SAINT LOUIS UNIVERSITY.

Program-Level Assessment: Annual Report

Program Name (no acronyms): Undergraduate Program in English	Department: English
Degree or Certificate Level: BA	College/School: Arts and Sciences
Date (Month/Year): September 2023	Assessment Contact: Jennifer R. Rust, Associate Chair and Assessment Coordinator, Department of English

In what year was the data upon which this report is based collected? Academic Year 2022-2023

In what year was the program's assessment plan most recently reviewed/updated? 2015 (new assessment plan for proposed new BA curriculum drafted in 2023)

Is this program accredited by an external program/disciplinary/specialized accrediting organization or subject to state/licensure requirements? NO

If yes, please share how this affects the program's assessment process (e.g., number of learning outcomes assessed, mandated exams or other assessment methods, schedule or timing of assessment, etc.): N/A

1. Student Learning Outcomes

Which of the program's student learning outcomes were assessed in this annual assessment cycle? (Please provide the complete list of the program's learning outcome statements and **bold** the SLOs assessed in this cycle.)

The BA program in English was in transition during academic year 2022-2023. The English department suspended its existing assessment committee and 2015 assessment plan in order to focus on finalizing a new major built around new program-level student learning outcomes developed during academic year 2021-2022 (new program SLOs approved in Feb. 2022). This new major curriculum is accompanied by a new BA assessment plan, which is included in this report as **Appendix 1**. The new curriculum and assessment plan were finalized by a faculty-led Ad Hoc Committee in May 2023 and presented to the full English faculty in St. Louis in August 2023 and Madrid in September 2023. We expect faculty approval of the new major and assessment plan by October 2023, and we hope to have the new curriculum approved by the CAS-FC Undergrad Curriculum Committee and UAAC in Spring 2024. Our goal is to implement the new BA curriculum for the incoming class of academic year 2024-2025.

While the new BA proposal undergoes the curricular review process at the college and university-level, the newly-reconstituted English assessment committee for AY 2023-2024 will complete the rubric for BA assessment outlined in the new draft assessment plan, with the goal of having a complete rubric ready to use for next year's BA assessment activities by May 2024.

While we did not assess individual student learning outcomes in the existing major during AY 2022-23, the Ad Hoc committee developing the new major did engage in several more holistic, largely qualitative assessment activities that fed into the major-building process, including an online survey of program majors in October 2022 and exit interviews with program majors in the senior seminar (ENGL 4960) in Fall 2022 and Spring 2023. These holistic assessment methods and their results will be described in the boxes below. Summaries of the exit interviews are included as **Appendix 2** and the results of the online student survey are included as **Appendix 3.**

2. Assessment Methods: Artifacts of Student Learning

Which artifacts of student learning were used to determine if students achieved the outcome(s)? Please describe the artifacts in detail, identify the course(s) in which they were collected, and if they are from program majors/graduates and/or other students. Clarify if any such courses were offered a) online, b) at the Madrid campus, or c) at any other off-campus location.

Online Student Survey: In October 2022, the Associate Chair, along with the Ad Hoc committee for major revision, developed an online survey of current program majors (**Appendix 3**). The survey was intended to gather student feedback on their learning experiences under the current BA curriculum. The Ad Hoc committee sought this data to inform curricular design choices as it developed a new curriculum mapped onto new program SLOs (see **Appendix 1**). One part of the survey asked about student experiences with the four major requirement categories of the existing major: Rhetoric & Argument, Culture & Critique, History & Context, Form & Genre. We asked students to identify which category they felt had contributed the most and the least to their "ongoing studies of English." In the current major, each requirement is fulfilled by taking one of a menu of attributed classes in each category. Although the 2022 program SLOs reframe these existing requirement categories to some extent, the current major categories do roughly map onto new program SLOs 1, 2, 3 and 5 (see full list below). Thus, this part of the survey allowed for student assessment of learning experiences within the current major that also provided relevant data for the design of the new major curriculum. Another part of the survey asked for students' views on the amount and level of writing and literary history and theory required by the current major: these are also categories that relate to new program SLOs 1, 2 and 4.

The online survey was distributed on the email listserv for program majors. Roughly half of current program majors (40) shared feedback on the major in this online survey: 40% seniors, 25% juniors, 27.5% sophomores, and 7.5% freshmen.

Exit Interviews: The Associate Chair visited sections of ENGL 4960: Senior Seminar in December 2022 and April 2023 to interview graduating program majors about their learning experiences within the major: 5 students were interviewed in December and 11 students were interviewed in April. These exit interviews were recorded and transcribed. A summary of interview highlights from Fall 2022 and Spring 2023 is included as **Appendix 2** below.

The interviews were organized around introducing the new program SLOs (approved in 2022) and inviting students to discuss their experiences: which SLO was best addressed and which was least addressed in their experience in the current major? The new SLOs are included in the department's new program assessment plan (**Appendix 1**): they are also reproduced below.

Student Learning Outcomes for the English Major and Minor
Approved by the Department of English: 23 February 2022

Students who complete the undergraduate program in English at Saint Louis University will be able to:
1. Write with clarity, style, and rhetorical precision;
2. Describe the relationship between historical contexts and literary and rhetorical works;
3. Analyze how form, medium and genre contribute to meaning in a variety of works;
4. Use critical and theoretical concepts to connect literary works to larger fields of inquiry;
5. Articulate ethical and political implications of literary and rhetorical works for   communities beyond the university.

