MARYMOUNT UNIVERSITY

STUDENT LEARNING ASSESSMENT REPORT

SUBMITTED BY: HOLLY KARAPETKOVA

DATE: 10/15/2015

BRIEFLY DESCRIBE WHERE AND HOW ARE DATA AND DOCUMENTS USED TO GENERATE THIS REPORT BEING STORED: Assessment reports are stored on the Marymount S:// drive and the department chair's Marymount computer in a clearly labeled assessment folder.

EXECUTIVE SUMMARY

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	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.	*2005-06 2007-08 2009-10 2013-14*	*2016-17*
2. Students will write coherent, well-organized essays that establish a clear focus, provide appropriate evidence, and are grammatically correct.	*2006-07 2007-08 2008-09 2009-10 2010-11*	***2014-15***
3. Students will conduct appropriate research and synthesize their own original ideas with those advanced by literary critics and other scholars**.** (Inquiry Outcome)	*2005-06 2007-08 2008-09 2010-11*	***2014-15***
4. Students will demonstrate a thoughtful understanding of their own writing process	*2007-2008*	*2016-17*

5. Students will analyze literary works - in all genres - with respect to structure, style, and theme	*2006-07* *2008-2009* *2013-14*	*2016-17*
6. Students will demonstrate information and technological literacy in research and competence in MLA documentation.	*2008-2009* *2009-2010* *2010-11*	***2014-15***
7. Students will deliver oral presentations that are focused, well-organized, effective, and establish a connection with the audience.	*2008-09* *2011-12* *2013-14*	*2016-17*
Students will use technology for research and writing and, for writing track students, to produce well-designed written products	*2004-05*	*No longer in use- Rewritten*
Deliver effective oral presentations and, for dramatic arts students, enact scenes with energy, clarity, and rhythmic movement	*2006-2007*	*No longer in use- Rewritten*
Communicate ideas in writing in a manner that is logical, well-organized, mechanically correct, and original	*2006-07*	*No longer in use- Rewritten*

Describe how the program's outcomes support Marymount's Mission, Strategic Plan, and relevant school plan:
Our learning outcomes are written to make clear connections between our program and the university's goals regarding the liberal arts core, writing intensive courses, and student-based inquiry. Our learning outcomes stress the importance of the liberal arts tradition and offer students a foundation for understanding literary arts. We provide student-centered opportunities for intellectual growth through textual analysis and writing. The program's learning outcomes emphasize critical thinking, effective written communication, scholarly research, and intellectual self-awareness. Outcomes 2 and 4 specifically support the university's writing intensive initiative, outcomes 3 and 5 focus on skills needed for the inquiry learning initiative, and outcome 6 serves the university-wide objective of information literacy. Outcome 1 serves the literature requirement of the Liberal Arts Core as well as skills in literary analysis needed for our majors. All outcomes work together to prepare students for either an entry-level professional position that involves research, writing and presentation, or for graduate study in any research and writing based program.

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Academic Year :   2014-15   Program: English (BA)

Provide a brief description of the assessment process used including strengths, challenges and planned improvements:
As you will note from the assessment grid above, the department is eligible to move to a biennial program review based on our well-developed assessment process. Therefore, no outcomes will be assessed in 2015-16, although products will be gathered to assess for the following year. We have a strong assessment process that allows full departmental participation in assessment. Alternating among various groupings of outcomes offers insight into the multifaceted education of the English major, and allows us to look into how students' processes are affected by the curriculum. As indicated in our assessment plan for the previous year, this year we examined the Senior Seminar in particular to study student skills at the exit point of the program.

We underwent program review in 2012-13 and there were no major suggestions from our 2013-14 assessment report. Therefore, we have requested to move to an every-other year assessment based on repeated years of positive feedback on our assessment reports. Based on this schedule, our next departmental assessment will be for 2016-17.

We implemented a variety of strategies to increase the level of feedback from and interaction with graduating students and alumni, including moving our MUBlog department page onto MU Commons and disseminating the new link via the Marymount webpage and emails to alumni and students. We continued to bolster our social media presence via Twitter, Facebook and Flickr, and hosted Homecoming events, along with English Night and other departmental gatherings, geared to bring alumni and current students together. In addition, we hosted the Virginia Humanities Conference on campus, and featured student and alumni panelists. This multi-pronged approach seems to be working with graduating students, although we keep working to increase Alumni responses to surveys. This year we had 5 UG alumni respond to our survey, up a bit from the previous low level of 3 respondents. We had a strong number of graduating student responses, 11 of 13 graduating seniors, or 85%, which represents a significant increase from previous years which had 2 and then 8 respondents. We are still working to increase alumni engagement, and we have solid turnout from a variety of current students and alumni at events like Homecoming and English Night. However, alumni still seem reluctant to respond to surveys. We will continue to engage them through social media, and this year we are planning to give alumni a more active role in Homecoming events.

We have a clear, confidential assessment process that engages all department faculty, so we kept the basic parameters of our previous assessment process. Papers to be assessed have identifying information removed; syllabi in all classes state that student work may be used for confidential assessment; assessment ratings are put in a database generated by Institutional Assessment; student papers are stored in a Google Docs folder shared only with tenure-track faculty and with all

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identifying information removed. Hard copies are printed only on request and shredded after evaluation. Assessment reports are stored on the Marymount S:// drive and the department chair's Marymount computer in a clearly labeled assessment folder.

This year we examined a cluster of learning outcomes in our Senior Seminar papers regarding research, source use, and writing style (Objectives 2, 3, and 6). We rated 14 papers from EN 424, our Senior Seminar, which we regularly assess to gauge the skills of outgoing seniors (and some Juniors who take the course early due to commitments to the Honors program or student teaching in their senior year).

Faculty were given an assessment rubric that we had discussed previously in a department meeting, and were asked to submit the sheet after reviewing at least four anonymous student papers. The professor of EN 424 gathered papers in electronic form, removed identifying information, and shared the papers with full-time, tenure-track members of the department via Googledocs, along with an online rating survey listing outcomes and score ranges. The professor for the course, who had graded the papers and thus knew the student identities, was not part of the rating process.

Each paper and presentation had a minimum of 3 readers. Faculty used assessment rubrics to evaluate individual papers and presentations, and we discussed standards and expectations at a department meeting prior to rating. Scores were tabulated on online surveys provided by Institutional Effectiveness. We kept a model of evaluation from previous years which uses a 5 point scale on which 1 = fails to meet criteria; 3 = meets criteria; and 5 = exceeds criteria. We agreed that a rating of 2.5-3.4 in the statistical tables provided to us by Institutional Effectiveness would indicate the basic minimum expectation of proficiency; 4.5-5 would represent true fluency. Scores falling below 2.4 merit discussion, and any categories in which papers consistently score 1.4 or lower would be seen as problem areas to address.

Describe how the program implemented its planned improvements from last year:
Our department rotates our assessment of outcomes in clusters that show us various aspects of the program each year. Because of this, we do not re-evaluate each outcome each year, particularly if overall assessment reflects that the outcome is being achieved. Holistic planned improvements in our assessment process appear below this table.

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Academic Year : 2014-15   Program: English (BA)

This year, as previously planned, we focused on student skills in research in our capstone Senior Seminar course, EN 424. This year's cohort of 14 students gave us a somewhat larger group than usual to study, which allowed us to assess multiple students' ability to engage in appropriate self-directed research. In prior years, we had compared data across multiple courses, but this year we focused on specific achievements in the Senior Seminar, to understand how our changes in course delivery have impacted student achievement. Looking exclusively at this course will allow us to have a discussion at the departmental level about what we want the course to accomplish and whether it is, in fact, serving our objectives.

Outcome	Planned Improvement	Update *(Indicate when, where, and how planned improvement was completed. If planned improvement was not completed, please provide explanation.)*
Learning Outcome 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. **Mean Rating: 3.6**	This outcome rated very well at 3.6 out of a possible 5, and our goal is to continue to encourage students to excel, particularly at the highest levels. We will assess this outcome again in 2016-17, looking at samples from both entry and advanced level courses. Our assessment process on the whole seems to be working, so we will continue to involve all faculty in the process and to ensure that each sample is rated by at least two faculty members.	While we did not re-examine this outcome in 2014-15, we did look at related outcomes that focus on students' abilities to write effectively about literary texts and to contextualize their own ideas within the larger critical conversation. We looked at these outcomes at the advanced level to ensure students are producing strong written work on literary texts when they exit the program. We will assess this particular outcome again in 2016-17.
Learning Outcome #5 (second examined in 2013-14): Students will analyze literary works - in all genres - with respect to structure, style, and theme. **Mean Rating: 3.49**	This outcome also rated well, an overall mean of 3.49. We will assess this outcome again in 2016-17, looking at samples from both entry and advanced level courses and using a similar	This outcome also was not assessed in 2014-15, though we examined students' ability to write effectively and originally in analyzing literary texts. We focused on these skills at

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	process to that used in the past. We will continue to encourage our students' success in literary analysis, particularly at the highest levels.	the 400-level to see how our students are performing near the end of their degrees.
Learning Outcome 7: Students will deliver oral presentations that are focused, well-organized, effective, and establish a connection with the audience. **Overall Mean rating: 3.02**	This outcome also rated well at 3.02 out of a possible 5, and our goal is to continue to strengthen our students' oral presentation skills. We will assess this outcome again in 2016-17, looking at samples from both entry and advanced level courses and using a similar process to that used in the past.	This outcome was not assessed in 2014-15, since we were looking at written work, not oral presentations. We will reassess this outcome again in 2016-17.

