**Annual Departmental Report**

***Amended for 2020-2021 Academic Year to Accommodate and Reflect Adjustments due to Pandemic***

*There are amended instructions throughout this document to reflect the special circumstances of this academic year (AY20-21) that you will find red. As an institution and as departments we have learned that we can use our creativity to deliver learning even in the most difficult of circumstances.*

**Program Information**

Program/Department: English Studies

Department Chair: Lisa Gim

Department Assessment Committee Contact: Ben Railton

*This document is to be kept in the department and an electronic file is due to the AVP of Institutional Research & Planning by June 1, 2021.*

1. **Departmental Special Section for AY2021**

Department Lessons Learned and Accomplishments

In thinking through the academic year, report on how the department adapted to changes brought on by the pandemic. Reflect on actions that surprised you, on lessons learned that will help in the future, and major accomplishments.

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| Our department adapted thoughtfully to the changes required by the pandemic. Remote learning was quickly embraced by faculty although we also continued to teach in some face-to-face modes. Because our department teaches foundational skills for all students across the campus – including Basic Writing, Writing 1 and 2, Speech and Literature courses – it was important to be there in a variety of teaching modes to support different student learning styles and university campus life for students during lockdown. We had some faculty teaching writing, education and literature classes face to face, many teaching online synchronously while other faculty taught their classes online. Teaching Writing 1 and 2 remotely posed many unique problems: Keeping students engaged and focused on the writing tasks while they worked remotely and often solitarily was difficult. Faculty met frequently with their students in one-on-one and in group discussion sessions to encourage them and supplement remote work assignments.; many faculty members innovatively used breakout group sessions to generate discussions synchronously. Our faculty created an online “Teaching Writing Support Group,” meeting via Zoom to share problems, solutions, resources, technology tips and strategies for teaching composition remotely during the pandemic.Our Initial Licensure Educators found ways to observe students doing their practica teaching and to video conference and guide them in various remote ways. Our Speech teacher shad students perform speeches sometimes traditionally in person but also remotely in video-taped and live synchronous versions. Our faculty proved tremendously innovative during the pandemic, keeping strongly in frequent communication with students, maintaining positivity and good cheer, and fostering determination and the love of literature and writing foremost in the minds of our students.A major problem for Assessment of our PLOs during the past three semesters of the COVID 19 pandemic has been that as. Department, we were unable to conduct the assessment reading and meetings that entailed, reading, discussing and evaluating the PLOs and closing the loop strategies that we would normally have done in a given academic year as previously handled. This was mainly due to two obstacles: 1) student portfolios in Spring 2020 were not all digital and therefore during lockdown, these were largely submitted in hard-copy for Fall 2019, which was as a face-to-face class. Although in Spring 2020 these were requested digitally in the Capstone class, due to the lockdown and limitations with on-campus gatherings, 2) we were unable in the department to copy, scan and distribute the portfolios to our faculty members working remotely particularly since our administrative assistant had health conditions that made her working on campus (in order to scan and send these portfolios to faculty) a very risky and essentially impossible undertaking: **therefore, we were unable to carry out our usual Assessment Process during these past three semesters.**Because we did not have these entry and exit student portfolios to read, share and discuss, we did not complete our assessment of our PLOs respective to student performance from Spring 2020-Spring 2021 during the extended COVID 19 pandemic and during remote learning as we have done previously. The portfolios this year were assessed only by the faculty of record teaching these two classes. **It is for this reason that I am not including values assigned to PLOs this year in the chart that follows below.**Recognizing that the pandemic also generated financial hardship and anxiety, faculty reduced students’ costs by using Open Education Resources, (some with the library’s help and others independently) or free texts online, and by being careful to adjust our learning expectations, altering our courses to accommodate students’ challenges, set-backs as well as their fatigue and anxiety that inevitably accompanied this unusual crisis. Special attention was given to students struggling in both emotional and financial circumstances, in difficult learning situations and recognizing that many had new economic constraints. Our faculty worked cooperatively with the innovations that our Student Affairs Offices and IT Offices came forward with, and worked to help support Fitchburg’s student population in many ways—with extended advising, one-on-one sessions and by being extra flexible. Our faculty rose to the challenge, working admirably hard and well; we can count the efforts of our department’s faculty and staff efforts as some of Fitchburg State’s best successes in helping students complete their classes and to graduate during the COVID19 crisis.The large number of students successfully completing our writing, literature and speech classes was a testified to their and to our faculty’s resilience. The professors had faith in and dedication for students, and demonstrated an ability to not only inspire and educate them, but to communicate their passion and expertise in their respective fields even in the difficult and multiple remote modalities we had to use. Although the rigors and exhaustion of the pandemic pushed three of our senior faculty into retirement, the rest of the English Studies department emerged triumphant as a positive unified, supportive cohort – they were true agents of educational commitment.  |