3. **Assessment Methods: Evaluation Process**
   What process was used to evaluate the artifacts of student learning, and by whom? Please identify the tools(s) (e.g., a rubric) used in the process and **include them in/with this report document** (please do not just refer to the assessment plan).

The results of both the online survey and the exit interviews were shared with faculty on the Ad Hoc committee charged with major revision. Because this was not a formal outcomes assessment exercise, we did not use a rubric to assess the results, but we did review the graphs and written comments generated by the online form and the qualitative comments gathered in the exit interviews in relation to our on-going efforts to create a new major curriculum. Having students identify areas of strength and weakness in our current major helped us to discern effective ways to address analogous new program SLOs in the design of the new BA curriculum.

4. Data/Results

What were the results of the assessment of the learning outcome(s)? Please be specific. Does achievement differ by teaching modality (e.g., online vs. face-to-face) or on-ground location (e.g., STL campus, Madrid campus, other off-campus site)?

In the student comments received in both the online survey and the exit interviews, program majors largely expressed satisfaction with the level and quality of writing expected in English courses. They also indicated that in their experience literary research methods, literary history and literary theory were effectively covered within the major. For example, in the online survey, 92.5% of students felt like they were doing enough writing in their English courses, and 77.5% said they were receiving enough instruction in writing long-form English essays. Of the 4 categories of the current major, students felt that Rhetoric and Argument (37.5%) and Form and Genre (42.1%) contributed the most to their studies in English. Both of these categories are associated with writing courses in the current major (rhetoric and creative writing): these also represent skills addressed by SLO 1 and partially by SLO 3 in the new major curriculum.

In addition to this positive feedback, students in both venues identified several areas of concern. Multiple students in both exit interviews and comments on the online survey indicated that they felt there is a lack of diversity and global perspectives in current English course offerings. For example, one student commented: "I think that History and Context could be cool and relevant, but the course listing is uninspiring and depressingly male & European." This concern is also reflected in numerical data: 52.5% of majors identified History and Context as the area that contributed least to their studies in English. A student in the Spring 2023 exit interview similarly commented that the department could do more "to offer courses that focus on more diverse communities" (in response to new BA SLO 5: "Articulate ethical and political implications of literary and rhetorical works for communities beyond the university," a SLO the student did not find to be effectively addressed in the current curriculum).

Some students expressed discontent with the current Culture and Critique category (a requirement that roughly corresponds to new SLO 5). One student wrote in the online survey: "While the English culture and critique list is wide on the English B.A. catalog, there are usually very few options offered for English students to take out of this category." This concern centered on the fact that only a limited number of Culture and Critique courses are offered in any semester, so the category was effectively not as diverse as it purported to be. This lack of engagement with the existing Culture and Critique requirement was also reflected in the numerical data we received, which showed that this category of the major did not particularly stand out in student experiences, whether positively or negatively: only 10% of students identified Culture and Critique as contributing most or least to their learning experiences.

5. Findings: Interpretations & Conclusions

What have you learned from these results? What does the data tell you? Address both a) learning gaps and possible curricular or pedagogical remedies, and b) strengths of curriculum and pedagogy.

These student responses demonstrated to the Ad Hoc Committee that we needed to continue to foreground the role of writing in our new curriculum, building on existing strengths in rhetoric and creative writing, and that we needed to make an intentional effort to better integrate questions of cultural diversity and global perspectives into our new curriculum.

In the first case, these findings reinforced our efforts to emphasize student writing practices in new course requirements in the new BA, particularly in the introductory course (ENGL 3000) and the final capstone course (a revised ENGL 4960).

In the second case, the data led the committee to develop a new course requirement for the new BA program designed to address the new SLO most concerned with cultural diversity, SLO 5. The committee decided that the menu of attributed courses used to address this area of student learning in the current major (as Culture and Critique) was not working effectively and students would be better served by a single course dedicated to

cultural diversity and questions of social justice within literary and rhetorical studies. This course has been integrated into our new major proposal as ENGL 4180: Reading and Writing Justice, a course designed to develop new SLOs 4 and 5. The catalog description for ENGL 4180 is proposed as follows: "Students in this course analyze the ethical and political implications of literary and rhetorical works as they relate to questions of justice. Students engage with theoretical concepts and categories such as race, ethnicity, gender, class, sexuality, and ability. Through intensive reading, writing, and research, students address questions of justice for audiences both within and beyond the university."

In addition to creating a new required course to address concerns about diversity in our curriculum, we expanded the category of courses that might be attributed to meet historical requirements in the new major: Early and Late Texts and Context, courses designed to meet new program SLO 2: "Describe the relationship between historical contexts and literary and rhetorical works." We expanded the definition of historical coverage courses to include courses in postcolonial and African American literature. Beyond the new major curriculum, we have begun an on-going effort to reexamine and retitle our existing historical coverage courses in an effort to make visible how some "traditional" fields can include global or ethnic literatures and perspectives.

6. Closing the Loop: Dissemination and Use of <u>Current</u> Assessment Findings

A. When and how did your program faculty share and discuss the results and findings from this cycle of assessment?

Please see box 5, above. The results of the online survey and exit interviews were mostly discussed within the faculty Ad Hoc committee as part of the new curriculum development process in Fall 2022. These results were also referenced to the full faculty as context for the proposed new major courses introduced in Fall 2023.

B. How specifically have you decided to use these findings to improve teaching and learning in your program? For example, perhaps you've initiated one or more of the following:

Changes to the Curriculum or Pedagogies	● Course content ● Teaching techniques ● Improvements in technology ● Prerequisites	● Course sequence ● New courses ● Deletion of courses ● Changes in frequency or scheduling of course offerings
Changes to the Assessment Plan	● Student learning outcomes ● Artifacts of student learning ● Evaluation process	● Evaluation tools (e.g., rubrics) ● Data collection methods ● Frequency of data collection

Please describe the actions you are taking as a result of these findings.