Assessment Plan Improvements by the department (*italics denote responses to goals enacted in 2014-15*)

#1: The department will assess three learning outcomes that relate to literary research and knowledge, as well as writing skills. Outcomes 2, 3, and 6 will be examined, looking particularly at EN 424 Senior Seminar to gauge student performance toward the end of their degree.
We followed this plan for 2014-15 assessment.

#2 The department will continue to try to involve all faculty in the assessment process, enabling us to use assessment more effectively as a tool for departmental growth and improvement.
We continued to involve all tenure-track faculty in our assessment process, with at least 3 faculty members evaluating each sample of written work from EN 424.

3 The department will continue to work to build relationships with alumni through events like Homecoming and English Night, as well as through social media, in hopes of continuing to increase response rates on the alumni survey.

Academic Year :   2014-15   **Program: English (BA)**

We have continued to engage alumni through social media and web presence, as well as through scheduled events with alumni and the Career Center, and we have continued to work to get response rates up on alumni surveys. We had 5 alumni respondents to surveys in 2014-15, up slightly from 3 in 2013-14, but we continue to have strong response rates on our graduating student survey; we had 11 graduating respondents this year. On the alumni survey 100% of respondents rated their experience in the English department as good or excellent; 80% of responding graduates were employed within 6 months of graduation and 100% are currently employed; 40% of responding graduates are currently pursuing masters degrees. Our program averages in areas of employment continue to exceed university averages even though we are not identified as a pre-professional program.

Provide a response to last year's University Assessment Committee review of the program's learning assessment report:
(List each recommendation and provide a specific response to each).
There were only two procedural recommendations from last year's assessment report: to consider increasing performance standards since our students are achieving above our standards and make sure Appendices removed identifying names/ID numbers (see Appendix B). In response to the first suggestion, last year was one of the first years we had seen such high rates of student performance, and we hesitate to raise our standards until we have a better sense of the long-term impact our curriculum changes will have on assessment data. We assess different outcomes every year, so we need to complete several assessment cycles before we have a complete picture of the data. If student achievement continues to exceed our expectations, we may in fact want to raise our expectations. The committee described our assessment process as "Exemplary!" so we are focused on maintaining our process. We did streamline the assessment process this year to look only at papers in EN 424 Senior Seminar (for reasons specified above), and we also made sure to remove student names in the appendix, even in reports not generated by our department. After the official committee feedback, it was also suggested that we assess enough standards each year to make sure all standards are assessed within a 4 year cycle, so we have adjusted the cycle for assessment of individual standards (see Appendix C). This will allow us to transition smoothly to a two-year assessment cycle.

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Academic Year :   2014-15   Program: English (BA)

Outcome and Past Assessment
Learning Outcome 2: Students will write coherent, well-organized essays that establish a clear focus, provide appropriate evidence, and are grammatically correct. **Mean Rating: 3.24**

Is this outcome being reexamined? X Yes ☐No
If yes, give a brief summary of previous results (including trends) and any changes made to the program.
This outcome goes to the heart of our major: clear and effective written communication. This outcome was last assessed in 2010-11. This outcome rated 3.24 out of a possible 5, and 85.7% of papers rated 2.5 and above (our standard for meeting our criteria) on this outcome. Only 14.3% of all papers, or 2 out of 14 total papers rated, received a score below 2.5 on this outcome, and none scored below a 1.5, failing to meet the criteria entirely. This marked a 0.39 point (~13.7%) increase from the 2.85 mean the last time this outcome was measured (2010-2011). However, it is important to note that EN 424 Senior Seminar, the only course we are assessing this year, scored 2.77 in this category in 2010-11, so the increase in performance in this particular class is even higher. The department agrees that we had a particularly strong cohort of graduating seniors this past year, but the increase in scores is also an indication that some of our changes to the course and to the major are working.

The changes made to the program since the last assessment of this outcome include new University Requirements that may have had an impact on our majors at the senior level. The addition of writing intensive courses across the disciplines has likely helped to increase scores in this category. We also added a writing course to our curriculum, EN 308 Style and Revision, which gives students specific instruction in the skills included in this outcome. Finally, we altered the delivery of the course from being taught every year by a single faculty member to rotating different faculty members in various years through the course. This method of delivery allows for greater departmental ownership over the course and exposes students to fresh perspectives and pedagogy.

For indirect measures of writing success, we also incorporated comments on writing from 9 supervisors of students who enrolled in internships between fall 2014 and summer 2015, as well as alumni and graduating student surveys. Overall comments and feedback indicate that both students and supervisors in professional settings feel our graduates possess strong writing skills and are well prepared for writing in a professional environment.

Academic Year :   2014-15   **Program: English (BA)**

Assessment Activity

Outcome Measures *Explain how student learning will be measured and indicate whether it is direct or indirect.*	Performance Standard *Define and explain acceptable level of student performance.*	Data Collection *Discuss the data collected and student population*	Analysis *1) Describe the analysis process.* *2) Present the findings of the analysis including the numbers participating and deemed acceptable.*
Direct Measure: 14 papers from EN 424, Senior Seminar, rated by multiple faculty with a shared rubric (See Appendix G)	A rating of "meets criteria" on the relevant section of the Outcomes Assessment Criteria form, divided into 5 subtopics: -The paper establishes a clear purpose/focus in its introduction. -The paper is logically organized, and its argument is coherently present. -The paper includes sufficient and appropriate evidence to support its argument. -The paper is free of serious grammatical errors. -The paper establishes a sense of audience. The form uses five levels of measurement, from 1-5, with a rating of "2.5" equivalent to "meets criteria." (See Appendix)	EN 424 is required of all majors in the literature track. All students in the course are English majors, and the vast majority of students take the course in fall of their senior year. The course is taught by tenure-track faculty, and runs in the fall semester. The 14 papers collected were all from advanced English majors, and were reviewed by at least 3 faculty members with all identifying information removed. Scores were entered into a database created by Institutional Effectiveness.	1. Multiple readers assessed papers from EN 424, with a minimum of three readers per paper. Readers used the same assessment rubric for all papers to ensure uniform criteria. 2. This outcome rated 3.24 out of a possible 5, indicating that overall the sample met the Outcomes Assessment Criteria. 85.7% of papers rated 2.5 and above on this outcome. None of the papers received a score of 1, failing to meet the criteria entirely, and only 2 papers (14.3 %) fell below our goal of 2.5. This marked an increase in the 2.85 mean achieved the last time this outcome was measured (2010-2011). The higher scores for this outcome indicate that our students are able to rise to the challenges we set out for them in our senior capstone experience. In spite of the high demands and high levels of expectations in the course, students are still able to write clear and coherent essays with appropriate use of evidence and sense of audience.

| Indirect Measures: acceptance to graduate programs and confidence in preparedness as shown on alumni and graduating student surveys, as well as on internship evaluations. (See Appendices D, E and F) | Above 50% satisfaction rate in related areas on alumni and graduating student surveys; acceptance to accredited graduate or professional programs | Survey responses from 5 alumni and 11 graduating students. Data reports supplied by Institutional Effectiveness. | Our graduates who took part in the GSS felt confident (100% good or excellent) in their ability to write a coherent argument, conduct research to support that argument, find appropriate sources of information, and evaluate the quality of information. 100% of our alumni also felt confident in their ability to construct a coherent written argument and write coherent, well-organized materials. Over half of our graduates this year (7 of 11) plan to pursue further formal education, and 90% feel their MU degree has prepared them for further education. 100% of alumni report having found work within 12 months of graduating (80% within 6 months). Two are currently pursuing masters degrees. 10 internship supervisors all rated our students' written communication as good or excellent, and six commented specifically on the strength of our majors' writing skills. |

Interpretation of Results

Extent this Learning Outcome has been achieved by students *(Use both direct and indirect measure results)*:
This outcome rated 3.24 out of a possible 5, and all but two of the papers scored a 2.5 or higher, meeting our criteria for successful written products. While we are satisfied with this result, the even more reassuring indicator that our students can produce strong written products comes from the 9 internship evaluations we collected this past year; every single supervisor rated our students' written communication skills as good or excellent (4 good and 6 excellent), and six supervisors commented specifically on our students' writing skills in discussing their strengths. 8 of 9 students completing the internship evaluation specifically mentioned writing courses like EN 301 The Writing Process as directly related to the skills they needed to perform their internships successfully. 100% of our graduating seniors felt good or excellent about their ability to develop a coherent written argument, as did 100% of our alumni

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who participated in the survey. These indirect measures give us a good sense that our students are achieving this outcome in and beyond the classroom and are leaving our program with the skills they need to write successfully.