1. **Program Learning Outcomes (PLOs) (Educational Objectives)**
2. **List of PLOs and the timeline for assessment.**

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| **PLO #** | **PLO – Stated in assessable terms** | **Timing of assessment (annual, semester, bi-annual, etc.)** | **When was the last assessment of the PLO completed?** |
| **1.** | **English Studies Department Shared Learning Outcomes:*** Students will be able to read and understand texts across genres, cultures, and periods. Students will be able to write in various forms.
* Students will be able to critically analyze texts and contexts.
* Students will be able to communicate their perspectives and ideas.
* Students will be able to apply their skills in distinct settings.
 | Annual<https://www.fitchburgstate.edu/academics/academic-schools/school-arts-and-sciences/english-studies-department> | Due to COVID 19 lockdown, in 2019-20 and 2020-21, we were unable to complete the assessment. |
| **2.** | **Literature Concentration Learning Outcomes:*** Students will be able to closely read and interpret diverse texts.
* Students will be able to exchange critical viewpoints about literary and cultural topics.
* Students will be able to produce scholarly work that include critical readings and the use and citation of scholarly sources.
* Students will demonstrate knowledge about the scope, genres, and historical and critical contexts of literature.
 | **Literature Concentration, English Studies, BA/BS**<https://www.fitchburgstate.edu/academics/programs/literature-concentration-english-studies-babs> | Due to COVID 19 lockdown, in 2019-20 and 2020-21, we were unable to complete the assessment. |
| **3.** | **Professional Writing Concentration Learning Outcomes:*** Students will be able to develop writing skills needed to address diverse audiences.
* Students will be able to engage with the process and the products of other writers.
* Students will be able to analyze rhetorical situations.
* Students will be able to create and edit professional products in various genres.
 | **Professional Writing Concentration, English Studies, BA/BS**<https://www.fitchburgstate.edu/academics/programs/professional-writing-concentration-english-studies-babs> | Due to COVID 19 lockdown, in 2019-20 and 2020-21, we were unable to complete the assessment. |
| **4.** | **5-12 Initial Licensure in English Concentration Learning Outcomes:*** Students will be able to communicate and reflect on their pedagogical philosophy and practice in teaching 5-12 English.
* Students will be able to develop curricula and lesson plans for 5-12 English.
* Students will be able to develop subject matter expertise for teaching literature in the 5-12 classroom.
* Students will be able to receive initial licensure in 5-12 English.
 | **English Studies, Middle and Secondary Education with Initial Teacher Licensure, BA/BS** <https://www.fitchburgstate.edu/academics/programs/english-studies-middle-and-secondary-education-initial-teacher-licensure-babs> | Due to COVID 19 lockdown, in 2019-20 and 2020-21, although we were unable to complete the assessment in the same ways as during pre-lockdown, students did graduate, receive their licensure, pass MTELs and maintain achieve their educational licensure standards. |
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1. **PLO Assessment** (Please report on the PLOs assessed and/or reviewed this year. Programs should be assessing at least one each year.)

Using the table below, list and briefly describe the **direct method(s)** used to collect information assessing whether students are learning the core sets of knowledge (K), skills (S) and attitudes (A) identified as essential.

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| **PLO # (from above)** | **Assessment description (exam, observation, national standardized exam, oral presentation with rubric, etc.)** | **When assessment was administered in student program (internship, 4th year, 1st year, etc.)** | **To which students were assessments administered (all, only a sample, etc.)** | **What is the target set for the PLO? (criteria for success)** | **Reflection on the results: How was the “loop closed”?** |
| 1. | Read, understand, use and cite primary texts (Objective 1) | ENGL 2999 (taken at end of sophomore year) | All | Please see the chart that follows: Assessed on a scale of NA, 1 (does not meet standard); 1.5 and 2 (meets standard); 2.5 and 3 (exceeds standard). | Due to COVID 19 lockdown, in 2019-20 and 2020-21, we were unable to complete the assessment and the analysis and make the evaluative actions and adjustments that would “close the loop.” |
| 2. | Critically analyze primary texts across genres, cultures, and periods using and citing secondary texts (Objective 2) | ENGL 2999 and ENGL 4999  | All | Assessed on a scale of NA, 1 (does not meet standard); 1.5 and 2 (meets standard); 2.5 and 3 (exceeds standard). | Due to COVID 19 lockdown, in 2019-20 and 2020-21, we were unable to complete the assessment and the analysis and make the evaluative actions and adjustments that would “close the loop.” |
| 3. | Be able to critically analyze texts and contexts. (Objective 3) | ENGL 2999 and ENGL 4999 |  | Assessed on a scale of NA, 1 (does not meet standard); 1.5 and 2 (meets standard); 2.5 and 3 (exceeds standard). |  |
| 4.5. | Be able to communicate their perspectives and ideas after engagement with texts. (Objective 4)Be able to apply their skills in distinct settings ideas. (Objective 5) | ENGL 4999 (taken at end of senior year)ENGL 4999 (which also includes preparation for postgraduate employment, including creating resumes; professional employment applications; graduate school applications; and final research projects as well as senior portfolio of writings.) | AllAll | Assessed on a scale of NA, 1 (does not meet standard); 1.5 and 2 (meets standard); 2.5 and 3 (exceeds standard).Assessed on a scale of NA, 1 (does not meet standard); 1.5 and 2 (meets standard); 2.5 and 3 (exceeds standard). | Due to COVID 19 lockdown, in 2019-20 and 2020-21, we were unable to complete the assessment and the analysis and make the evaluative actions and adjustments that would “close the loop.” |

