

**ANNUAL ASSESSMENT REPORT: English**  
**May 31, 2021**  
**Prepared by Professor Dan Rosenberg**

**I. Program Assessment Meetings:**

Professor Rosenberg met with EPC to discuss assessment on Monday, May 10, for approximately 45 minutes.

Topics discussed:

- Developing assessment plans and reports for 2021-2022
- The audience and purpose of these documents
- Supporting new faculty while Prof. Rosenberg is on sabbatical in the spring

**II. Closing the Loop: Changes implemented in 2020-2021:**

A. Faculty with technology:

- a. Library guides didn't happen this year due to the pandemic and changes in staffing. Presentations were also unusual due to COVID, and students had varying levels of success adapting to those changes.
- b. However, faculty and students both developed facility with Zoom, Microsoft Teams, and Google Meet.

B. The Senior Seminar:

- a. This year focused on more independent support with each student, with less of a focus on peer workshop support. The completion rate of the senior thesis is back up to 100%, but the average grade was far lower than in years past. These factors are probably attributable to multiple students in the course who had failed the senior thesis twice before, so I am hesitant to draw any conclusions from these particular results – except to note that all of them students finally achieved passing grades.

C. The Visiting Writers Series:

- a. Visiting writers offer both readings and master classes virtually this year, reaching not just current students but alums, community members, and interested people from around the country. Master classes included Meredith Talusan's "Fiction in Memoir, Memoir in Fiction," James D'Agostino's "Nerd Fame Again: On Anagrams and Finding Poems in Words," Diane Cook's "The 'Natural' World," and Ed Pavlić's "And

*Rising Waters*. Leah Mackin and I are discussing revising the poetry workshops to include a book arts “lab” addition instead of integrating just one assignment.

**III. Examination of data collected for this year’s targeted learning outcomes:**

- A. Technological competency: Mastery of Library Resources:
  - i. Because of the disruptions to our offerings and processes this year due to COVID, and because of disruptions in staffing, we could not collect meaningful data.
  
- B. Creativity: Complex and self-aware writing practice:
  - i. Students indicated satisfactory levels of reflective self-awareness in the creative projects of CREA 272, CREA 372, and ENGL 401.
  - ii. The creative writing final portfolios showed, for both majors and non-majors, an investment in their own expressive potentials and processes and a thoughtful engagement with the tools of poetry.
  - iii. The senior theses included extended individual mentorship with Prof. Rosenberg. Of the five students, all passed, which is an improvement from the prior year, though one exhibited minimal levels of self-awareness and creative revision practice.

**IV. Program Changes for the Upcoming Year (2021-22):**

- A. Because 2/3 of the faculty in the department will be new (hopefully!), the changes to the program will be numerous and are unpredictable.
- B. I will provide my new colleagues with the standard essay grading rubric, assessment documents, and other support to attempt to get them on board as quickly as possible.

**V. Action Plan for the Upcoming Year:**

I’d like to focus on these two outcomes, as they’re both within my control and they reflect ongoing concerns I have with my students’ level of preparedness:

<b>Learning Outcomes</b>	<b>Data</b>	<b>Timeframe</b>	<b>Who</b>
Essay Writing: Displaying higher-order command of disciplinary conventions	Senior theses	At the end of fall semester	Professor Rosenberg & 1 second reader
Critical Reading: Contextualizing texts	ENGL 245 final projects	At the end of fall semester	Professor Rosenberg