Program strengths and opportunities for improvement relative to assessment of outcome:
Our program produces students who can produce coherent, well-organized writing for a variety of circumstances. These skills produce marketable graduates, and we will continue to build on strategies for success that have had impact, such as encouraging students to present their research publicly beyond the confines of the classroom. We also plan to review and discuss senior seminar papers each year in light of how we are preparing our graduates to write sophisticated literary arguments.

Discuss planned curricular or program improvements for this year based on assessment of outcome:
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. In prior years we noticed as a department that EN 424 Senior Seminar tended to score lower in assessment than other courses on several of our outcomes (including this one), and our focus this year in assessing only EN 424 essays has allowed us to look closely at this course and its role within the major. The higher scores this year indicate that our changes to the course and program--rotating faculty, the introduction of WI courses and new writing courses (EN 308 Style and Revision)--are having a positive impact on our students' abilities to construct coherent, well-written arguments. The significant increase in performance is also due to a particularly strong cohort of graduating seniors this year. Overall, there is also a strong sense that the course is challenging students to rise to rigorous standards, and students often cite the course in alumni surveys as instrumental to their learning experience at Marymount. However, we are still concerned that only one student achieved at the highest level (4.5 and above), suggesting that we could do more to help our best students excel in producing focused written products for the course. We plan to use this year's assessment data as a starting point for a conversation about whether this course is fulfilling our capstone learning objectives, and about whether there are any adjustments we can make to improve writing performance while still maintaining the high standards we have set for the course.

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Academic Year :   2014-15   **Program: English (BA)**

Outcome and Past Assessment

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) **Mean Rating: 3.10**

Is this outcome being reexamined? X Yes ☐No

If yes, give a brief summary of previous results (including trends) and any changes made to the program.

This outcome rated well with an overall mean of 3.10, which represents an increase from the mean of 2.74 from the 2010-2011 assessment report. 78.6% of papers scored a 2.5 or higher, meeting our criteria for success on this outcome. Only three papers (21.4%) received below a 2.5 on this outcome, and none scored below a 1.5 (failing to meet the criteria all together). The changes made to the program in this time period include the addition of EN 290 Literary Theory and Practice for long enough to see the impact in our senior seminar course, particularly regarding literary research and synthesis of ideas. The inquiry learning initiative has also been in place now long enough to measure its effect on this outcome, which focuses on student-driven research and original thinking. While part of the rise in scores can be attributed to the strength of the students being assessed in this particular year, the rise also indicates that these changes have had a positive impact on students' ability to conduct research and interact with their findings in an original manner.

Assessment Activity

Outcome Measures	Performance Standard	Data Collection	Analysis
Explain how student learning will be measured and indicate whether it is direct or indirect.	*Define and explain acceptable level of student performance.*	*Discuss the data collected and student population*	*1) Describe the analysis process.* *2) Present the findings of the analysis including the numbers participating and deemed acceptable.*
Direct Measure: 14 papers from EN 424, Senior Seminar, rated by multiple faculty with a shared rubric (See Appendix G)	A rating of "meets criteria" (mean score of 2.5 or above)on the relevant section of the Outcomes Assessment Criteria form, divided into 3 subtopics:	EN 424 is required of all majors in the literature track. All students in the course are English majors, and the vast majority of students take the course in fall of their senior year.	1. Multiple readers assessed papers from EN 424 with a minimum of three readers per paper. Readers used the same assessment rubric for all papers to ensure uniform criteria. 2. This outcome rated well with an overall mean of 3.10 and an increase of around 13% from the mean of 2.74 in the 2010-2011 assessment report. Once

	-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.	The course is taught by tenure-track faculty, and runs in the fall semester. The 14 papers collected were all from advanced English majors, and were reviewed by at least 3 faculty members with all identifying information removed. Scores were entered into a database created by Institutional Effectiveness.	again, no papers completely failed to meet the criteria (below 1.5), and 78.6% of papers scored a 2.5 or higher. Results represent an increase in proficiency from prior years, and a generally acceptable level of student performance.
Indirect: acceptance of graduates and alumni to graduate programs and confidence in preparedness as shown on alumni and graduating student surveys, as well as presentation of research publicly beyond the classroom. (See Appendices D, E, and F)	Reports of over 50% satisfaction and exceeding the overall student satisfaction average for A&S alumni and graduating students; acceptance to accredited graduate or professional programs; presentation of research at venues both on and off campus.	Survey responses from 5 alumni and 11 graduating students. Data reports supplied by Institutional Effectiveness.	Our graduating students felt confident (100% good or excellent) in their ability to conduct research to support a position, use quantitative/qualitative techniques within the profession, find appropriate sources of information, and evaluate the quality of information. 100% also felt they could solve problems in their field using knowledge and skills and apply this knowledge and skills to new situations. Alumni also felt prepared to find appropriate sources of information (80%), evaluate the quality of information (80%), conduct research to support a position (60%), solve problems in their field (60%), and apply their knowledge and skills to new situations (80%). Our satisfaction averages consistently exceed the School of A&S satisfaction rates in preparation and skills. On the supplemental survey 100% felt good or excellent about their preparation to conduct appropriate and timely archival and online research and recognize and think critically about complex information.

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			Over half of our graduates this year (7 of 11) plan to pursue further formal education, and 90% feel their MU degree has prepared them for further education. 100% of alumni report having found work within 12 months of graduating (80% within 6 months). Two are currently pursuing masters degrees. 7 of our undergraduates presented their essays at a regional conference, the Virginia Humanities Conference, this past spring.

Interpretation of Results

Extent this Learning Outcome has been achieved by students *(Use both direct and indirect measure results)*:
This outcome rated well with an overall mean of 3.10, which represents an increase from the mean of 2.74 from the 2010-2011 assessment report (~13%). No papers fell below a 1.5, and only 3 papers fell below a 2.5 (failing to meet criteria). 78.6% of papers scored a 2.5 or higher. Results represent an increase in proficiency from prior years, and a generally acceptable level of student performance. The Senior Seminar course, which we assessed in isolation this year, 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. The fact that students are able to perform well on this outcome with such a challenging assignment suggests that they are achieving at appropriate levels. Seven of the students in the course being assessed presented their research at the Virginia Humanities Conference, which is further evidence that they are achieving this outcome and also may explain, at least in part, the great increase in proficiency in this standard this year. Our data indicate that our students benefited greatly from hosting the VHC here on our campus (thanks to the work of Dr. Tonya Howe), as we have only had 1 or 2 students participate in the VHC in past years. We hope to continue to see strong numbers of students participate in regional (and even national) conferences, building more conference travel support for undergraduate students and for faculty who are working with those students.

The vast majority of our students feel confident in their ability to perform research and integrate that research with original ideas, and they are able to do so in a way that is deemed proficient by faculty and prospective employers or graduate programs. All of our

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graduating students taking the survey felt confident in their ability to conduct research to support a position, find and evaluate appropriate sources of information, and evaluate the quality of information. They also all felt prepared to solve problems in their field and to apply their knowledge to new situations. A vast majority of our alumni also felt prepared to conduct research in their field, as well as to find and evaluate appropriate sources of information. Over half of our graduates this year (7 of 11) plan to pursue further formal education, and 90% feel their MU degree has prepared them for further education. 100% of alumni report having found work within 12 months of graduating (80% within 6 months). Two are currently pursuing masters degrees. These rates of success indicate our students are prepared to face challenges of research and problem solving both in the professional world and in graduate school.

Program strengths and opportunities for improvement <u>relative to assessment of outcome</u>:
Our program produces students who can write competently within a critical context, perform research and incorporate sources, and take original positions on topics in their field. These skills produce marketable graduates, and we will continue to build on strategies for success that have had impact, such as encouraging students to present their research publicly beyond the confines of the classroom. We also plan to review and discuss senior seminar papers each year in light of how we are preparing our graduates to perform research, demonstrate awareness of an appropriate critical context, and develop their own original ideas within that critical context.