**SAMPLE OF ASSESSMENT PLAN AS IS ACTUALLY IMPLEMENTED, USING BEST PRACTICES MODEL OF SELECTING SEVERAL BUT NOT ALL PLOs (TAKEN FROM LAST RECORDED ASSESSEMENT IN 2019, BEFORE COVID PANDEMIC):**

In May 2019, the English Studies Assessment Committee assessed 12 final papers from Approaches to English Studies and 12 portfolios from English Studies Capstone. We assessed all those materials for four objectives: Use and cite primary texts (Objective 1); Use and cite secondary texts (2); Critical engagement with primary texts (3); Critical engagement with secondary texts (4). They were assessed on a scale of NA, 1 (Does not meet standard), 1.5, 2 (Meets), 2.5, and 3 (Exceeds). We assessed each document twice, and the data below represent averages of the two scores.

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| **PLO #** | **PLO – Stated in assessable terms.** | **Timing of assessment (annual, semester, bi-annual, etc.)** | **When was the last assessment of the PLO completed?** |
| **1.** | Use and cite primary texts (Objective 1) | Every semester: |  |
| **2.** | Use and cite secondary texts (2) | ENGL 2999 in fall |  |
| **3.** | Critical engagement with primary texts (3) | ENGL 4999 in spring |  |
| **4.** | Critical engagement with secondary texts (4) |  | in Spring 2019 |

1. **SAMPLE PLO Data Assessment from 2019 Assessment—No Data Available for 2021 due to COVID**