As discussed in box 5 above, the results of our program majors survey and exit interviews led the committee to design a new course centering cultural diversity for the new major curriculum (addressing SLO 5) and to expand the category of classes that meet the historical coverage requirement in the new major (addressing SLO 2). These findings also reinforced our efforts to center several other new major course requirements around student writing activities (addressing SLO 1).

If no changes are being made, please explain why.

7. Closing the Loop: Review of <u>Previous</u> Assessment Findings and Changes

A. What is at least one change your program has implemented in recent years **as a result of previous assessment data**?

The new BA curriculum proposal and assessment plan introduced in Fall 2023 were the result of years of outcomes assessment of the existing major. These earlier rounds of assessment demonstrated that we needed to rebuild our major from the ground up, with new requirements that were appropriately mapped onto student learning outcomes.

Furthermore, our earlier assessment efforts made it clear how important it is to establish manageable and sustainable artifact collection and assessment practices. In earlier phases of assessment according to the 2015 plan, we collected too many artifacts without sufficient focus on program majors. Our new assessment plan for the proposed new BA curriculum **(Appendix 1)** emphasizes targeted artifacts from our achievement level course, ENGL 4960, which should produce more focused data and a more sustainable process going forward.

B. How has the change/have these changes identified in 7A been assessed?

N/A. We will implement our new assessment plan once the new BA curriculum has been approved, beginning in Fall 2024 if everything goes smoothly.

C. What were the findings of the assessment?

N/A

D. How do you plan to (continue to) use this information moving forward?

N/A

IMPORTANT: Please submit any assessment tools (e.g., artifact prompts, rubrics) with this report as separate attachments or copied and pasted/appended into this Word document. Please do not just refer to the assessment plan; the report should serve as a stand-alone document. Thank you.

Program-Level Assessment Plan

SAINT LOUIS UNIVERSITY.

Program: English, B.A.	Degree Level (e.g., UG or GR certificate, UG major, master's program, doctoral program): UG major
Department: English	College/School: College of Arts and Sciences
Date (Month/Year): September 2023	Primary Assessment Contact: Jennnifer Rust, Associate Chair and Assessment Coordinator

Note: Each cell in the table below will expand as needed to accommodate your responses.

#	Student Learning Outcomes	Curriculum Mapping	Assessment Methods	
	What do the program faculty expect all students to know or be able to do as a result of completing this program? Note: These should be measurable and manageable in number (typically 4-6 are sufficient).	In which courses will faculty intentionally work to foster some level of student development toward achievement of the outcome? Please clarify the level at which student development is expected in each course (e.g., introduced, developed, reinforced, achieved, etc.).	**Artifacts of Student Learning (What)** 1. What artifacts of student learning will be used to determine if students have achieved this outcome? 2. In which courses will these artifacts be collected?	**Evaluation Process (How)** 1. What process will be used to evaluate the artifacts, and by whom? 2. What tools(s) (e.g., a rubric) will be used in the process? Note: Please include any rubrics as part of the submitted plan documents.
1	Write with clarity, style, and rhetorical precision	**Introduced** in ENGL 3000: Encountering English **Developed** across all required and elective 3000 & 4000-level ENGL coursework. **Achieved** in ENGL 4960: Capstone Seminar	Assessment of the BA program will begin with achievement-level artifacts. Two artifacts will be submitted from ENGL 4960 Senior Capstone Workshop: the capstone project and an additional written reflection on their major experience. Prompts should also be included in the portfolio. Together, these documents will constitute a student's portfolio. Instructors of ENGL 4960 will collect these portfolios at the end of each semester and share them with the Associate Chair / Assessment	The English Department will constitute a rotating assessment committee, consisting of two full-time faculty and the Associate Chair on the Missouri campus (who will also be the chair of the committee). The committee will also include a full-time faculty member from the Madrid campus. This committee will meet as needed in the fall and spring to read the previous semester's portfolios and formulate a report on the results of the targeted SLOs for the year. This report will be shared and discussed at the annual English faculty

		Coordinator. After an initial round of assessment, the assessment committee may also collect artifacts from ENGL 3000 (the introductory course of the major) or other required courses, if this seems necessary to further refine or develop assessment data. Exit interviews in 4960 conducted by the Associate Chair in Fall and Spring semesters will add another layer of qualitative data to inform the interpretation of portfolio results.	retreat in August. Curricular or pedagogical concerns emerging from assessment will be referred to the undergrad committee as needed for further action. Tools: A rubric with 3 categories for each of the 5 program-level SLOs will be used to assess the student portfolios (artifacts). The rubric will include space for discursive comments on the artifacts. The assessment committee will develop the rubric in consultation with the undergraduate committee during the academic year 2023-2024. See Appendix 1 for a draft rubric template.
2	Describe the relationship between historical contexts and literary and rhetorical works	**Introduced** in ENGL 3000: Encountering English **Developed** in two elective courses with the attributes **Early Texts & Contexts** and **Late Texts & Contexts** **Achieved** in ENGL 4960: Capstone Seminar	See box 1 above.
3	Analyze how form, medium and genre contribute to meaning in a variety of works	**Introduced** in ENGL 3000: Encountering English **Developed** in ENGL 3200: Shapes of English **Achieved** in ENGL 4960: Capstone Seminar	

