

# B.A. in ENGLISH

## THE LEADERS

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## ASSESSMENT

In a collaborative effort to understand and improve students' critical reading, writing, research and content knowledge, the English department's Undergraduate Studies Committee developed a system for scoring a sample of Senior Seminar capstone essays each May. The committee members, along with colleagues who will teach the senior seminar in the upcoming year, undergo a training process for using the scoring rubric consistently, then they rate the sample of papers in pairs. They report the results to the group and recommend process changes for the next year. Overall results met faculty expectations, but they were also able to identify a need to develop students' use of more detailed and sustained analyses, to give more individual feedback, and to employ better methods for teaching close reading.

## IMPACT

While the faculty continues to maintain the strengths of its program, there are plans to improve student learning through several strategies. First, faculty will revise a course learning outcome to focus attention on the need to provide detailed, sustained analyses. Next, faculty members plan to limit enrollment in classes to enable instructors to provide more intensive feedback, which they can do through redistribution of enrollment rather than additional course sections. Finally, faculty will have students develop a close reading workshop as part of their practicum on teaching literature to better prepare them to support student learning as instructors.



AIM HIGHER

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# ENHANCING STUDENT LEARNING

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