 **Data breakdown:**

**Approaches ENGL 2999 papers:**

**Objective 1: 2.25, 2.25, 2, 2, 1, 2.75, 1.75, 1.75, 2.75, 2.75, 2, 1.75**

**Objective 2: 1, 2.75, 1.75, 2.25, 2.25, 2, 2, 2, 3, 2.25, 2.25, 1.75**

**Objective 3: 2.5, 2, 2, 2, 1.75, 2.25, 2, 1.75, 3, 2.75, 2.25, 2**

**Objective 4: 1.5, 2.5, 2.25, 1.75, 2.25, 2, 2, 2, 3, 2.5, 2, 1.75**

**Capstone ENGL 4999 portfolios:**

**Objective 1: 2, 2, 1.5, 1.75, 2.75, 2.25, 2, 2.5, 2.25, 2, 1.75, NA**

**Objective 2: 2, 2, 1.75, 2.75, 2.25, 2, 1.75, 2, 2, 1.5, 1.75, NA**

**Objective 3: 2, 2, 1.5, 1.75, 2.75, 2.5, 2.25, 2.5, 2, 2, 1.75, NA**

**Objective 4: 2, 2, 1.75, 2.75, 2.5, 2, 1.75, 2, 1.75, 1.5, 1.75, NA**

**Approaches ENGL 2999 averages:**

**Objective 1: 2.08**

**Objective 2: 2.10**

**Objective 3: 2.19**

**Objective 4: 2.13**

**Capstone ENGL 4999 averages:**

**Objective 1: 2.07 with one NA**

**Objective 2: 1.98 with one NA**

**Objective 3: 2.09 with one NA**

**Objective 4: 1.98 with one NA**

**PRACTICE FOLLOWED IN ASSESSMENTS:**

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| **PLO #** | **Assessment description (exam, observation, national standardized exam, oral presentation with rubric, etc.)** | **When assessment was administered in student program (internship, 4th year, 1st year, etc.)** | **To which students were assessments administered (all, only a sample, etc.)** | **What is the target set for the PLO? (criteria for success)** | **Reflection on the results: How was the “loop closed”?** |
| PLOs 1-4(Selected From 5 possible PLOs) | English Studies Assessment Committee assessed 12 final papers from Approaches to English Studies, ENGL 2999. | 1st year | All | Assessed on a scale of NA, 1 (does not meet standard); 1.5 and 2 (meets standard); 2.5 and 3 (exceeds standard). | Students performed well on average with scores of over 2.The assessment indicates that they are learning the program objectives. |
| PLOs 1-4(Selected From 5 possible PLOs) | English Studies Assessment Committee assessed 12 portfolios from English Studies Capstone, ENGL 4999. We assessed all those materials for four objectives | 4th year | All | Assessed on a scale of NA, 1 (does not meet standard); 1.5 and 2 (meets standard); 2.5 and 3 (exceeds standard). | Students performed well on PLOs 1and 3, but performed slightly below the desired level on PLOs 2 and 4. This indicates a gap we need to address, improving their facility with use and citation of secondary texts (PLO2) & their engagement with secondary texts PLO4secondary texts (PLO4). |

**Summary of 2019 Findings:** Briefly summarize the results of the PLO assessments reported in Section II above combined with other relevant evidence gathered and show how these are being reviewed/discussed. How are you “closing the loop”?

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| **Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)** | **Who interprets the evidence?** **What is the process?****(e.g. annually by the curriculum committee)** | **What changes have been made as a result of using the data/evidence? (close the loop)** |
| Analysis of 12 papers from initial class Approaches to English Studies for PLOs. ENGL 2999 | Assessment Committee – then reported to whole department(Will move to having initial review by Curriculum Committee and then will be reported to the whole department for discussion & recommendations) | Need for Approaches to begin conversation done summarily in Capstone about preparing students for professionalization, graduate work and employment in related fields to English as well as to do the academic preparation (introduction to theories, analytical and research methods) that it does currently in order to bring students into the discipline of English Studies.  |
| Portfolio reviewENGL 4999 | Assessment Committee – then reported to whole department. (Will move to having initial review by Curriculum Committee and then will be reported to the whole department for discussion & recommendations) | Need for Capstone to become more content-centered to redress deficits n PLO scores above, concerning use of secondary texts: use and citation (PLO 2) and also engagement with secondary texts (PLO 4). Also address nature of the discipline of English in addition to the skills it emphasizes. Find measure to assesses leaning outcomes in this class re: professionalization, resume creation, job letters, applications to graduate work and preparation for exit portfolio for professional employment in writing related fields. |
| 5-12 Licensure- (Done in cooperation with Education department and MTEL | 5-12 English Studies Education faculty; MTEL examiners; practicum supervising teachers in High and Middle schools, as well as Secondary-Middle education faculty.  | Assessment of teacher preparation programs by English faculty (in coordination with curriculum established in Program for Middle and Secondary and Middle School: PASM)  |

 If applicable, use the space below to report on PLO assessment impacted by the move to remote learning.

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| Our usual PLO Assessment Procedure involves assessing student work in our program upon entry as entering majors (taken from our entry “Approaches to English Studies” foundational course that all students (whatever their concentration within the English Studies program: Literature, Literature with Initial Licensure, or Professional Writing) take in their sophomore year; it is complemented by our assessment of our “Senior Capstone” course that requires students to complete portfolios during their last year as seniors in the major. Of course, the students’ work is evaluated and graded by the professors teaching these classes, but our Assessment Committee performs a separate assessment by reading the students’ papers in both of these two classes in a given year and evaluating these as to PLOs described for our programs. These are assessed on a scale of: NA, 1 (does not meet standard); 1.5 and 2 (meets standard); 2.5 and 3 (exceeds standard). Of course, the students’ work is evaluated and graded by the professors teaching these classes, but our Assessment Committee performs a separate assessment by reading all the students work in these two classes and evaluating these as to PLOs described for our programs. Normally, this assessment, occurs when the departmental Assessment Committee of 6-7 faculty gathers together and each committee member individually reads each freshman student portfolio (the total students assessed are the complete class, and the number varies between 12-15, generally in the Capstone and between 12-20 in the Approaches class).Our assessment of these two courses focuses on evaluating students’ skills in analyzing literary works, as well as their demonstration of research writing and information literacy skills. Each year, we analyze a set of papers from a complete section of ENGL 2999 and all the Capstone Portfolios from ENGL 4999. Our English Studies Assessment Committee assesses final papers from these classes, and we assess these materials, looking for several selected PLOs (various, on a rotating two-year cycle) out of our five objectives from students: * Be able to read, understand, use and cite primary texts (Objective 1);
* Be able to critically analyze primary texts across genres, cultures, and periods using and citing secondary texts (Objective 2);
* Be able to critically analyze texts and contexts (Objective 3);
* Be able to communicate their perspectives and ideas after engagement with texts and write in various forms (Objective 4);
* Be able to apply their skills in distinct settings ideas. (Objective 5)