4	Use critical and theoretical concepts to connect literary works to larger fields of inquiry	**Introduced** in ENGL 3000: Encountering English **Developed** in ENGL 4180: Reading & Writing Justice **Achieved** in ENGL 4960: Capstone Seminar		
5	Articulate ethical and political implications of literary and rhetorical works for communities beyond the university.	**Introduced** in ENGL 3000: Encountering English **Developed** in ENGL 4180: Reading & Writing Justice **Achieved** in ENGL 4960: Capstone Seminar		

Use of Assessment Data

1. How and when will analyzed data be used by program faculty to make changes in pedagogy, curriculum design, and/or assessment practices? *A rotating assessment committee consisting of the Associate Chair and two full-time faculty members on the Missouri campus and one full-time faculty member from the Madrid campus will collect artifacts and do an initial assessment of them using a rubric aligned with the BA program learning outcomes. The assessment committee will meet as needed yearly in Fall and Spring semesters. The assessment committee will report its findings to the Undergraduate Committee. The Undergraduate Committee will develop assessment-informed action items as needed, including policy changes, pedagogy workshops, and revisions of learning outcomes. Significant curricular changes or pedagogical recommendations emerging from assessment may be advanced to the full faculty if needed.*

2. How and when will the program faculty evaluate the impact of assessment-informed changes made in previous years? *TBD*

Additional Questions

1. On what schedule/cycle will program faculty assess each of the program's student learning outcomes? (Please note: It is not recommended to try to assess every outcome every year.) *Student artifacts (initially ENGL 4960 portfolios) will be collected on a yearly basis, from both Fall and Spring sections.*

In consultation with the Undergraduate Director, the assessment committee will choose 1-2 program-level SLOs to focus on in artifact assessment, making sure that all SLOs are reviewed within a 4-5 year timeframe.

2. Describe how, and the extent to which, program faculty contributed to the development of this plan. *This plan, including learning outcomes and curricular mapping, was developed by English faculty involved in drafting a new undergraduate curriculum for English, 2021-2023. This Ad Hoc Committee consisted of 3 tenured faculty, one TT faculty member, a graduate student and an undergraduate student. This plan was initially drafted in May 2023, and further revisions were made in consultation with the Provost's Office in July 2023. This plan was presented to the full English faculty as part of the revised English major proposal in August 2023 and to the faculty at Madrid in September 2023. We expect the full faculty on both campuses to approve the new major and assessment plan before the end of the Fall 2023 semester. The assessment committee will begin working on a rubric for the BA program no later than Spring 2024.*

IMPORTANT: Please remember to submit any rubrics or other assessment tools along with this plan.

Appendix 1: DRAFT English BA Program Rubric for Portfolio Assessment

NOTE: *The English Assessment Committee will complete this rubric during Academic Year 2023-2024.*

Department of English: Saint Louis University
BA Program Portfolio Assessment

English BA Program Learning Outcome	Portfolio Exceeds Expectations: Portfolio demonstrates a detailed or complex understanding of the outcome.	Portfolio Meets Expectations: Portfolio demonstrates a basic awareness of the outcome.	Portfolio Fails to Meet Expectations: Portfolio does not demonstrate adequate awareness of the outcome.
Write with clarity, style, and rhetorical precision			
Describe the relationship between historical contexts and literary and rhetorical works			
Analyze how form, medium and			

genre contribute to meaning in a variety of works			
Use critical and theoretical concepts to connect literary works to larger fields of inquiry			
Articulate ethical and political implications of literary and rhetorical works for communities beyond the university			

Qualitative Comments on Portfolio: Please use the box below for open-ended comments (no more than ~150 words).

Student Responses from Exit Interviews in ENGL 4960: Fall 2022

5 senior English majors interviewed on Dec. 6 by JRR.

1. **Which of these SLOs do you think was best addressed in your ENGL coursework?**
   - Writing was articulated well (1st SLO)
     - 1 student felt that she got to write on a variety of topics across her coursework
     - 1 student commented that her writing had definitely gotten better since freshman year due to the writing expected across her English courses

   - 2 people thought that analyzing genre and form was a skill that they had developed well (3rd SLO),
     - 1 student commented that he felt better able to discern meaning through form because of his English coursework

   - 1 person said that reading historical context with literary works was a skill they had learned well (2nd SLO).

     - They praised the Postcolonial class for doing this well and also the current class (ENGL 4960) on Kate Chopin.

2. **Which of these SLOs do you think was least addressed in your ENGL coursework?**
   - One student thinks that there is too much emphasis on early historical work versus later. Doesn't feel like they have a good understanding of "modern" works. They define modern as 1980s+. Also concerned about lack of connection to the "outside world." Feels like SLO #5 is least addressed.
   - 2 students suggest more literary theory earlier in the program; they feel like SLO#4 on critical theory is currently least addressed. See theory as helpful for creating more complex arguments,
   - Adding more English major-only courses in the sophomore year is also suggested,
   - Another student feels SLO #5 is least addressed: sees lack of a connection between coursework and the outside world. Unable to apply knowledge of one class to others.
   - One student who is a WGS minor says that the service-learning requirement of the courses helps connect coursework with real world issues. Suggests that the English Department does more service learning.
   - More work dispersed throughout the program, rather than just at the Senior year (too much cramming),
   - One student didn't like how courses addressed race. Felt like Black students in English classes had to lead too many discussions on race. Too much pressure on

Black English majors. Black students can feel like they are teaching the class sometimes. Suggestion: a specific course for race and/or more Black professors. Or possibly partnering with African American studies on courses.

