



Annual Assessment Report for Academic Programs

The University Assessment Team advocates for the enhancement of student learning through purposeful, meaningful, and feasible student-outcomes assessment practices. The Assessment Team seeks to collaborate with programs, departments, and units to ensure that effective assessment of student learning occurs across the University. To assist in meeting this goal, the Team requests that you complete this Annual Assessment Report form to document student learning in your program. A PDF version of this completed form will be posted to the Academic Affairs Assessment website. Please note that this Annual Assessment Report form should only be completed after you have an Assessment Plan for Academic Programs forms on file with the University Assessment Team. The plan is completed once and only updated when revisions have been made to components of the plan.

1. Degree Level and Program Name: BA English

2. College/School: College of Humanities, Arts & Social Sciences

3. Assessment Overview - Briefly share how student learning outcomes assessment is conducted within your program/department (e.g. number of outcomes, examples of assignments used, and frequency of assessment).

The BA English program has six student learning outcomes, with one outcome assessed each year. The departmental assessment committee assesses student learning outcomes based on a portfolio of collected work, which is prepared and submitted during a graduating student's final semester. The portfolio includes a self-reflection essay and a worksheet in which students identify which projects they feel best demonstrate mastery in relevant learning outcomes.

4. Student Learning Outcomes - Which student learning outcome(s) from the assessment plan filed with the University Assessment Team is/are being reported on in this report? Include the corresponding benchmark(s) for each outcome.

Learning Outcome 3: Analyze the complex relationships between artistic texts and the diverse historical and cultural contexts in which they are produced.

Benchmark: The benchmark for success in this learning outcome is to have at least 75% of students earn a portfolio score in the "sufficient demonstration" to "exceptional demonstration" range.

Institutional Outcomes - For which institutional outcome(s) do the reported student learning outcome(s) align?

SLO Outcome Alignment	Institutional Outcome
	I. Jesuit & Mercy Values
	II. Diversity & Cultural Awareness
Yes	III. Critical Thinking & Problem Solving
	IV. Communication
	V. Professionalism
	VI. Lifelong Learning

6. Assessment Period: Select the academic year for which you are reporting results (i.e. when data were collected):

2023-2024



7. Results, Planned Actions, and/or Actions Taken -Briefly summarize the assessment results, how they relate to benchmark(s), and how you are using them to enhance student learning and improve program quality.

100% of graduating English majors and 85% of graduating English minors earned rubric dimension portfolio scores in the "sufficient demonstration" to "exceptional demonstration" range relating to this outcome, meeting our benchmark for success. 100% of graduating English majors demonstrated "high" to "exceptional" learning in this category. Two minor demonstrated "satisfactory" learning, which is at the lower end of our benchmark for success.

In order to ensure demonstrated learning for this outcome, the department will continue to emphasize the complex intersections between artistic texts and the historical/cultural contexts in which they are produced and disseminated. In spring 2024, we discussed strategies to ensure that this outcome is reflected in both course assignments and graduating students' portfolios. We identified our historical period courses as key areas where this outcome can be addressed most explicitly. All majors and most minors take one or more historical period course.

[HISTORICAL PERIOD COURSES: Historical Period courses provide students with broad introductions to British, U.S. and global literatures written in English during distinct literary periods. Through close reading and analysis of works from multiple literary genres produced during the relevant period, students examine the complex relationships between literary texts and the historical and aesthetic contexts in which they are created. ENL 3110, 3120, 3130, 3140, 3150, 3160, 3170, 3180, 3190]

Attachment(s):

None