These are assessed on a scale of NA, 1 (Does not meet the standard), 1.5 or 2 (Meets the standard); 2.5 and 3 (Exceeds the standard). Each document is assessed twice, and the data gathered represents the averages of those two scores. With this approach, we are able to draw some tentative conclusions about the degree to which English Studies students’ skills progress in the course of our curriculum. We are also able to target skills that should be focused on as areas for improvement. Each faculty member assigns each student portfolio a number based on competency in the PLOs enumerated above. Our current Assessment Chair, Ben Railton, clarifies the procedure this way: “In our annual English Studies Assessment Committee work, we identity two of our departmental [five PLO] objectives on which to focus for that year's assessments. We then assess those two objectives in materials from both our ‘Approaches to English Studies’ course (final research papers) and our ‘Capstone’ course (senior portfolios), in order to produce both longitudinal and latitudinal assessments. Generally, we repeat those same two objectives for two years in a row, then shift to two different objectives for the subsequent two years.” The selection of some but not all of the PLOs is standard best practices for Assessment.This occurs for each of the two classes, “Approaches to English Studies,” and our “Capstone” class (which also includes preparation for postgraduate employment, including resume preparation, professional employment applications and final research papers on literary analysis). After the portfolio readings are done, the faculty on the committee discuss, share and comment upon the student performance on relation to the learning outcomes evaluated, noting trends. In normal times, the Chair of the Assessment Committee compiles the scores and writes a brief analytical report. This summary provides an overall sense of how, in these two classes that we use for assessment, our students are functioning in relation to our department’s PLOs. However (as noted above) but of COVID, the assessment meetings could not take place this year, and therefor there is no summary for this year. In fact, during the last 3 pandemic semesters, we were unable to conduct the assessment reading and evaluation meetings as previously mentioned, mainly due to two reasons: 1) student portfolios in Spring 2020 were not all digital and therefore during lockdown, these were largely submitted in hard-copy for Fall 2019, which was as a face-to-face class; 2) we were unable to copy, scan and distribute the portfolios and convey these to our faculty members working remotely because the portfolios projects are bound and aspects are multi-modal and multi-formatted, making it highly prohibitive for them to be easily email, without much disassembly and scanning, in order to share these portfolios. Therefore, to conduct our assessment during these past three semesters of the pandemic as we normally do was not a viable possibility. This problem is a special circumstance and will not recur as a stumbling block to assessment when we return to campus,Since we were unable to complete our assessment of our PLOs respective to student performance from Spring 2020-Spring 2021, the portfolios this year were assessed only by the faculty of record who were teaching these two classes, and for that reason, there are no values assigned to PLOs this year in the 2021 chart that follows below.  |

**Summary of Findings:** Briefly summarize the results of the PLO assessments reported in Section II above combined with other relevant evidence gathered and show how these are being reviewed/discussed. How are you “closing the loop”?

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Normally, we would close the loop by adjusting our assignments and course goals to answer student learning outcomes, data and contexts that would emerge from the analytical planned assessment process and evaluative summary finding that our Assessment Committee uses, reported by the Assessment chair’s report and findings. **Since this was not possible for the last three semesters due to the COVID situation, there is no current data.**

Please reflect on changes that the department has had to engage in given changes to teaching modality and especially capstone experiences.

Our Capstone experience usually included a hands-on component concerning both literary outcomes and activities relating to content and some form of contact with the community—sometimes as a field trip and sometimes as a project or involving local guest speakers from an academic community. Although again this was not possible during the COVID epidemic, it was notable that our faculty made many create adjustments through remote learning technologies to acheive some of the PLOs and goals that we desired in the Capstone class.