3. **What are the best parts of the English Major experience beyond coursework?**
   - Faculty was the best part, according to one student, never hated an English faculty member.
   - Another person also liked the faculty and described them as "personable" and approachable (on matters even beyond coursework), says the English department does a good job attending to the "whole person."
   - Another student who is a double major in biochemistry cited flexibility on choosing your own path for English studies as his favorite part of the major; liked having all the electives. This is a contrast to Chemistry, which is much more regimented.

4. **What are the parts that need to be improved?**
   - More guidance in terms of faculty mentoring. A student who is a double major in Psychology cited the mentoring model in that department as helpful to her: Psych majors are required to sign up for time slots in departmental "mentoring matters" events; they are required to do these mentoring events twice.
   - Another student expressed a desire for more structured ways that professors respond to written work. Too much variety in feedback (or no feedback at all). Not all professors use department rubric for literature courses.
   - A student who is also a Marketing minor urged the English department to put more emphasis on all options that English skills give you. In Marketing courses, students are encouraged to engage with the professional world and possible careers, whereas English courses tend to lack this emphasis. Another student agrees that this speaks to a lack of guidance for a life beyond graduate school in English courses.
   - Apparently some faculty didn't have a syllabus for their course?

Student Learning Outcomes for the English Major and Minor
Approved by the Department of English: 23 February 2022

Students who complete the undergraduate program in **English** at Saint Louis University will be able to:

1.Write with clarity, style, and rhetorical precision;
2. Describe the relationship between historical contexts and literary and rhetorical works;
3. Analyze how form, medium and genre contribute to meaning in a variety of works;
4. Use critical and theoretical concepts to connect literary works to larger fields of inquiry;

5. Articulate ethical and political implications of literary and rhetorical works for communities beyond the university.

Student Responses from Exit Interviews in ENGL 4960: Spring 2023

11 senior English majors were interviewed on April 20, 2023 by JRR.

1. **Which of these SLOs do you think was best addressed in your ENGL coursework?**
   - 1 student voted for outcome 3

   - 4 voted for outcome 4
     - Free reign with topics for projects across English classes that nicely cater to student interest.
     - Topics and projects applying to things beyond an academic environment.

2. **Which of these SLOs do you think was least addressed in your ENGL coursework?**
   - 1 student claimed that 1 was the worst because teachers have different grading expectations, particularly with English 1900 and 2000 classes.

   - Several students agreed that outcome 5 was the worst.
     - Coursework does not address ethical and political implications.
     - 1 student mentioned that 5 was addressed by a lot of teachers, but it was not properly executed (i.e., lack of teaching on Black Theory).
     - The lack of Black teachers and students put way too much emphasis on the small number of black students in each course. (Student mentions that this is not just an English department problem but a SLU problem).
     - There are not enough people in the SLU community (faculty and students) to speak for diverse groups.
       - Student wants SLU to offer courses that focus on more diverse communities. (i.e., less Victorian, and other "classic" literary areas).
   - 2 students were concerned that Outcome 1 was not attainable unless one had an RWT concentration.
     - A specific complaint is that rhetoric is not taught in every English course.

   - 2 students believe that outcome 2 was the least addressed. Claims that they had to do their own historical background research.
     - In 1000 and 2000 classes, there is little work to provide historical context.

   - 1 student claimed that outcome 3 would not be as accessible for people who lacked the RWT concentration.

3. **What are the best parts of the English Major experience beyond coursework?**
   - Didn't have enough time to address this question.

4. What are the parts that need to be improved?
- Lack of diversity in the English Department

    ○ Some professors have not approached diversity in a respectful way.

- An issue with the fragility of faculty

    ○ 1 student claimed that they have had multiple professors cry when told that their classes were too difficult.

Student Learning Outcomes for the English Major and Minor
Approved by the Department of English: 23 February 2022

Students who complete the undergraduate program in **English** at Saint Louis University will be able to:

1.Write with clarity, style, and rhetorical precision;
2. Describe the relationship between historical contexts and literary and rhetorical works;
3. Analyze how form, medium and genre contribute to meaning in a variety of works;
4. Use critical and theoretical concepts to connect literary works to larger fields of inquiry;
5. Articulate ethical and political implications of literary and rhetorical works for communities beyond the university.

Appendix 3: Online Survey of English Program Majors - October 2022

Undergraduate English Major Feedback

40 responses

Publish analytics

Year at SLU   ⧉ Copy

40 responses

- 🔵 Freshman
- 🔴 Sophomore
- 🟡 Junior
- 🟢 Senior

40%
7.5%
27.5%
25%
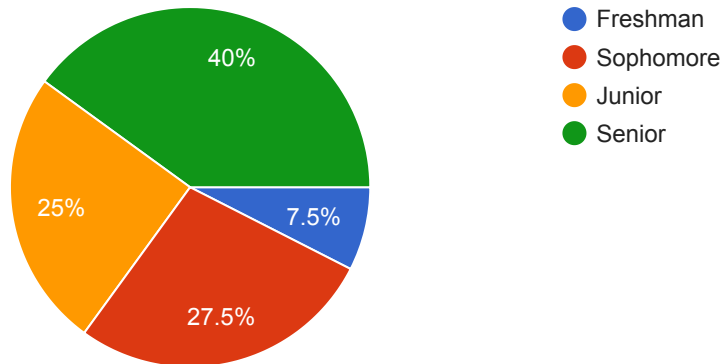
Major concentration (if you have one):   ⧉ Copy

