



2024-2025

ANNUAL ASSESSMENT REPORT
English BA

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2024-2025 Assessment Narrative on Findings

English (BA)

Mission and Introduction

Introduction

1. Provide an overview of the program and the context of where it's housed within the institution (what department, etc.).

Narrative:

The English Department serves a fundamental role in the University and within the school of the humanities. All students are required to complete two composition courses, both taught with ENG prefixes, as well other courses that serve general education areas in all three of the "second tier" GE courses.

Courses in English, with their focus on written expression, analysis, and creativity, foster skills that hiring managers and business leaders regularly cite as important to them when making hiring decisions. Likewise, an education in the humanities like the one modeled by the curriculum for the English major teach the whole student, giving access to and skills to engage with the questions that define whether or not a life has meaning and value.

Though these skills have not been appreciated lately by students, this does not define their significant to the University's mission or our culture. For these reasons, the English program is well positioned in the College of Social Sciences and Humanities, alongside other cognate programs like philosophy, history, Spanish, and American Sign Language.

Program Mission Statement

1. What changes has the program made to the mission statement over the course of this cycle? Why were these changes made? Are any revisions planned?

Narrative:

The English program prepares students to navigate in a world of texts—teaching ways to analyze the rhetorical and social contexts of the texts they encounter and how to produce texts in response that are theoretically engaged and personally informed.

No changes to mission.

Alignment to Institution Mission

1. How does the mission of the program align with the mission of the institution?

Narrative:

The English program's mission is embedded in the larger mission of the university. The program is deeply committed to creativity and intellectual inquiry, with many of our courses

...serving as pieces in the general education areas most explicitly addressed by the mission, creativity (GE area "x," invention and expression) and inquiry (GE area "Q," inquiry and analyses). Our mission explicitly addresses preparing learners for success in navigating a world of texts. In many cases, that work will be professionally oriented, and we have classes, like ENG 301 and ENG 306, where direct attention is paid to workplace communication. Many ENG 101 and 102 courses also include explicit instruction about writing cover letters and resumes, to prepare students for the professional world.

Student Learning Outcomes Assessment and Curriculum

Program Student Learning Outcomes

1. Describe how these outcomes pertain to the program's mission. Have any changes been made to these outcomes over the course of this cycle? Why or why not?
2. Describe the extent to which students in the program have met these outcomes.

Narrative:

1. No changes have been made to the objectives in this cycle. The most significant change is due to an upstream oversight: in the process of revising online classes from 5-week to 8-week terms, new artifact templates were created, and in the process, some templates were created without the appropriate rubrics being reattached. This results in an unfortunate loss of data for this cycle of courses, but the rubrics have already been reattached, and next cycle will provide the data that is missing from this cycle.

Evidence:

- [English \(BA\) 2024-2025 Curriculum and Assessment Findings 2024-2025](#)
- [English annual Assessment 2023-2024](#)

Curriculum Map

1. Describe the course pathway students take to achieve this program degree. Highlighting any key or core courses, have any changes been made to this pathway or degree requirements over the course of this cycle? Why or why not?

Narrative:

No changes were made to the curriculum map in this cycle. There have been no significant changes to the upper-level courses aside from revising online courses to move from 8-week to 5-week terms, so no changes have been necessary.

Measures and Results

1. Discuss the measures you've selected or developed to measure this outcome. Why were these measures chosen? Were any measures or assessment instruments changed over the course of this cycle? Why or why not? Will different measures be chosen the next time this outcome is assessed?

2. Summarize and discuss the results of the program's measures over the course of this cycle. Have the results demonstrated improvement or mastery of this outcome? Why or why not?

Narrative:

1. Assignments were carried over from previous assessment cycles hosted in LiveText. No significant changes were made to the assessment measures, though new templates were created for some courses, notably ENG 218, to reflect changed GE areas. In the creation of a new template, the Eng program objectives rubric was not available to be added. The result is that data for the 2425 academic year was not collected.