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| **Reflection Prompt** | **Narrative Response** |
| **Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)** | Senior Capstone Course;Examination of writing samples (as stated above) in entering majors work in foundational “Approaches to English Studies” class and in “Capstone” portfolio of materials (final senior level class.)For Initial Licensure concentration (aligned with Program Area for Secondary and Middles School PASM education), MTEL licensure exams pertain; Practica in area 5-12 schools are also utilized to determine whether students obtain licensure. |
| **Who interprets the evidence?** **What is the process?****(e.g. annually by the curriculum committee)** | The English Studies Departmental Assessment Committee, comprised of faculty members across the concentrations, who annually assess these papers, then reported to chair and whole department. (Will move to having initial review by Curriculum Committee and then to be reported to the whole department for discussion & recommendations, as well as comments by professors in the field who are teaching the classes) For the Initial Licensure concentration, the process also involves 5-12 English Studies PASM group; practicum supervising teachers in 5-12 schools, as well as Secondary-Middle education faculty and determination of students’ MTEL exams completion as per the state requirements. |
| **What changes have been made as a result of using the data/evidence? (close the loop)** | Changes over the last few years have been made so that we articulate more clearly and purposefully the goals of English studies in our entry-level “Approaches to English Studies,” and also concerning the importance of preparing and maintaining a portfolio over the students’ years since the portfolio is a requirement for our majors in the Senior Capstone class. (This was done in response to feedback from our external evaluator from our Program Review in 2017.) We now begin in “Approaches,” the conversation done summarily in Capstone about preparing students for professionalization, graduate work and employment in related fields to English as well as to do the academic preparation (introduction to theories, analytical and research methods) that it does currently in order to bring students into the discipline of English Studies. In addition, we have better built in our explanations of the possibilities concerning career and jobs relating to the skills of the English majors, also in response to the Program Review of 2017. We have incorporated regular alumni panels and speakers who explore with students the range of possibilities and skills that they have acquired, developed and have as English Studies majors within our three concentrations. We also usually conduct a forum that addresses the process of preparing for graduate study which helps our students who are prospective candidates approach and complete the process of applying for advanced degree programs in literature, library science and law.  |

1. **Assessment Plan for Program/Department**
2. Insert the program or department Assessment Plan. (Please see the chart below.)
3. Explain any changes in the assessment plan including new or revised PLOs, new assessments that the program/department plans to implement and new targets or goals set for student success.
4. If you do not have a plan, would you like help in developing one? We do have a current Assessment Plan.

[Grab your reader’s attention with a great quote from the document or use this space to emphasize a key point. To place this text box anywhere on the page, just drag it.]

Yes

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| **PLO #** | **Assessment description (exam, observation, national standardized exam, oral presentation with rubric, etc.)** | **When assessment was administered in student program (internship, 4th year, 1st year, etc.)** | **To which students were assessments administered (all, only a sample, etc.)** | **What is the target set for the PLO? (criteria for success)** | **Reflection on the results: How was the “loop closed”?** |
| Select fromPLOs 1-5(select several but not all PLOs: repeat those same two objectives for two years in a row, then shift to two different objectives for the subsequent two years)) | English Studies Assessment Committee assesses final papers from Approaches to English Studies, ENGL 2999. | 1st year | All | Assessed on a scale of NA, 1 (does not meet standard); 1.5 and 2 (meets standard); 2.5 and 3 (exceeds standard). | As noted above – no papers were assessed this year due to the pandemic conditions. Past assessments showed that students (average scores are usually over 2); thisassessment indicates that they are learning the program objectives. |
| PLOs 1-5 (select several but not all PLOs) | English Studies Assessment Committee assesses portfolios from English Studies Capstone, ENGL 4999. We assess all those materials for four (out of the possible 5) PLO objectives. | 4th year | All | Assessed on a scale of NA, 1 (does not meet standard); 1.5 and 2 (meets standard); 2.5 and 3 (exceeds standard). | As noted above – no papers were assessed this year due to the pandemic conditions. Past assessments showed that students generally performed well on PLOs 1and 3, but performed slightly below our desired levels on PLOs 2 and 4. Indicating a gap we need to address, improving their facility with use and citation of secondary texts (PLO2) & their engagement with secondary texts (PLO4). |
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**----- DRAFT ASSESSMENT PLAN FOR ENGLISH STUDIES: DEVELOPED IN 2019; REVISED 2021 AND PARTIALLY IMPLEMENTED --**

**ENGLISH STUDIES DEPARTMENT MISSION STATEMENT:**

The English Studies program provides students: a) knowledge of the variety of literary and cultural texts in English; b) in-depth understanding of diverse cultural, literary, rhetorical, and pedagogical traditions; c) skills in reading, writing, speaking, critical thinking, and research; and d) ample opportunity for hands-on experience in literary analysis, professional and creative writing, teaching, and scholarship to prepare students for personal and professional success.

**ENGLISH STUDIES DEPARTMENT VISION STATEMENT:**

English Studies trains students to become empathetic, innovative, and critical thinkers, readers, writers, creators, and teachers.

**English Studies Department Shared Learning Outcomes:**
Students will be able to read and understand texts across genres, cultures, and periods.

