3) | 4 | Exceeds Criteria (5) |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

SUBMIT

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Appendix J: Curriculum Map

UNDERGRADUATE CURRICULUM MAP

Degree Program: English (B.A.)

Year: 2017-19

Program Outcomes:

| Program Outcome | Critical Thinking | Inquiry | Information Literacy | Written Communication |
|--|-------------------|---------|----------------------|-----------------------|
| 1. Students will respond to a literary text in a way that reflects an awareness of aesthetic values, historical context, ideological orientation, and critical approach. | X | X | | |

| | | | | |
|---|---|---|---|---|
| 2. Students will write coherent, well-organized essays that establish a clear focus, provide appropriate evidence, and are grammatically correct. | X | | | X |
| 3. Students will conduct appropriate research and synthesize their own original ideas with those advanced by literary critics and other scholars. (Inquiry Outcome) | | X | X | |
| 4. Students will demonstrate a thoughtful understanding of their own writing process | X | X | | X |
| 5. Students will analyze literary works - in all genres - with respect to structure, style, and theme | X | | | |
| 6. Students will demonstrate information and technological literacy in research and competence in MLA documentation. | | | X | |
| 7. Students will deliver oral presentations that are focused, well-organized, effective, and establish a connection with the audience. | X | | | |

Curriculum Map:

For each course, indicate which competencies are included using the following key. Please refer to the director of assessment in Planning and Institutional Effectiveness if you need more detailed explanation of the four core competencies.

Level of instruction: I – Introduced, R-reinforced and opportunity to practice, M-mastery at the senior or exit level

Assessment: PR-project, P-paper, E-exam, O-oral presentation, I-internship, OT-other (explain briefly)

| Required Course | Critical Thinking | | Inquiry | | Information Literacy | | Written Communication | |
|-----------------------------------|-------------------|---------|---------|---------|----------------------|--------|-----------------------|--------|
| | Level | Assess | Level | Assess | Level | Assess | Level | Assess |
| EN 200 Elements of Literary Study | I | P, E, O | I | P, E, O | I | P, O | I | P, E |
| EN 201 or 202 | I | P, E, O | I | P, E, O | I | P, O | I | P, E |
| EN 203 or 204 | I | P, E, O | I | P, E, O | I | P, O | I | P, E |
| EN 290 | R | P, E, O | R | P, E, O | R | P, O | R | P, E |
| EN 301 or 308 | R | P | R | P | R | P | R | P |
| EN 424 Senior Seminar | M | P, E, O | M | P, E, O | M | P, O | M | P, E |
| EN 490 Major Authors | M | P, E | M | P, E, O | M | P | M | P, E |
| EN 400 Internship | M | I | -- | -- | -- | -- | M | I |

Appendix K: Draft Revised Outcomes

| DRAFT Learning Outcomes |
|--|
| Analysis and Interpretation |
| 1. Students will analyze and interpret textual, visual, and/or multimedia works using strategies that take into account language, style, structure, voice, genre, historical period, and form. |

2. Students will recognize and critically assess the relationship between works and their social, political, and historical contexts, as well as the significance of factors including gender, race, sexuality, class, and ideological orientation.

Research

3. Students will conduct thorough research to explore their topic using appropriate research strategies, evaluate and choose sources relevant in the context of their project, place their own ideas in conversation with those advanced by others, and give appropriate credit to the ideas of others through citation in discipline-appropriate forms.

Communication

4. Students will demonstrate thoughtful engagement with their writing and creative communication process.

5. Students will produce and present clear, well-constructed, coherent, and compelling written, multi-media, and/or oral projects appropriate for the genre and intended audience.