40 responses

- 🔵 Research Intensive English
- 🔴 Creative Writing
- 🟡 Rhetoric, Writing and Technology
- 🟢 Secondary Education/English
- 🟣 I do not have a concentration

42.5%
17.5%
27.5%
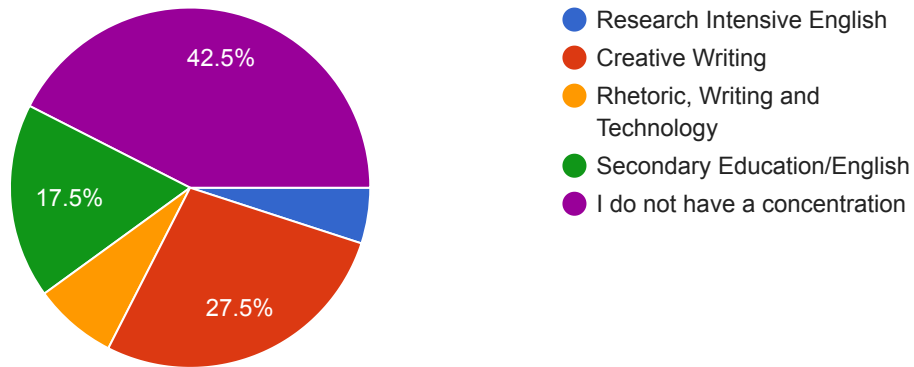
Are you familiar with the current English major requirements? ⧉ Copy

40 responses

- 🔵 Yes
- 🔴 No

95%
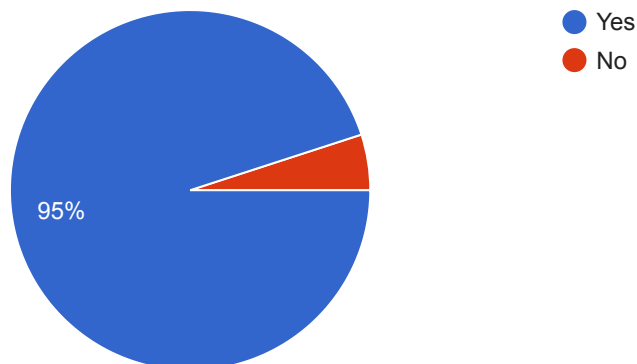
At the 3000 level, students are required to take classes from each of the four subsections: https://catalog.slu.edu/colleges-schools/arts-sciences/english/english-ba/#requirementstext. Of the following area requirements in our current major, please choose which you believe has contributed the most to your ongoing studies of English:
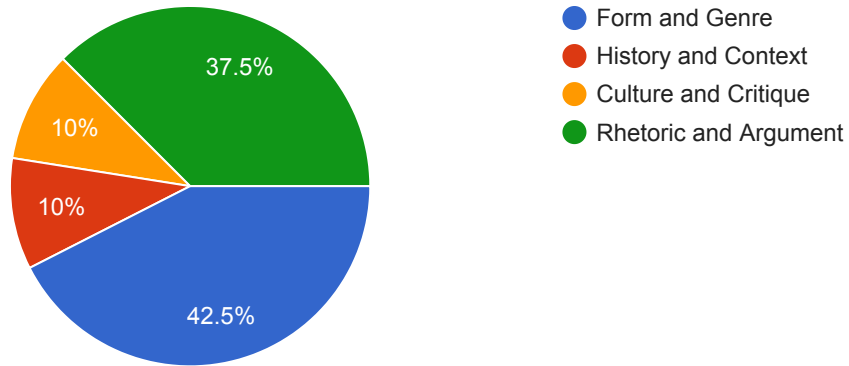
Copy

40 responses

- ● Form and Genre
- ● History and Context
- ● Culture and Critique
- ● Rhetoric and Argument

37.5%
10%
10%
42.5%

Of the following area requirements in our current major, please choose which you believe has contributed the least to your ongoing studies of English:

Copy

40 responses

- ● Form and Genre
- ● History and Context
- ● Culture and Critique
- ● Rhetoric and Argument

10%
22.5%
52.5%
15%
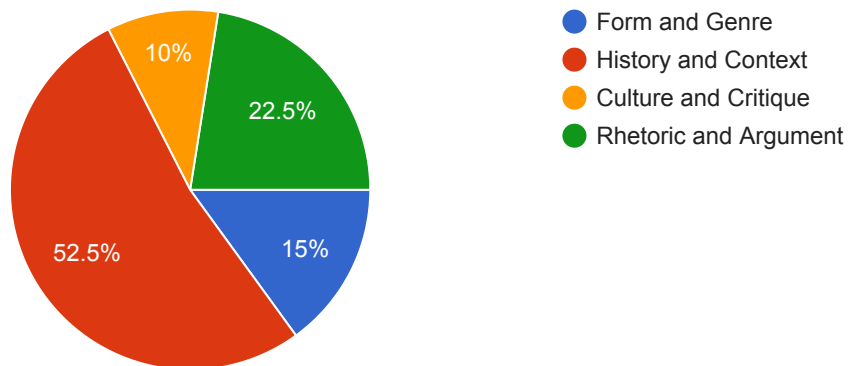
Are there any comments you would like to make about our current area requirements?

7 responses

I feel like one difficulty I have with the areas of requirements is that even though they are required, classes in each area are not always offered. For example, one semester there might only be one form and genre class, one culture and critique class, and a few rhetoric ones. This limited variety of classes can make it hard to meet the requirements as other majors often need to meet their own English requirement, leaving some English majors unable to register for the classes they need to take. Specifically, I know that this semester there were only two culture and critique classes offered (Literature of the African Diaspora and Introduction to Medical Humanities), and one was completely full by the time I registered while the other one was not available to me due to my schedule. I suppose I just wish that there were more options available to English majors. While the English culture and critique list is wide on the English B.A. catalog, there are usually very few options offered for English students to take out of this category.