Students will be able to write in various forms.
Students will be able to critically analyze texts and contexts.
Students will be able to communicate their perspectives and ideas.
Students will be able to apply their skills in distinct settings.

**Literature Concentration Learning Outcomes:**
Students will be able to closely read and interpret diverse texts.
Students will be able to exchange critical viewpoints about literary and cultural topics.

Students will be able to produce scholarly work that include critical readings and the use and citation of scholarly sources.

Students will demonstrate knowledge about the scope, genres, and historical and critical contexts of literature.

**Professional Writing Concentration Learning Outcomes:**

Students will be able to develop writing skills needed to address diverse audiences.

Students will be able to engage with the process and the products of other writers.

Students will be able to analyze rhetorical situations.
Students will be able to create and edit professional products in various genres.

**5-12 Initial Licensure in English Concentration Learning Outcomes:**

Students will be able to communicate and reflect on their pedagogical philosophy and practice in teaching 5-12 English.

Students will be able to develop curricula and lesson plans for 5-12 English.

Students will be able to develop subject matter expertise for teaching literature in the 5-12 classroom.

Students will be able to receive initial licensure in 5-12 English.

DRAFT OF POSSIBLE CURRICULAR MAPPING, PARTIALLY IMPLEMENTED:

Values included only for the two courses below that currently use in assessment.

**English Studies Common CORE**

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| --- | --- | --- | --- | --- | --- |
| **Core Courses** | **ENGSTUD1** | **ENGSTUD2** | **ENGSTUD3** | **ENGSTUD4** | **ENGSTUD5** |
| **ENGL 2999 – Approaches to English Studies** | **2** | **1** | **2** | **1** | **0** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **ENGL 4999 – English Capstone** | **3A** | **3A** | **3A** | **3A** | **3A** |

**LITERATURE CONCENTRATION – FUTURE POSSIBILITIES**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Core Courses** | **ENG STUD 1** | **ENG STUD 2** | **ENG STUD 3** | **ENG STUD 4** | **ENG****STUD5** | **LIT 1** | **LIT 2** | **LIT3** |
| **ENGL 2000ish--Literature Survey** |  |  |  |  |  |  |  |  |
| **ENGL 4400 – Junior/Senior Seminar** |  |  |  |  |  |  |  |  |

**PROFESSIONAL WRITING CONCENTRATION – FUTURE POSSIBILITIES**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Core Courses** | **ENG STUD 1** | **ENG STUD 2** | **ENG STUD 3** | **ENG STUD 4** | **ENGSTUD5** | **PW 1** | **PW 2** | **PW3** | **PW4** |
| **ENGL 2025 – Foundations of Professional Writing**  |  |  |  |  |  |  |  |  |  |
| **ENGL 2030 – News Reporting and Writing** |  |  |  |  |  |  |  |  |  |
| **ENGL  3075 – Editing and Publishing** |  |  |  |  |  |  |  |  |  |

**INITIAL LICENSURE CONCENTRATION--– FUTURE POSSIBILITIES**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Core Courses** | **ENG STUD 1** | **ENG STUD 2** | **ENG STUD 3** | **ENG STUD 4** | **ENGSTUD5** | **LICS 1** | **LICS 2** | **LICS****3** | **LI****C****S****4** |
| **ENGL 1400 – Introduction to Teaching English in Middle and Secondary School**  |  |  |  |  |  |  |  |  |  |
| **ENGL 4400 – Junior/Senior Seminar** |  |  |  |  |  |  |  |  |  |
| **ENGL 4700 – Teaching Reading and Writing Across the Content Area** |  |  |  |  |  |  |  |  |  |
| **ENGL 4012 – Practicum Seminar** |  |  |  |  |  |  |  |  |  |