Discuss planned curricular or program improvements <u>for this year based on assessment of outcome:</u>
As a department, we agree upon the need to focus students on senior seminar projects that involve in-depth research and offer structure as well as opportunities for personal expression and engagement. Our senior seminar course is successful in creating a strong framework within which to engage in literary analysis, allowing students to tailor their research skills to their own interests and thus to produce projects that meaningfully engage them. In prior years we had noticed as a department that EN 424 Senior Seminar traditionally scored lower than other courses in some areas of assessment, and our focus this year in assessing only EN 424 essays has allowed us to look closely at where this course is succeeding and where it is falling short. While scores in the past three years have demonstrated an improvement across all outcomes, we have still noticed that students struggle to perform at the highest levels; only one student's work this year fell into the highest range of performance (above 4.5) on this category, and we would like to see more of our strongest students excelling in research and synthesis of their own ideas with those of scholars in the field. Obviously, our recent curriculum and delivery changes to EN 424 Senior Seminar have had a positive impact on student performance, but we would like to continue our discussion about whether this course is fulfilling our capstone learning objectives and about whether we

should consider adjusting the curriculum or delivery for the course in order to improve performance while still maintaining the high standards we have set for the course. If we decide to make changes to the course, we will implement those changes in Fall 2016.

Outcome and Past Assessment

Learning Outcome 6: Students will demonstrate information and technological literacy in research and competence in MLA documentation. **Overall Mean rating: 3.24**

Is this outcome being reexamined? X Yes ☐No
If yes, give a brief summary of previous results (including trends) and any changes made to the program.
This outcome rose to 3.24 this year, 16.5% higher than the 2010-11 overall assessment mean of 2.78 and 21.8% higher than the subset of EN 424 Senior Seminar essays included in that year's assessment, which scored an average of 2.66. As with outcome #3, only three papers scored below a 2.5 (meets criteria) on this outcome, and none scored below a 1.5. 78.6% of papers scored a 2.5 or higher (meets criteria). The substantial increase in scores can be in part attributed to the strong cohort of graduating seniors this year, but changes made to the program since the last assessment of this outcome--the addition of WI courses and of EN 290 Literary Theory and Practice; the rotation of faculty teaching the course--have also had an effect. In addition, while we have not made official program-wide changes to our information and technological literacy, we continually update our teaching to reflect changing research methods and technologies, as well as changes to MLA documentation style, and all of this work seems to be impacting our students' performance for the better. The data this year represent a solid level of performance in information and technological literacy. Our focus in assessing only EN 424 allowed us to discuss areas where the course is succeeding and where it needs improvement. Overall, it seems that our efforts to teach proper documentation and information literacy are succeeding.

Assessment Activity

Outcome Measures *Explain how student learning will be measured and indicate whether it is direct or indirect.*	Performance Standard *Define and explain acceptable level of student performance.*	Data Collection *Discuss the data collected and student population*	Analysis *1) Describe the analysis process.* *2) Present the findings of the analysis including the numbers participating and deemed acceptable.*

Direct Measure: 14 papers from EN 424, Senior Seminar, rated by multiple faculty with a shared rubric (See Appendix G)	A rating of "meets criteria" (mean score of 2.5 or above) on the relevant section of the Outcomes Assessment Criteria form, A rating of "meets criteria" on the relevant section of the Outcomes Assessment Criteria form, divided into 2 subtopics: ● The paper includes both print and online sources. ● The paper incorporates research material honestly and appropriately.	EN 424 is required of all majors in the literature track. All students in the course are English majors, and the vast majority of students take the course in fall of their senior year. The course is taught by tenure-track faculty, and runs in the fall semester. The 14 papers collected were all from senior English majors, and were reviewed by at least 3 faculty members with all identifying information removed. Scores were entered into a database created by Institutional Effectiveness.	1. Multiple readers assessed papers from EN 424 with a minimum of three readers per paper. Readers used the same assessment rubric for all papers to ensure uniform criteria. 2. The mean for this outcome was 3.24. Overall, once again, no papers scored below a 1.5 on this outcome, and 78.6% of papers scored a 2.5 or higher.
Indirect Measures: acceptance to graduate programs, presentation of research outside the classroom, and confidence in preparedness as shown on alumni and graduating student surveys. (See Appendices D, E, and F)	Satisfaction above 50% from alumni/graduating student surveys; acceptance to accredited graduate or professional programs; presentation of research at venues both on and off campus.	Survey responses from 5 alumni and 11 graduating students. Data reports supplied by Institutional Effectiveness.	On the graduating student survey, students felt well prepared (90% good or excellent) in their ability to use technology effectively in a workplace environment. They also felt prepared (100% good or excellent) to conduct research to support a position, use quantitative/qualitative techniques within the profession, find appropriate sources of information, and evaluate the quality of information. Alumni also felt prepared (100% good or excellent) to use technology effectively in a workplace environment. 80% felt prepared to find appropriate sources of information and evaluate the quality of information, and

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			60% felt prepared to conduct research to support a position (60%). On the supplemental survey 100% felt good or excellent about their preparation to conduct appropriate and timely archival and online research and recognize and think critically about complex information.
			Over half of our graduates this year (7 of 11) plan to pursue further formal education, and 90% feel their MU degree has prepared them for further education. 100% of alumni report having found work within 12 months of graduating (80% within 6 months). Two are currently pursuing masters degrees.
			7 of our undergraduates presented their essays at a regional conference, the Virginia Humanities Conference, this past spring.

Interpretation of Results

Extent this Learning Outcome has been achieved by students *(Use both direct and indirect measure results)***:**
The mean for this outcome was 3.24; none of the papers scored below a 1.5 (completely fails to meet criteria) on this outcome, and 78.6% of papers scored a 2.5 or higher (meets criteria). The results are higher than results in past years when this outcome was assessed and indicates that our students' skills in information and technological literacy are improving. Students in the EN 424 Senior Seminar course perform particularly complex research among 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. Seven of the students from this assessment group presented their research at the Virginia Humanities Conference, which is further evidence that their skills in information and technological literacy and documentation are meeting professional standards in the field.

The graduating student and alumni surveys also demonstrate that our students feel prepared in the area of information and technological literacy. 100% our graduating students taking the survey felt confident in their ability to use technology effectively in the

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workplace environment, conduct research to support a position, find and evaluate appropriate sources of information, and evaluate the quality of information. 100% of our alumni taking the survey also felt prepared to use technology effectively in the workplace environment. 80% of our alumni felt prepared to find and evaluate appropriate sources of information, and 100% felt prepared to conduct appropriate and timely archival and online research, as well as to recognize and think critically about complex information. These results suggest our students feel well prepared in this area, and our job and graduate school placement rates suggest that our students not only feel prepared, but are prepared. Two of our graduating seniors are currently enrolled in graduate programs, one at Georgetown University; all of our graduates from the secondary education track (3) were offered full-time teaching positions; and three of our students received jobs as a direct result of their internships at Samaritan Ministry of Greater Washington, at SMART Pain Management, and as a press assistant for a US Senator on Capitol Hill.

Program strengths and opportunities for improvement <u>relative to assessment of outcome</u>:
Our program produces students with strong skills in information and technological literacy, as well as in MLA documentation. We would like to see more students in our senior seminar course perform at the highest levels on this outcome (only one scored above a 4.5 this year), so we will continue to review and discuss the use of print and online sources, as well as their ethical and accurate use of this material, in senior seminar papers each year. We will also continue to encourage students to present their research at student conferences and regional professional conferences, and we will continue to adapt our teaching as research methods and technologies change. In addition, we want to increase support for faculty to work with students in research contexts and to increase funding for students to present their research at outside venues.

Discuss planned curricular or program improvements <u>for this year based on assessment of outcome</u>:
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, particularly regarding information literacy. In the past we had noticed as a department that EN 424 Senior Seminar scored lower than other courses on several of our outcomes (including this one), and our focus this year in assessing only EN 424 essays has allowed us to look closely at where this course is succeeding and where it is falling short. It has also given us a chance to see how our curriculum changes in the course have impacted student performance. Happily, the higher scores this year indicate that the changes we made in the course delivery and content are indeed helping improve student success in information and technological literacy, even when they are performing the significant levels of research demanded in a senior thesis.

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Overall, this year's assessment data have given us a sense that the course and the program are preparing students sufficiently in the areas of information and technological literacy and documentation. However, we would like to raise performance on these senior seminar essays, particularly in terms of the number of students performing at the level of fluency in this category. We are planning to discuss this trend as a department and work on boosting student achievement while still maintaining the high standards we have set for the course. Because of the general success of the course, we may return in subsequent years to assessing a variety of different courses in our curriculum.