I think that History and Context could be cool and relevant, but the course listing is uninspiring and depressingly male & European.

I think there should be more classes that count for each section.

All of my English classes were taken at SLUH, aside from ENGL 3850, which focuses significantly on Rhetoric, meaning that nothing outside of "Rhetoric and Argument" has contributed to my current studies.

I think the variety and creativity of the English classes offered are amazing and provide not only academic learning but encouragement and nourishment for personal interest. Every class I have taken so far has been engaging.

N/A

I found the classes that I took within culture and critique to be the most beneficial due to its inclusion of different perspectives from persons whom I, as a white woman, have little knowledge about. One such class that allowed me to really delve into minority perspectives was Post Colonial Literature. This class was highly informative and also allowed me to practice my argumentative skills.

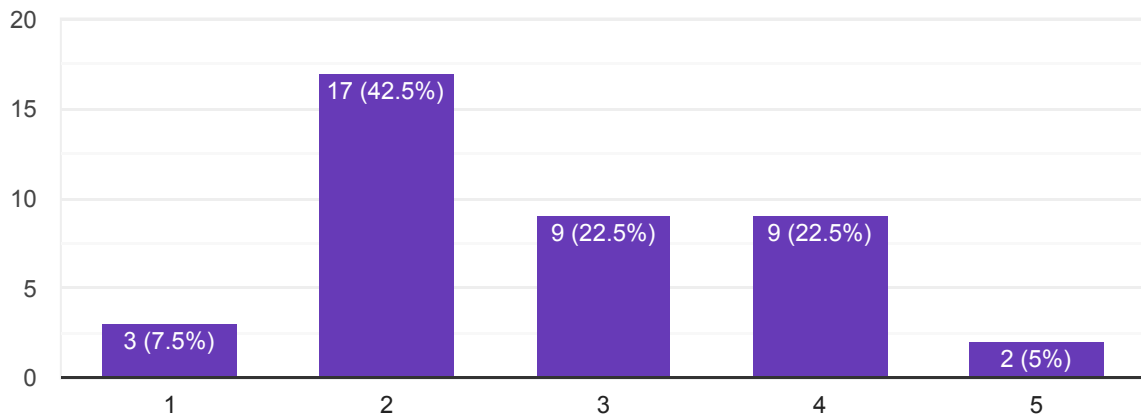In your opinion, how would you rate the structure of the current English major?   ⎘ Copy
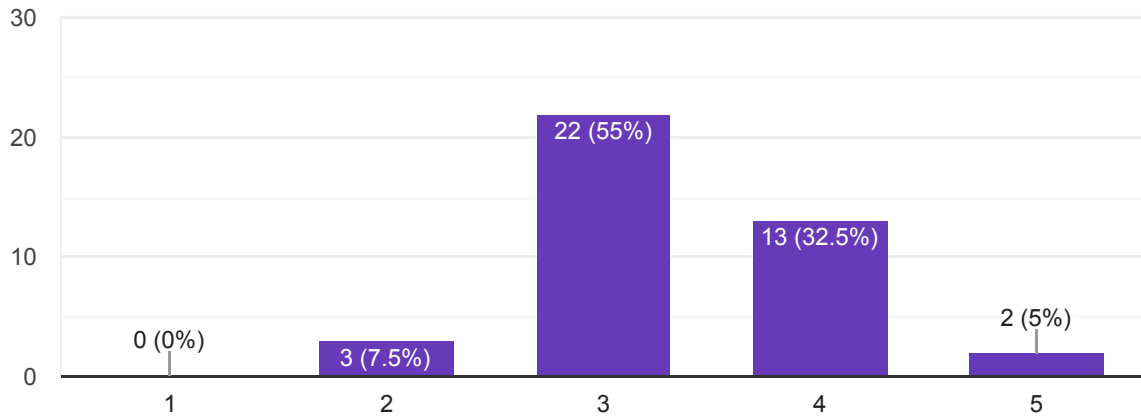
40 responses

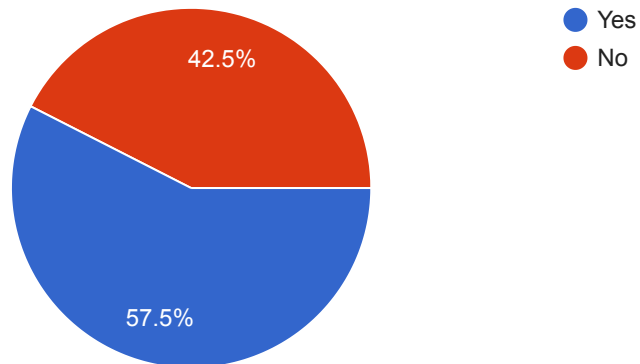In your opinion, how would you prefer the structure of the English major to be?   ⎘ Copy

