Program __Minor________

Department __English__________

Number of students enrolled in the program in Fall, 2011 ____25____

Faculty member completing template __Brad Buchanan__ (Date __Jan 18, 2012__)

Period of reference in the template: 2006-07 to present

1. Please describe your program’s learning-outcomes trajectory since 2006-07: Has there been a transformation of organizational culture regarding the establishment of learning outcomes and the capacity to assess progress toward their achievement? If so, during which academic year would you say the transformation became noticeable? What lies ahead; what is the next likely step in developing a learning-outcomes organizational culture within the program?

[Please limit your response to 200 words or less]

Until the Fall of 2011, this program was considered to be a reduced version of the BA in English, and was thus covered by the learning goals that governed the department’s major. Thus the minor in English had no specific learning goals or outcomes attached to it. When the department updated its overall Assessment Plan in the Fall of 2011, however, it created four new learning outcomes that may be applied to the Minor in English as well as to the BA in English. The next step in developing a learning-outcomes organizational culture for the Minor in English will be to vote to adopt the learning outcomes we have agreed upon for the BA in English as applicable to the Minor in English as well, or else to create new, distinct learning outcomes for the Minor in English.

2. Please list in prioritized order (or indicate no prioritization regarding) up to four desired learning outcomes (“takeaways” concerning such elements of curriculum as perspectives, specific content knowledge, skill sets, confidence levels) for students completing the program. For each stated outcome, please provide the reason that it was designated as desired by the faculty associated with the program.

As noted above, there are as yet no specific learning goals for the Minor in English.

[Please limit your response per outcome to 300 words or less]

3. For undergraduate programs only, in what ways are the set of desired learning outcomes described above aligned with the University’s Baccalaureate Learning Goals? Please be as specific as possible.

As noted above, there are as yet no specific learning goals for the Minor in English.
For each desired outcome indicated in item 2 above, please:

a) Describe the method(s) by which its ongoing pursuit is monitored and measured.

b) Include a description of the sample of students (e.g., random sample of transfer students declaring the major; graduating seniors) from whom data were/will be collected and the frequency and schedule with which the data in question were/will be collected.

c) Describe and append a sample (or samples) of the “instrument” (e.g., survey or test), “artifact” (e.g., writing sample and evaluative protocol, performance review sheet), or other device used to assess the status of the learning outcomes desired by the program.

d) Explain how the program faculty analyzed and evaluated (will analyze and evaluate) the data to reach conclusions about each desired student learning outcome.

As noted above, there are as yet no specific learning goals for the Minor in English.

As indicated above, the four proposed learning outcomes for the Minor in English have not yet been officially adopted. However, if and when they are adopted, student work in the courses required for the Minor will be assessed in accordance with, and as permitted by, the Department’s broader Assessment Plan.

Regarding each outcome and method discussed in items 2 and 4 above, please provide examples of how findings from the learning outcomes process have been utilized to address decisions to revise or maintain elements of the curriculum (including decisions to alter the program’s desired outcomes). If such decision-making has not yet occurred, please describe the plan by which it will occur.

As noted above, there are as yet no specific learning goals for the Minor in English.
As noted above, there are as yet no specific learning goals for the Minor in English. When those learning goals have been adopted, they will be assessed in accordance with, and as permitted by, the Department's broader Assessment Plan.

6. Has the program systematically sought data from alumni to measure the longer-term effects of accomplishment of the program's learning outcomes? If so, please describe the approach to this information-gathering and the ways in which the information will be applied to the program's curriculum. If such activity has not yet occurred, please describe the plan by which it will occur.

   [Please limit your response to 300 words or less]

   We plan to administer a senior survey and an alumni survey that will also include outreach to students who have graduated or are graduating with Minors in English.

7. Does the program pursue learning outcomes identified by an accrediting or other professional discipline-related organization as important? Does the set of outcomes pursued by your program exceed those identified as important by your accrediting or other professional discipline-related organization?

   [Please limit your response to 300 words or less]

   The English Minor is not governed by an accrediting body.

8. Finally, what additional information would you like to share with the Senate Committee on Instructional Program Priorities regarding the program's desired learning outcomes and assessment of their accomplishment?

   [Please limit your response to 200 words or less]

   The English Minor is a program in transition. When the requirements for the English BA were changed in Spring 2011 to allow for more flexibility, the Minor remained unchanged. As such, it reflects a rigidity that no longer accords with the wishes of faculty or students; however, altering the requirements of the Minor has been a relatively low priority, since few students are enrolled in it, and since the few courses required for it are offered regularly as part of our major (thus it doesn't entail any significant extra resources). While the courses required for the Minor in English will be assessed, it is more important that that the requirements for the Minor itself first be revised, and that new learning goals be adopted for it.