*A complete student learning assessment report includes appendix of rubrics,
survey questions, or other relevant documents and information.*

MARYMOUNT UNIVERSITY

Academic Year :   2014-15   Program: English (BA)

APPENDICES

APPENDIX A: DATA REPORT ON OUTCOMES ASSESSMENT FROM INSTITUTIONAL EFFECITIVENESS

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

Criteria	• 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	3.24
Number of Ratings	42
Average Ratings[1] - Percentage of papers in each range (Scale: 1 - Fails to meet criteria; 5 - Exceeds criteria)	
(1.) 1.0 to 1.4	0.0%
(2.) 1.5 to 2.4	14.3%
(3.) 2.5 to 3.4	57.1%
(4.) 3.5 to 4.4	21.4%
(5.) 4.5 to 5.0	7.1%
Number of Papers	14

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)*

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[1] Percent totals may not add to 100% due to rounding.

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Criteria	• 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.
Mean Rating	3.10
Number of Ratings	42
Average Ratings[1] - Percentage of papers in each range (Scale: 1 - Fails to meet criteria; 5 - Exceeds criteria)	
(1.) 1.0 to 1.4	0.0%
(2.) 1.5 to 2.4	21.4%
(3.) 2.5 to 3.4	42.9%
(4.) 3.5 to 4.4	28.6%
(5.) 4.5 to 5.0	7.1%
Number of Papers	14

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

Criteria	
Mean Rating	3.24
Number of Ratings	42
Average Ratings[1] - Percentage of papers in each range (Scale: 1 - Fails to meet criteria; 5 - Exceeds criteria)	
(1.) 1.0 to 1.4	0.0%
(2.) 1.5 to 2.4	21.4%
(3.) 2.5 to 3.4	42.9%
(4.) 3.5 to 4.4	28.6%
(5.) 4.5 to 5.0	7.1%

MARYMOUNT UNIVERSITY

Academic Year :   2014-15   **Program: English (BA)**

Number of Papers	14

APPENDIX B: UAC RESPONSE TO PREVIOUS ASSESSMENT REPORT

Report from Academic Year: 2013-14	Program: English (BA)

Critical Area 1 – Learning Outcomes

Learning Outcomes	Met	Partially Met	Not met
Learning outcomes are present	X☐	☐	☐
Points to consider for comments - States learning outcomes in terms of what a student should be able to do (e.g. synthesize, create, develop) - States learning outcomes in measurable terms - Establishes an appropriate level for program learning outcomes (e.g. learning outcomes are at appropriate level on Bloom's taxonomy for a program learning outcome) - Illustrates support of Marymount's and the school's mission			
Comments: Good outcomes.			

Critical Area 2 – Assessing Learning Outcomes

Outcome Measures	Met	Partially Met	Not met
Measures provided for each outcome	X☐	☐	☐

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Academic Year :   2014-15   **Program: English (BA)**

Points to consider in comments
• Makes evident connection between measures and learning outcomes • Uses direct and indirect measures appropriately • Identifies performance standards for each measure • Includes copy of instruments in appendix (rubrics, survey questions, or other relevant documents)
Comments: Good use of the Indirect Measure – comparing satisfaction with other majors. Use of multiple raters was excellent. *Increase in performance standards might be considered since students have "performance mastery".*

Collection of student work and responses	Met	Partially Met	Not met
Collects student work and responses for each measure	X☐	☐	☐
Points to consider in comments • Identifies origin of student work and responses (e.g. class numbers, portfolio, survey) • Identifies how student work and responses were collected • Identifies who collected student work and responses • Identifies number of participants • Illustrates that procedures are appropriate for outcome			
Comments: *Exemplary! Everything is spelled out for the reader.*			

Analysis	Met	Partially Met	Not met
Analyzes results of each measure given for each outcome	X☐	☐	☐

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Academic Year :   2014-15   Program: English (BA)

Points to consider in comments
• Explains how student work was evaluated
• Provides data summary (narrative, charts, tables)
• Describes who evaluated student work included in assessment report
• Addresses any previous lessons learned, if applicable
Comments: Tables are easy to read. Analysis was well done.

Critical Area 3: *Improving the curriculum using assessment*

Using assessment to make improvements	Met	Partially Met	Not met
Presents recommendations for improvement for each outcome based on assessment results	X□	□	□
Points to consider in comments			
• Discusses strengths and opportunities relative to the outcome			
• Draws conclusions related to data			
• Provides recommendations for improvement that follow from conclusions			
Comments: Even when outcome was met they were looking for ways to continue to grow and improve.			

Implementing improvements	Met	Partially Met	Not met
Implements improvements from previous year's assessment report	X□	□	□
Points to consider in comments			
• Provides concrete evidence of how improvements from previous assessment activity were implemented			

• Gives explanation for not implementing planned improvements, if applicable
Comments

Addressing recommendations	Met	Partially Met	Not met
Addresses UAC's recommendations from previous year	X☐	☐	☐
Points to consider in comments • Addresses all UAC recommendations regarding last year's report, if applicable • Gives explanation for not implementing recommendations, if applicable			
Comments			

SUMMARY

Overall Comments about Assessment Report

Reminder to remove student names in the appendix.

X☐   Report Accepted as Submitted

☐   **Revisions required to accept report this year**

1	
2	
3	
4	

Academic Year :   2014-15   **Program: English (BA)**

Recommendations for next year's assessment process

1	
2	
3	
4	

Note from Planning and Institutional Effectiveness:

There are some discrepancies between the information in your assessment report and Marymount's course catalog.

If the catalog description for 2014-2015 is inaccurate, please send corrections to PIE by January 30, 2015.

	Catalog Description (2014–2015)	Assessment Report (2013–2014)
Program Name	English (BA)	Literature and Language

Academic Year :   2014-15   **Program: English (BA)**

APPENDIX C: ASSESSMENT OUTCOMES PLAN FOR FUTURE

Outcomes	Year 1 (14-15)	Year 2 (15-16)	Year 3 (16-17)	Year 4 (17-18)	Year 5 (18-19)	Year 6 (19-20)	Year 7 (20-21)	Year 8 (21-22)	Year9 (22-23)	Year 10 (23-24)	Year 11 (24-25)	Year 12 (25-26)
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		PR				X		PR	
Students will write coherent, well-organized essays that establish a clear focus, provide appropriate evidence, and are grammatically correct.	X				PR		X				PR	
Students will conduct appropriate research and synthesize their own original ideas with those advanced by literary critics and other scholars. (Inquiry Outcome)	X				PR		X				PR	
Students will demonstrate a thoughtful understanding of their own writing process			X		PR				X		PR	
Students will analyze literary works - in all genres - with respect to structure, style, and theme			X		PR		X		X		PR	
Students will demonstrate information and technological literacy in research and competence in MLA documentation.	X				PR		X				PR	

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Students will deliver oral presentations that are focused, well-organized, effective, and establish a connection with the audience.			X		PR				X		PR	

APPENDIX D: 2014-15 GRADUATING STUDENT SURVEY

2014-15 Graduating Student Survey - Faculty, Advisors, and Courses

AS UG English	Responses	Percent Good or Excellent	Mean	Std Dev
Faculty members have a high level of expertise in their fields.	11	100.0	4.727	0.467
Faculty members are approachable.	11	100.0	4.636	0.505
Faculty members are available to address my needs outside of class.	11	100.0	4.545	0.522
Advisers are available at convenient times.	11	100.0	4.636	0.505
Advisers are helpful with selecting courses.	11	100.0	4.636	0.505
Advisers are knowledgeable about my degree requirements.	11	100.0	4.636	0.505
Advisers explored my career options with me.	11	81.8	4.364	0.809
Advisers discussed my future education options.	11	90.9	4.364	0.924
Classes in my major were generally available during semesters I need them.	11	72.7	3.818	1.250
Classes in my major were offered at convenient times.	11	72.7	3.727	1.191
Classes in my major challenged me to apply my knowledge in new ways.	11	81.8	4.273	1.421
Classes in my major were academically challenging.	11	90.9	4.364	1.206
Elective courses were generally available during semesters I need them.	11	90.9	4.364	0.674
Elective courses were offered at convenient times.	10	80.0	3.900	0.876
Sufficient electives were offered to meet my needs.	10	80.0	4.200	1.229
Elective classes were academically challenging.	10	100.0	4.500	0.527
Classes in the liberal arts core were academically challenging.	10	80.0	4.100	0.994

Responses on a 5 point scale: 1 (poor) to 5 (excellent)

2014-15 Graduating Student Survey - Employment

AS

UG

English

Job Title	Employer	Location
Receptionist	Izzy Salon	Georgetown DC
High School English teacher	Fcps	West Springfield HS
Student worker	Marymount University	Marymount University
Digital Media Editor	SMART Pain Management, LLC	Owings Mills, MD
Press Assistany	US Senator	Washington DC
DC Market Editor and Relationships Columnist	Beauty Scout Magazine	Global
Peer Writing Consultant/ Content Tutor	Marymount Center for Teaching and Learning	Rowely G1O5
Associate	campus programs	cpld

