



Annual Program Review Report

Select the academic year you are reporting on

2024-2025

Program Title

B.A. English

Individual completing form (name and title)

James Dugan

Provide a link to the program's course catalog page.

https://catalog.heritage.edu/preview_program.php?catoid=20&poid=2284&returnto=1110

If Program Learning Outcomes have changed from what is in the current catalog, upload Program Learning Outcomes here.



DRAFT New PLOs.pdf

What one program learning outcome did you focus on this past year?

PLO 2 (Writing)

What data did you review and analyze related to the program learning outcome? (e.g. key assignments, end of course evaluation qualitative data, end of program survey data)

Key assignments from various upper-division courses

Please upload data you reviewed and analyzed. (Note: it is required that data be disaggregated, analyzed, and used with an equity lens.)



Assessment Day Spring 2025_Literatu... .pdf

Provide a brief analysis of the program learning outcome data you reviewed.

Students appear to be performing well in writing in 300- and 400-level courses in the B.A. English program. There did not seem to be any significant differences in performance when data was disaggregated according to gender, racial/ethnic groups, and first language (please see attached PDF file).

The Literature and Languages team posed a variety of important questions with regard to the data. Faculty wondered if the findings in this report could result from stronger students "making it to the finish line" to be able to upload their work and have it assessed in Anthology Portfolio. Other team members asked if rubrics might need to be revised to provide a fuller picture of PLO 2. One participant even raised the issue of how data like this could relate to recruitment and retention: Are we sending the message that only the strongest of writers should take ENG courses or pursue English as a major? I explained that these questions merit investigation but that Anthology Portfolio does not currently allow for this type of analysis.

After reviewing disaggregated data related to PLO 2, I asked the team to consider three questions: 1. In what aspects of writing did students succeed?

2. With what aspects of writing did students have difficulty? 3. What can we do to improve our writing curriculum, instruction, and/or assessment? It soon became clear that the answers to these questions cannot be found in the data we analyzed because the PLO is too broad. For the purposes of continuous improvement and with an eye toward serving students better, we sought to rewrite PLO 2 by adding sub-outcomes (approximately 2-4) that would allow for a slightly more granular look at student writing.

What changes, if any, will you make as a result of this analysis?

PLO 2 will be divided into sub-outcomes that allow for data-driven changes for continuous improvement. We aim to have revisions done by the end of the Fall 2025 semester.

What program learning outcomes will you be reviewing and analyzing next year?

SLO 4 (Social Justice/Critical Thinking): Students will be able to interrogate power structures within literature and language and challenge personal assumptions/bias through literature and language.