2. In general, the data showed that assignments are successfully evaluating students' ability to meet the objectives and that those objectives are being met by students. In areas where data is being collected, all measures were met. In areas where no data was collected (for reasons of incomplete templates, as described with ENG 218 above, or when courses were not offered), the measures were marked as "not met." That reflects that absence of data, not data showing students were not meeting the program objectives.

Evidence:

- [English \(BA\) 2024-2025 Curriculum and Assessment Findings 2024-2025](#)

Participation in Assessment

1. How do program faculty participate in assessment? What is the process? Have any changes been made to encourage participation over the course of this cycle?

Narrative:

Program faculty participate in assessment in two crucial ways.

First, in courses, faculty develop, deliver, and assess course assignments that are scored to determine how successfully students are meeting program objectives. These assessments and scores are generally preserved in Watermark, though this is not exclusively the case.

Second, faculty develop specific exercises for Student Performance Review Days and then assess students' ability to meet those objectives. This year, the prompt majors were asked to respond to was developed by Dr. Smith, but all three faculty listened to student presentations, asked follow-up questions, and ultimately scored student presentations to record how they met program objectives for objective three.

(Faculty only watch the senior seminar presentations and review the portfolio the students submit to demonstrate how they have met the English program objectives, but this process is more ad hoc-- final scores are assigned by the lead faculty for the English senior seminar.)

Action Items and Use of Results

1. Summarize or highlight action items taken as a result of program's assessment results. How have the results driven improvement over the course of this cycle?

Narrative:

There were no actions taken during this calendar year, because last year's results did not require changes. However, before next year, we have updated the ENG 218 template to collect more useful data. That improvement will be recorded in the report for next year.

Evidence:

- [English \(BA\) 2024-2025 Curriculum and Assessment Findings 2024-2025](#)

Gen Ed

1. What courses in your program are tied to general education requirements at the institution? How many students from outside the department are taking courses in the program to fulfill gen ed requirements?

Graduate Programs please note NA in this section as it does not apply to your program.

Narrative:

Several courses at the 200-level serve the dual purposes of allowing students to demonstrate their mastery of English program objectives and different general education objectives. Results are recorded for program assessment purposes in only some of these courses, but the objectives are infused in all courses.

Of the courses where results are recorded for program assessment purposes and general education assessment, we include ENG 210, ENG 215, ENG 218, and ENG 280. These courses serve the key domains of the English dept as it is currently constituted, pushing students to engage with film, creative writing, and literature. They also serve varied "tier two" Gen Ed areas: ENG 210, ENG 215, and ENG 280 all serve to evaluate the "Inquiry and Analysis" (Q) area. ENG 218 develops the "Expression and Invention" (X) area. In all four courses, the majority of enrolled students are not English majors (given that in the spring there were only three declared English majors, it would be hard to offer these courses only to English majors).

NSSE Focused Activities

In the Spring of 2024, the faculty voted on the following NSSE objectives for focus.

2B - Connected your learning to societal problems or issues.

2F - Learned something that changed the way you understand an issue or concept.

9A - Identified Key information from reading assignments.

6A - Reached conclusions based on your own analysis of numerical information (numbers, graphs statistics, ...)

How has your program incorporated these learning objectives into the program curriculum?

Graduate Programs please note NA in this section as it does not apply to your program.

Narrative:

In courses, different activities were developed to respond to the areas chosen for development.

For example, in ENG 210 and 215, students worked with the film *Barbie* to address the way it engaged with contemporary issues surrounding feminism and gender identity (2B).

In another class, ENG 102, students were asked to connect the current debates over immigration to historical precedents (2B). This resulted, in some if not all students, in changed perspectives (2F).

In another section of ENG 101, students were asked to read materials on Perusall and identify main ideas and key supporting information (9A).

In the same section of ENG 101, students were given data to analyze and asked to write about what they found (6A).

Concentrations

Concentration Information

Please list the concentrations that relate to your program. If you do not have any Concentrations, please note N/A in the text box.

Narrative:

N/A

Faculty Qualifications, Activities and Scholarship

Scholarship and Research

1. Summarize and highlight key scholarship and research activities conducted by faculty over the course of the review cycle.

