



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 & Benchmarks** -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 1: Deploy close textual analysis to create original interpretations of literary texts.
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.

5. **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):

2024-2025

7. **Program Assessment Results** -Briefly summarize the assessment results and how they relate to benchmark(s).

100% of graduating English majors earned rubric dimension portfolio scores in the "sufficient demonstration" to "exceptional demonstration" range relating to this outcome, meeting our benchmark for success. While 5/6 graduating students demonstrated "high" to "exceptional" learning in this area, one student demonstrated "satisfactory" learning, which is at the lower end of our benchmark for success. 11/13 of our graduating minors earned rubric dimension scores in the "sufficient" to "exceptional" demonstration range. An 84% rate of achievement reaches the benchmark for success in this outcome; however, we would like to achieve 100% rate of achievement for minors as well as majors.

8. **Planned Actions and/or Actions Taken in Response to Assessment Results** - Briefly summarize how you are using the assessment results to enhance student learning and improve program quality.

In order to ensure demonstrated learning for this outcome, the department will continue to emphasize the skills and significance of close reading, which is a central methodology in literature and film courses. Moreover, we will work to emphasize close reading in first-year writing and professional writing courses, which also engage students in practices of close reading with non-literary texts. This outcome is engaged in most if not all English courses.

In spring 2025, we discussed strategies to ensure that this outcome is reflected in both course assignments and graduating students' portfolios. Faculty plan to share teaching materials that explicate the process and importance of close reading for students. We also discussed scaffolding assignments to highlight the steps of close reading and help prevent student use of Generative AI.