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APPENDIX E: 2014 ALUMNI SURVEY

2014-2015 Marymount Alumni Survey Results - By Program

2007-08 Respondents:	1		Undergraduate
2011-13 Respondents:	4		Arts and Sciences
Number of respondents	5		English

From your experience at MU, how would you rate each of following?	Percent Good or Excellent*	Valid N
Overall experience	80.0%	5
Academic quality	80.0%	5
Major department or academic program	100.0%	5
Library and Learning services	80.0%	5
Academic advising	80.0%	5
Marymount's academic reputation	60.0%	5

For each of the following skills, please indicate how well you believe your education prepared you to:		
Find a job in your field	20.0%	5
Attain a promotion within your existing employment situation	0.0%	0
Pursue more education in your field	60.0%	5
Find appropriate sources of information	80.0%	5
Evaluate the quality of information	80.0%	5
Conduct research to support a position	60.0%	5
Develop a coherent written argument	100.0%	5
Deliver a coherent presentation	80.0%	5
Use quantitative/qualitative techniques within your professional field	40.0%	5
Determine the most ethically appropriate response to a situation	40.0%	5
Understand major ethical dilemmas in your field	60.0%	5
Use technology effectively in a workplace environment	100.0%	5
Apply knowledge and skills to new situations	80.0%	5
Solve problems in your field	60.0%	5

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

Which of the following statements describes your start at MU? N = 5	Percent
MU is the first college or university I have attended	40.0%
I transferred into MU from a community college or four-year college or university	60.0%
I earned a degree from another college or university prior to enrolling at MU	0.0%

Academic Year :   2014-15   Program: English (BA)

Relative to completing your degree, when did you find your first professional position? N =5	Percent
Continued a position held while attending school	40.0%
Found a new position prior to graduation	0.0%
0-3 months	0.0%
4-6 months	40.0%
7-12 months	0.0%
More than 12 months	20.0%
Have not yet entered professional position since graduation	0.0%

How closely related was your college/specialization to this position? N = 5	
Directly related	0.0%
Somewhat related	20.0%
Not related	80.0%

Which of the following best describes your current employment statuts? 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%
Other	0.0%

What is your salary range? N =4

under $10,000	0.0%	$60,000 to $69,999	0.0%
$10,000 to $19,999	25.0%	$70,000 to $79,999	25.0%
$20,000 to $29,999	0.0%	$80,000 to $89,999	0.0%
$30,000 to $39,999	25.0%	$90,000 to $99,999	0.0%
$40,000 to $49,999	25.0%	$100,000 and above	0.0%
$50,000 to $59,999	0.0%	*Mean Salary** *	$42,500.0

**Mean salary based on midpoint of range indicated.

Have you pursued further education since completing your degree? N = 5	
No	60.0%
Yes	40.0%

Number pursuing further degrees: N= 2

Associates		Doctoral	
Bachelors		Professional	
Masters	100.0%	Other	

2014 Alumni Survey - Employment

Arts and Sciences

Undergraduate

English

Job Title	Employer	Location
Junior Web Developer	University of Maryland University College	College Park, Maryland
Full Motion Video (FMV) Analyst	Vykin Corporation	McLean, VA
Program Secretary	KidsPeace	Washington, DC

2014 Alumni Survey - Comments

Arts and Sciences

Undergraduate

English

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.
The English Program is amazing and my advisor was the best.		
THe small size and diversified concentration of the female dominated staff. My experience put personal while learning within a class environment	Making the career paths after graduation mke relative and real	
Individual attention from professors.	Management by the administration. Administration comes off as being very greedy and not student-first oriented due to a lot of very questionable decisions in an attempt to save money.	
The strongest aspect of my education was my coursework in English. The English department held a critical role in my education by teaching me to think critically not just about literature but in the world beyond academia. I am also a better writer thanks in no small part to certain professors.		

Academic Year :   2014-15   **Program: English (BA)**

ALUMNI SURVEY: SUPPLEMENTAL QUESTIONS

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

Text Response
Worked as a web producer for Marymount for a year after graduating, then as a Junior Web Developer for UMUC.
I was a temporary credit evaluator and later returned to my old contracter carrer field. I was and currently am a DOD contracter
I am currently employed full-time as a weight-loss counselor at a major diet company. I am also interning once a week at municipal court, with plans to attend law school next year.
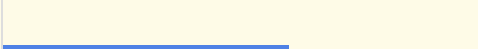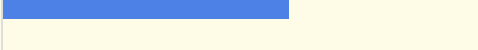
Statistic	Value
Total Responses	3

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

#	Answer		Response	%
1	Yes		3	75%
2	No		1	25%
	Total		4	100%

Statistic	Value
Min Value	1
Max Value	2
Mean	1.25
Variance	0.25
Standard Deviation	0.50
Total Responses	4

Academic Year :   2014-15   **Program: English (BA)**

85. Would you have liked further support in any of the following categories?

#	Answer		Response	%
1	Relevant Coursework		2	40%
2	Development of Writing Skills		2	40%
3	Application of Writing Skills in a Real-World Environment		3	60%
4	Academic Advising		1	20%
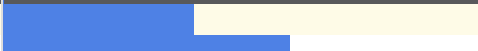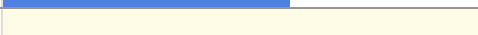
Statistic	Value
Min Value	1
Max Value	4
Total Responses	5

3. What further support would you have liked in those areas?

Text Response
Maybe a refresher course in writing development.

Statistic	Value
Total Responses	1

4. Did you take advantage of any workshops or support offered by the Center for Career Services?

#	Answer		Response	%
1	Yes		2	40%
2	No		3	60%
	Total		5	100%

Academic Year :   2014-15   **Program: English (BA)**

Statistic	Value
Min Value	1
Max Value	2
Mean	1.60
Variance	0.30
Standard Deviation	0.55
Total Responses	5

5. Please describe which ones and whether they were helpful.

Text Response
Help with my resume and search for an internship
Resume review: I found having a family member who specializes in resumes to be more helpful.

Statistic	Value
Total Responses	2

6. If no, why?

Text Response
I preferred one-on-one meetings with career center advisors.
I didn't need it at the time. I recentry tried to use the career center and didn't find it helpful at all.

Statistic	Value
Total Responses	2

7. Please describe your internship activities briefly.

Text Response
I worked on the narrative design team for the video game development company Disruptor Beam Inc.
I instructed and assisted with classes that tought adult refugees language and life skills, at charity
I wrote and edited online copy for a law firm based in DC.

Academic Year :   2014-15   **Program: English (BA)**

Statistic	Value
Total Responses	3

8. What courses or assignments were most helpful to you as an English major?

Text Response
Creative Writing
I found my senior seminar to be helpful in that it forced me to think and write critically on literature and the society that fosters it.

Statistic	Value
Total Responses	2

9. What other services or courses could we provide to English majors to prepare them for professional and family life?

Text Response
Courses within the Writing concentration that focus more on writing and developing a portfolio, rather than just doing mainly what the Literature concentration students do.

Statistic	Value
Total Responses	1

MARYMOUNT UNIVERSITY

Academic Year : 2014-15   **Program: English (BA)**

10. 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 Responses	Mean
1	Address current issues in your professional or personal life	1	0	1	2	0	4	3.00
2	Write coherent, well-organized materials	0	0	0	1	3	4	4.75
3	Conduct appropriate and timely archival and online research	0	0	0	3	1	4	4.25
4	Develop a persuasive written argument/proposal	0	0	0	3	1	4	4.25
5	Recognize and think critically about complex information	0	0	0	3	1	4	4.25
6	Deliver an effective oral presentation	0	0	1	3	0	4	3.75

Scale: 1 = Very Little; 2 = Needs to be Improved; 3 = Adequate; 4 = Good; 5 = Excellent

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MARYMOUNT UNIVERSITY

Academic Year :   2014-15   **Program: English (BA)**

Statistic	Address current issues in your professional or personal life	Write coherent, well-organized materials	Conduct appropriate and timely archival and online research	Develop a persuasive written argument/proposal	Recognize and think critically about complex information	Deliver an effective oral presentation
Min Value	1	4	4	4	4	3
Max Value	4	5	5	5	5	4
Mean	3.00	4.75	4.25	4.25	4.25	3.75
Variance	2.00	0.25	0.25	0.25	0.25	0.25
Standard Deviation	1.41	0.50	0.50	0.50	0.50	0.50
Total Responses	4	4	4	4	4	4