Narrative:

One English faculty member (OB) conducted research within ENG 101 sections to gauge student perceptions of AI. Those reflections were reviewed, compiled and presented at the Hawkes Learning Innovative Educator's Summit in March 2025. as "Encouraging the Use of AI in Composition Courses". Faculty member is working to publish results in the future.

Another English faculty member (MD) published 3 poems, a short story, and a flash non-fiction piece. This faculty worked on writing more stories, poems, and essays, and also submitted his two fiction manuscripts to small presses for publication.

A third English faculty member (GS) conducted extensive research and analysis regarding the thematic and aesthetic properties of Jordan Peele's hit film *Nope*, with the possible purpose of writing an article on the film's intertextual connections with 3 of Peele's likely influences:

Steven Spielberg's *War of the Worlds*, Clint Eastwood's *Unforgiven*, and Kimberly Pierce's *Carrie*.

Faculty Awards and Honors

1. Discuss and highlight awards and honors received by faculty over the course of the cycle.

Narrative:

No awards or honors this year, but one faculty member survived teaching a dual credit composition course at the Missouri Military Academy he described as "problematic."

Teaching Support and Monitoring Teaching Quality

1. How are faculty being supported to ensure high quality teaching and learning?

Narrative:

1. Faculty are required to complete one unit of professional development each academic year. This can be accomplished by individually attending a conference, webinar, etc., or else by attending the University-sponsored PD opportunity at the end of the academic year.

Most years, the University makes available funds to support faculty seeking individual professional development, to the amount of approx. \$2000. This year, the University suspended funding individual professional development in the spring semester.

All three English faculty attended the University-sponsored PD opportunity at the end of the semester.

Program Data: Student Experience

Enrollment and Recruitment

1. What are the trends with enrollment in this program over the course of the review cycle? How does this compare to institutional trends or similar programs on campus?

2. Describe recruitment efforts or goals such as increased enrollment or diversity. Have these initiatives been successful?

Narrative:

1. The English program has seen a slow decline over the last several years. This decline parallels a decline in Humanities enrollment both at the University and nationally during the same time period. The English program at the Woods has also experienced turnover in staffing, which probably hasn't helped. But we think that if we can maintain our current core group of faculty and adjuncts, we might have a chance to attract and retain a larger cohort of majors.

2. We have met with interested students during campus visits and at events like Woods 101. These are relatively successful, but we've never seen a comparison with other programs, so it's hard to know how successful.

Retention

1. Has student retention remained in an acceptable range over the course of the review cycle?
2. Discuss strategies or actions that the program is doing to impact student retention within the program?

Narrative:

1. Retention has, until this academic year, has remained within an acceptable range, with 100% of students graduating within 6 years and 100% of students who declared an English major graduating with an English major. This next year, though, we'll experience some problems, as two students have transferred out of the University. (One of those might not have been declared an English major).

2. We haven't usually had problems with retention, so we don't have any special strategies, outside of regular schedule advising meetings with an academic advisor and using Owls Aware, etc.

Curriculum/Course Retention and Success

1. Describe enrollment trends in the courses within the program.
2. Reflect on the success of the students within the courses over the course of the cycle. Highlight some completion or DFW rates in the core courses. Were these in line with expectations?
3. Assess student performance and success in online vs. on-campus courses.

Narrative:

1. Enrollment for the last couple years (since COVID, really) has been flat. We gain one or two students a year as English majors. These are the students who elect to take our upper-level classes. This means that those classes rarely make, especially now that the lowest enrollment for a class is eight students instead of five.

2. In this last group of students, we graduated one student who was proficient enough to pass her classes but whose work rarely excelled. She was, however, admitted to a and will attend a graduate program in English in England, so she must have succeeded at some level. Other students are completing classes, though the fact that most of those upper-level courses are taught as tutorials means that the student experience is not ideal.

Two other English majors decided to transfer out of the program at the end of this semester, and they were the remaining majors currently enrolled, but a new student (a transfer from a community college) starts in the fall.