40 responses

Do you feel like you have received adequate training in **literary theory** through the English major curriculum?
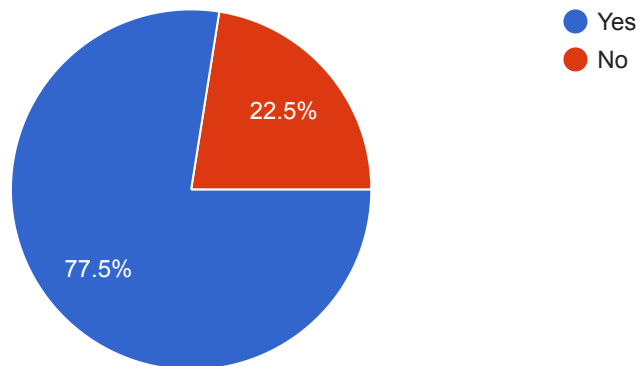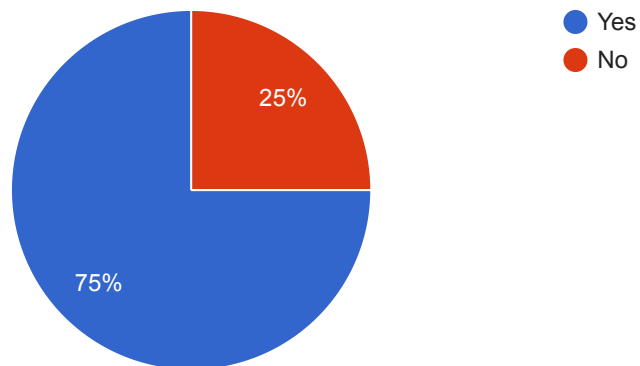
Copy

40 responses

Yes
No

42.5%

57.5%

Do you feel like you have received adequate training in **literary history** through the English major curriculum?

Copy

40 responses

Yes
No

22.5%

77.5%

Do you feel like you have received adequate training using libraries and other sources to do research through the English major curriculum?
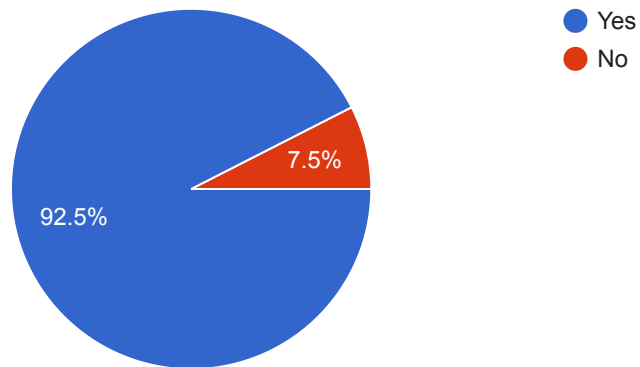
Copy

40 responses

Yes
No

25%

75%

Do you feel like you are doing enough writing in your English courses?

40 responses

- ● Yes
- ● No

92.5%

7.5%

Copy

Do you feel like you are receiving enough instruction in how to write long form papers?

40 responses

- ● Yes
- ● No

77.5%

22.5%

Copy
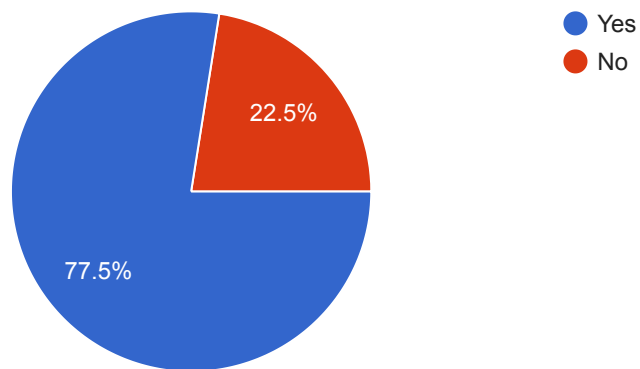
Do you feel like you have a sense of community with other English majors?

40 responses

- ● Yes
- ● No

52.5%

47.5%

Copy
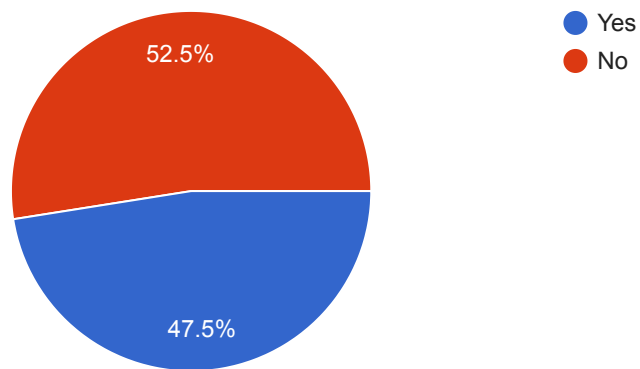
Do you have any other comments to add?

8 responses

One wish I have is that the major prepared me more for acquiring a job after college. It might be interesting to have a class or classes about the specific skills needed that help English majors get jobs after college or classes tailored to certain professional areas.

Paul Lynch is the best you guys should give him an award or something.

I would love to learn more about historical literature not based in Europe.

I am primarily basing my answers on what I have learned from 1818 level English classes at SLUH, as opposed to the English classes that I have taken at SLU (of which I have only taken one, which I have greatly enjoyed).

For the "structures of the English major", I'm very much in the middle. I feel like that the major is structured enough with a path to graduation, but loose enough where I can choose the type of English class I want to do. Also, I say that I am familiar with the major requirements, but I could be wrong about what I need to do if you ask me in person.

There should be more world lit 4000 options for spring 2023. Right now there is only one, and it is geared more towards medical students than English students.

Grateful for what the department has taught me during my time here at SLU!

On the structure of the major I think that there should be more in the beginning of the major (freshman and sophomore years). It felt like early on I was thrown into the fire so to speak because of testing out of the 1900 class.

Google Forms