APPENDIX F: CAREER SERVICES INTERNSHIP EVALUATIONS, 2014-15 ACADEMIC YEAR

Student Internship Evaluations Fall 2014

Student Name				
Date Started	12/9/2014 11:02	12/9/2014 11:21	12/9/2014 12:13	12/9/2014 14:48
Student ID				
Student major	English	English	English	English
Intern Site	Office of Congressman Scott Rigell's DC location	SpeakeasyDC	Washington Performing Arts	Law Offices of Carroll Hauptle, PC
Internship Supeverisor	Beth Kaczmarek	Ben Thomas	MU - Dr. Katie Peebles, WPA - Wynsor Taylor	Carroll Hauptle
Training	Yes	No	Yes	No
Renumeration	No	No	No	No
Type of Renumeration				
Hours per week	24	9	16	10
Expectations	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree
Supervisor effective	Strongly Agree	Agree	Strongly Agree	Strongly Agree

Marymount University

Academic Year :   2014-15   **Program: English (BA)**

Relationship to Coursework	Agree	Strongly Agree	Agree	Strongly Agree
Which courses	All of my English courses.	EN-301 Any of the creative writing courses as well as literature courses.	Courses that have included online blog components and all courses with peer review. Specifically, EN 303, EN 308, EN 301.	Writing Process
Skills gained	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree
Which skills	Communication skills--written and oral, ability to work in team-structured environment	I learned a different writing style beyond the literary world, as well writing creatively. Writing blogs for SpeakeasyDC allowed me to wrestle with the new understanding that I was to write for a different audience by keeping the blogs short and to the point.	I learned more about writing for marketing purposes - how to promote to grassroots contacts, and maintain relationships in the arts community. I learned about editorial expectations when writing content for Washington Performing Arts. I also was able to learn how to use Photoshop, Illustrator, and InDesign, which I'd only had a little bit of experience in previously.	How the legal system works, became familiar with legal documents and how to draft/edit them.
Confirm field	Strongly Agree	Strongly Agree	Agree	Strongly Agree
Field comments	It challenges me but still feeds passion for public policy. I am able to be a part of the legislative process, whether its on the administrative side of things, communications or policy.	I am a humanist. I value people and I have always believed that each individual is unique and has a story to tell. I am planning on getting my	This internship helped confirm that I am interested in further exploring jobs in the arts nonprofit sector, however, I think I would like to explore it a bit more before deciding to pursue a career path in	I was thinking about going to law school after graduation and the exposure I got at my internship confirmed that I wanted to do that and

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		masters in social work. Working for the SpeakeasyDC I met all walks of life and heard stories from many different types of people. This will be more than beneficial for my ability to listen, refrain from judging, as well as being empathetic towards others.	it. As much as I loved working marketing and communications, I began to develop an interest in programming and production. I'm interested in possibly pursuing an internship in this side of the arts, to see if this is something I might be more interested in.	most likely focus on Estate Planning
Find a job	Strongly Agree	Neutral	Strongly Agree	Agree
Job Comments	I have gone on a number of informational interviews and had the opportunity of connecting with senior staff. The staff in my office and my new connections have helped me immensely during my search for a permanent start on Capitol Hill.	I am not looking for a job because I am planning on going right into my masters program. But if I was looking for a job I have built a network through SpeakeasyDC.	My internship supervisor on-site and my boss both helped me set up many informational interviews with others in the arts world. One of these interviews has led to another internship possibility with a PR firm over the summer. I also feel that this internship has given me valuable skills that I can talk about in other job applications and/or interviews. Because I performed well at the internship, I also have several people there who are willing to write me strong letters of recommendation, should I need them in the future.	

Academic Year :   2014-15   Program: English (BA)

Valuable	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree
Recommend site	Yes	Yes	Yes	Yes
Job offer	No	No	No	No
Offer accepted	Yes	No	No	Yes

Supervisor Evaluations Fall 2014

Supervisor Name	Beth Kaczmarek	Wynsor Taylor	Ben Thomas	Allyson Goldsmith	Carroll Hauptle
Date Started	12/1/2014 8:07	12/3/2014 10:04	12/10/2014 13:28	8/27/2008 19:20	12/8/2014 17:39
Employer name	Rep. Scott Rigell	Washington Performing Arts	SpeakeasyDC	National Organization for Women	Law Offices of Carroll Hauptle, PC
Student Name					
Student major	English	English	English	English	english
Ratings matrix	Attendance & Punctuality = Excellent; Follow Directions = Excellent; Adhere to Deadlines = Excellent; Take Initiative without Supervision =	Attendance & Punctuality = Good; Follow Directions = Good; Adhere to Deadlines = Good; Take Initiative without Supervision =	Attendance & Punctuality = Excellent; Follow Directions = Excellent; Adhere to Deadlines = Excellent; Take Initiative without Supervision =	Attendance & Punctuality = Excellent; Follow Directions = Neutral; Adhere to Deadlines = Good; Take Initiative	Attendance & Punctuality = Good; Follow Directions = Good; Adhere to Deadlines = Neutral; Take Initiative without Supervision =

	Excellent; Oral Communication = Excellent; Written Communication = Excellent; Ability to Accept Criticism = Excellent; Apply Academic Knowledge to the Workplace = Excellent; Overall Professionalism Rating = Excellent; Overall Performance Rating = Excellent	Excellent; Oral Communication = Excellent; Written Communication = Excellent; Ability to Accept Criticism = Excellent; Apply Academic Knowledge to the Workplace = Excellent; Overall Professionalism Rating = Good; Overall Performance Rating = Good	Good; Oral Communication = Excellent; Written Communication = Good; Ability to Accept Criticism = Excellent; Apply Academic Knowledge to the Workplace = Excellent; Overall Professionalism Rating = Excellent; Overall Performance Rating = Excellent	without Supervision = Good; Oral Communication = Good; Written Communication = Good; Ability to Accept Criticism = Good; Apply Academic Knowledge to the Workplace = Good; Overall Professionalism Rating = Good; Overall Performance Rating = Good	Neutral; Oral Communication = Good; Written Communication = Good; Ability to Accept Criticism = Excellent; Apply Academic Knowledge to the Workplace = Excellent; Overall Professionalism Rating = Excellent; Overall Performance Rating = Excellent
Student's professional strengths.	Student is a great writer, very professional, and exceptionally outgoing. She gets along very well with everyone in our office, and has made good contacts in other offices as well.	Student is great at taking initiative and thinking creatively to solve problems. Her writing is strong and she is willing to accept edits/criticism.	Great attitude, lots of fun to work with. Student came in everyday with a willingness and eagerness to listen and help. Without a lot of instruction she was able to jump in with a lot of diverse projects and help out in a lot of different ways.	Graphic design, taking initiative, and punctuality.	Student works to maintain communications and completes tasks on deadline. She is an excellent writer and reviser

Student's professional weaknesses.	Student doesn't have any professional weaknesses that I have noticed! The only reason we can't hire her is that we don't have any currently open positions in our (small) office.	Student had limited experience with managing up, but she grew leaps and bounds in this area while with us and is now quite proficient.	There were a few instances when it would have been wonderful if she could have taken projects further and thought through ideas/projects completely before declaring them finished.	Following directions and attention to detail	Full completion and followup sometimes slow.
Additional training	No.	None.	Writing for different audiences and additional business writing skill would be terrific.	No	Certainly will require law school.
Job offer	No	No	No	No	No
Recommend hire	Yes	Yes	Yes	Yes	Yes
Additional interns	Yes	Yes	Yes	Yes	Yes

MARYMOUNT UNIVERSITY

Academic Year :   2014-15   Program: English (BA)

Student Internship Evaluations Spring 2015

Student Name			
Student ID			
Student major	English	English	English
Intern Site	SMART Pain Management, LLC	St. Mary's Arlington	On Tap Magazine
Internship Supeverisor	Johnanna Flores	Jason Cutshall	Adrianne Morris
How did you first hear about your internship?	SurveyAnswerTextNull	Jason and I collaborated on creating the internship through St. Mary's	
Training	Yes	Yes	
Renumeration	Yes	No	Yes
Type of Renumeration	16.5		No
Hours per week	35	10	Neutral
Expectations	Strongly Agree	Strongly Agree	Neutral
Comments on the work assignments meeting your expectations.	I created engaging documents that supported the marketing department's efforts to increase the number of new patients seen in each office. I rewrote many of the doctor's professional biographies. I also created	The work assignments were challenging, but I knew they would be from the outset of the internship, and I enjoyed working on them.	Agree