3. Student performance in online and on-campus courses is roughly equal.

Completion

1. How many students are graduating from the program? Have the completion rates been in line with expectations?

2. Describe findings resulting from exit surveys or program alumni surveys that were conducted over the course of the cycle.

Narrative:

1. This year, we graduated one student. This represents 100% of students graduating in 6 years or less, which is in keeping with our expectations.

2. At this time, we do not have exit surveys or surveys of alumni, so there are no findings to report here.

Course Evaluation Data

1. What were some positive and negative feedback received from students who completed the courses? Highlight any trends or insights that came from course evaluations over the course of the cycle.

Narrative:

Positive feedback: Classes were well-organized and easy to follow; talk about artificial intelligence was helpful at handling that course and looking ahead to employment. Others appreciate the workshop-style of instruction in a composition class. In film courses, students appreciate working with film to craft academic arguments.

Negative feedback: textbook cost was maybe high for how much it was used; sometimes connections between assigned readings and lessons was unclear. Some composition students find it hard to engage with the cold style of academic writing, and others found the workload of writing in film classes too heavy.

Student Advising

1. What advising mechanism is in place for the student?

Narrative:

1. English majors are advised regarding their next-semester schedules on a regular schedule. Students are advised more broadly on the nature of work in the major during Student Performance Review Days, and also there is some light advising done as part of the Senior Seminar class.

Student Awards and Achievements

1. Highlight the accomplishments and external honors received by students in the program over the course of this cycle.

Narrative:

1. An English major who graduated this year was admitted to graduate studies in English at York St John University in England.

Program Analysis

SWOT Analysis

1. Strengths, Weaknesses, Opportunities, and Threats.

Narrative:

Strengths:

English coursework is closely worked into the current GE architecture, including 2 courses/ 6 credits in the first tier of GE courses and course in all 3 areas in the second tier of GE courses. Likewise, our courses speak to and engage many of the larger aims of college education and develop soft skills (communication and analysis) that are noted by hiring professionals as very desirable in post-college employment.

Weaknesses:

The low number of majors is a major weakness in the English program. Though our enrollment in lower-level courses is stable and supported by GE credits, this is not the case for upper-level classes, which rarely make (with the exception of courses like ENG 301, which supports the ASL program). When these courses are offered as tutorials, etc., the experience for students is changed by having so few students to be in community with.

Opportunities:

Now that we once again have a stable instructional team, we are hopeful this will allow us to get some traction and momentum with students, where they see our classes and are confident in what to expect.

Also, having one of our team heading up Connections might have a knock-on effect of emphasizing to freshmen the value of the skills one can learn in English courses.

Threats:

The biggest threat both long and short term right now is AI.

In courses, getting students to do their own writing is harder than detecting when they are using AI. This challenges instructors to teach and assess the work their students are doing.

And more broadly, in a culture which increasingly devalues the act of writing (and reading), it's hard to attract students to a course of study where working with writing is one of our primary goals.

The broader unwillingness of students to read, regardless of length or content, is also a challenge, and one I'm not sure we even really understand.

Industry and Program Trends

Senior Exit Surveys

1. What were some positive and negative feedback received from students as they complete their degrees? Highlight any trends or insights that came from exit surveys over the course of the cycle.

Narrative:

No exit survey at this time.

Recommendations from Previous Annual Assessment Reports

1. Summarize Action Items, goals from the program that were listed in the previous Annual Assessment report, describe how/if those recommendations were applied this year.

Narrative:

1. Last year there were not any action items listed in last year's report. There were elements in the improvement narrative that spoke to objectives being ruled as not met because of the small size of the cohort being assessed in an upper-level course (ENG 327). This is a lingering problem, where we are generally happy with the performance of our students, but our benchmark score doesn't accurately reflect what is happening in our classes. We still don't know how to address this, but I'm proposing that we stop counting students who don't turn in assignments against our total-- in other words, we'd look for 75% of students who submitted the activity to score at developing or better, instead of all students.