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	engaging newsletters that boosted company readership and morale.		
Supervisor effective	Strongly Agree	Agree	Writing for Multimedia, Intro to Journalism, The Writing Process, Style and Revision
Relationship to Coursework	Strongly Agree	Strongly Agree	Strongly Agree
Which courses	Composition II Media CommunicationsWriting Process	Writing classes via my English major, and my previous internship at Washington Performing Arts.	
Skills gained	Strongly Agree	Agree	Strongly Agree
Which skills	SEO	I built on graphic design and writing/editing skills, and learned how to collaborate with a web developer and gauge audience engagement via social media.	AP Style, Journalistic format, improving my writing skills, building confidence in my talents
What aspects of the internship did not help to enhance your professional understanding or skills?	I believe everything that I have done has enhanced my professional understanding/skills.	n/a	

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Academic Year :   2014-15   **Program: English (BA)**

Confirm field	Strongly Agree	Agree	Strongly Agree
Field comments	Mainly because I enjoyed working on all of the projects assigned to me. It did not seem like work.	I already knew that I was interested in the field because of my previous internship, but this experience solidified my confidence that I was a good fit in the field.	The deadlines I was working under were stressful, but my passions were only confirmed even more deeply. I decided to stay in the magazine industry because this internship was a successful experience. The assignments I was given to cover were very enjoyable and of interest to me. After being selected to speak at the internship breakfast, I felt an indication that I was doing an outstanding job, and was very appreciative of the support I received along the way.
Find a job	Strongly Agree	Strongly Agree	Strongly Agree
Job Comments			
Valuable	Strongly Agree	Strongly Agree	Strongly Agree
Recommend site	Yes	Yes	Yes
Comments on why you would or wouldn't recommend this internship site.	It is a great place to learn and grow.	This is a great work environment for the right person who really is interested in/cares about the community of St. Mary's/Arlington, and loves working in a close-knit church setting. (As a note on the permanent position question below, I	

Academic Year :   2014-15   **Program: English (BA)**

		was offered a paid 12-week extension to continue my projects throughout the summer. This is a temporary position.)	
Job offer	Yes	No	No
Offer accepted	Yes	No	No

Supervisor Internship Evaluations Spring 2015

Your Name	*Adrianne Morris*	*Jason*	*Johanna (Jo) Flores*
Your company/organization	5 O'Clock Publishing / On Tap Magazine	St. Mary's Epsicopal Church	SMART Pain Management
Intern's Name			
Intern's Major	English	English	English
Please rate the intern's abilities in each of the following areas.			
Attendance and Punctuality	Neutral	Excellent	Excellent
Follow Directions	Good	Excellent	Excellent

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Adhere to Deadlines	Good	Excellent	Excellent
Take Initiative without Supervision	Good	Excellent	Excellent
Oral Communication	Good	Excellent	Excellent
Written Communication	Good	Excellent	Excellent
Ability to Accept Criticism	Good	Good	Good
Apply Academic Knowledge to the Workplace	Neutral	Excellent	Excellent
Overall Professionalism Rating	Good	Excellent	Excellent
Overall Performance Rating	Good	Excellent	Excellent
Student's general strengths.	Student is very smart and writes well.	Student is incredibly intelligent she has a high level of technical knowledge in her area of interest, technical communications. Student is very mature for her age. She is able to handle difficult c	Student is intelligent and capable. Her strengths are in research and editing.
Student's general areas for improvement.	It may be difficult for her to adjust to a workplace setting. She had a	Student needs to make sure she doesn't get over committed.	Student needs to keep working on her craft and continue to gain experience.

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Academic Year :   2014-15   **Program: English (BA)**

	bit of trouble with punctuality and maintaining a consistent schedule.	Student can improve on delegating tasks when need be.	
Does the student need any additional training or specific skills to gain expertise for this career field?	I think general workplace practices might be a good idea.	Yes, I think some management/leadership training would serve her well. As long as student continues to learn she will be an expert. I think the training she will need to excel is in leading others.	Student does not need additional training, she would however benefit from a more global view of the world.
Have you offered (or do you plan to offer) this student a permanent or full-time job with your organization?	No	No	Yes
Would you recommend this student for future employment in the field?	Yes	Yes	Yes
Are you interested in receiving additional interns from Marymount University?	Yes	Yes	Yes

MARYMOUNT UNIVERSITY

Academic Year :   2014-15   Program: English (BA)

Student Internship Evaluations Summer 2015

Student Name		
Student ID		
Student major	English	English
Intern Site	Samaritan Ministry of Greater Washington	Samaritan Ministry of Greater Washington
Internship Supeverisor	Tommia Hayes	Don McCrabb
Training	No	Yes
Renumeration	No	No
Type of Renumeration		
Hours per week	40	34
Expectations	Agree	Agree
Supervisor effective	Agree	Strongly Agree
Relationship to Coursework	Agree	Strongly Agree

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Academic Year :   2014-15   Program: English (BA)

Which courses	Many of my English courses did both the ones that required intensive writing and ones like creative writing. I did a lot of editing, so courses like Creative Writing, Style & Revision, and even classes like Major Women Authors helped.My criminal justice courses were also valuable since I was doing a lo of research on homelessness. This research included those who were trying to go back into society after spending time in prison. My Policing in American Society class helped me previously develop a great understanding of it and now my time at this internship has helped me learn more.	Writing and Revision classesJournalism 1 & 2Web Design/Development (more the IT one)Creative Writing
Skills gained	Strongly Agree	Strongly Agree
Which skills	I've learned a new step of editing that involves a lot more back and forth between a small group of people. Things aren't edited just once with a peer like in class, but they are looked at over and over again. I also learned more about the development world - what it means to acknowledge donors, how to keep in touch with them, etc. I also learned new things about the world of communication. Handling the Twitter and Facebook forced me to think about what was attracting people to our various social media sites and what was sending people away.	Miscellaneous office skills (fileing and such), proofing is a highly flexible skill to be applied to nearly anything, and web management in Drupal, and others I can not remember right now.
Confirm field	Agree	Agree
Field comments	My internship experience has definitely helped me learn that I like the smaller community that comes with working for a small non-	It is a step towards my final goal.

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	profit. I enjoy that everyone here communicates in one way or another almost every day. However, I'm not sure if I necessarily think that the development field is appropriate for me. Regardless I am glad that I have learned as much as I did and I have found a lot of value in what the department does.	
Find a job	Strongly Agree	Agree
Job Comments	I was offered a temporary position upon the completion of my internship. July 10th is my last day. I start as a full-time Interim Development Associate on July 13th. I would not have had this opportunity had I not interned here.	
Valuable	Strongly Agree	Strongly Agree
Recommend site	Yes	Yes
Job offer	No	No
Offer accepted	No	No

Supervisor Internship Evaluations Summer 2015

Student Name		
Supervisor Name	Tommia Hayes	Donald R. McCrabb, D. Min.

Academic Year :   2014-15   Program: English (BA)

Employer name	Samaritan Ministry of Greater Washington	Samaritan Ministry of Greater Washington
Student major	English	English
Attendance and Punctuality	Excellent	Excellent
Follow Directions	Excellent	Excellent
Adhere to Deadlines	Excellent	Excellent
Take Initiative without Supervision	Excellent	Good
Oral Communication	Excellent	Good
Written Communication	Excellent	Excellent
Ability to Accept Criticism	Excellent	Good
Apply Academic Knowledge to the Workplace	Excellent	Good
Overall Professionalism Rating	Excellent	Excellent

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Overall Performance Rating	Excellent	Excellent
Student's general strengths.	Writing, Editing and	Student is detailed oriented and able to work in both the world of donor communications and web-based technologies.
Student's general areas for improvement.	Database and website	Student comes across as 6"8waiting."68 This disposition, with her natural shyness, gives off a sense of distance. She will need to improve her ability to engage people in an easy, professional, way.
Additional training	More strategic communications skills i.e learning how to develop a strategic plan to help improve an organization.	Student knows she needs further education in information technology for her to pursue her goals as a technical writer.
Job offer	No	No
Recommend hire	Yes	Yes
Additional interns	Yes	Yes

APPENDIX G: ASSESSMENT RUBRICS FOR STUDENT LEARNING OBJECTIVES

MARYMOUNT UNIVERSITY

2014-15 Program Outcomes Assessment Criteria

Faculty Name:

Paper Number:

1. 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 supports its argument.
   - The paper is free of serious grammatical errors.
   - The paper establishes a clear sense of audience.

5 - Exceeds Criteria	4	3 - Meets Criteria	2	1 - Fails to Meet Criteria
○	○	○	○	○

2. 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.

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   - 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.

5 - Exceeds Criteria	4	3 - Meets Criteria	2	1 - Fails to Meet Criteria
○	○	○	○	○

2. 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.

5 - Exceeds Criteria	4	3 - Meets Criteria	2	1 - Fails to Meet Criteria
○	○	○	○	○

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

5 - Exceeds Criteria	4	3 - Meets Criteria	2	1- Fails to Meet Criteria
○	○	○	○	○

SUBMIT

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