0 – Not Discussed

           1 – Introduced

           2 – Broadened

           3 – Fulfilled

           A – Assessed for program

DRAFT OF POSSIBLE DIRECT ASESSMENT: NOT YET FULLY IMPLEMENTED

Using the table below, list and briefly describe the **direct method(s)** used to collect information assessing whether students are learning the core sets of knowledge (K), skills (S) and attitudes (A) identified as essential.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **PLO #** | **Assessment description (written project, oral presentation with rubric, etc.)** | **Timing of Assessment (annual, semester, bi-annual, etc.)** | **When assessment is to be administered in student program (internship, 4th year, 1st year, etc.)** | **To which students will assessments administered (all, only a sample, etc.)** | **What is the target set for the PLO? (criteria for success)** |
| ENG STUD 1 | Portfolio | Annual | 4th year | All | Average above 2 (on 3-point scale) |
| ENG STUD 2 | Portfolio | Annual | 4th year | All | Average above 2 (on 3-point scale) |
| ENG STUD 3 | Portfolio  | Annual | 4th year | All | Average above 2 (on 3-point scale) |
| ENG STUD 4 | Presentation | Annual | 4th year | All | Average above 2 (on 3-point scale) |
| ENG STUD 5 | Pre-professional materials | Annual | 4th year | All | Average above 2 (on 3-point scale) |
| LIT 1 | Seminar Paper | Annual | 3rd or 4th year | All | Average above 2 (on 3-point scale) |
| LIT 2 | Panel Presentation | Annual | 3rd or 4th year | All | Average above 2 (on 3-point scale) |
| LIT 3 | Seminar Paper | Annual | 3rd or 4th year | All | Average above 2 (on 3-point scale) |
| PW 1 | Final portfolio or in-depth investigative work | Annual  | 3rd or 4th year | All | Average above 2 (on 3-point scale) |
| PW 2 | Final paper or portfolio or polished piece of writing | Annual  | 1st year | All | Average above 2 (on 3-point scale) |
| PW 3 | Final portfolio or polished piece of writing | Annual  | 3rd or 4th year | All | Average above 2 (on 3-point scale) |
| LICS1 | To be determined | TBA | 1st year | All | 2 (on 3-point scale) |
| LICS 2 | TBA | TBA | 2nd year | All | 2 (on 3-point scale) |
| LICS 3 | TBA | TBA | 3rd year | All | 2 (on 3-point scale) |
| LICS 4 | TBA | TBA | 4th year | All | 2 (on 3-point scale) |

DRAFT OF INDIRECT ASSESSMENTS:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **PLO #** | **Assessment description (survey, focus group, interviews, etc.)** | **When assessment is to be administered**  | **Who will give indirect feedback** | **Criteria for Success or Goal to be Achieved** |
| ENG STUD 1 | Graduating Student Feedback Survey / Alumni Surveys | Yearly | Graduates / Alumni |  |
| ENG STUD 2 | Graduating Student Feedback Survey / Alumni Surveys | Yearly | Graduates / Alumni |  |
| ENG STUD 3 | Graduating Student Feedback Survey / Alumni Surveys | Yearly | Graduates / Alumni |  |
| ENG STUD 4 | Graduating Student Feedback Survey / Alumni Surveys | Yearly | Graduates / Alumni |  |
| ENG STUD 5 | Graduating Student Feedback Survey / Alumni Surveys | Yearly | Graduates / Alumni |  |
| LIT 1 | Graduating Student Feedback Survey / Alumni Surveys | Yearly | Graduates / Alumni |  |
| LIT 2 | Graduating Student Feedback Survey / Alumni Surveys | Yearly | Graduates / Alumni |  |
| LIT 3 | Graduating Student Feedback Survey / Alumni Surveys | Yearly | Graduates / Alumni |  |
| PW 1 | Graduating Student Feedback Survey / Alumni Surveys | Yearly | Graduates / Alumni |  |
| PW 2 | Graduating Student Feedback Survey / Alumni Surveys | Yearly | Graduates / Alumni |  |
| PW 3 | Graduating Student Feedback Survey / Alumni Surveys | Yearly | Graduates / Alumni |  |
| LICS 1 | Graduating Student Feedback Survey / Alumni Surveys | Yearly | Graduates / Alumni |  |
| LICS 2 | Graduating Student Feedback Survey / Alumni Surveys | Yearly | Graduates / Alumni |  |
| LICS 3 | Graduating Student Feedback Survey / Alumni Surveys | Yearly | Graduates / Alumni |  |
| LICS 4 | Graduating Student Feedback Survey / Alumni Surveys | Yearly | Graduates / Alumni |  |

DRAFT OF FIVE-YEAR ASSESSMENT PLAN

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Program or Concentration Learning Outcome | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
| ENG STUD 1 | X  |  |  | X |  |
| ENG STUD 2 | X  |  |  | X |  |
| ENG STUD 3 |  | X  |  |  | X |
| ENG STUD 4 |  | X  |  |  | X |
| ENG STUD 5 |  |  | X |  | X |
| LIT 1 | X |  |  | X |  |
| LIT 2 |  | X |  |  | X |
| LIT 3 |  |  | X |  |  |
| PW 1 | X |  |  | X |  |
| PW 2 |  | X |  |  | X |
| PW 3 |  |  | X |  |  |
| LICS 1 | X |  |  |  | X |
| LICS 2 |  | X |  |  |  |
| LICS 3 |  |  | X |  |  |
| LICS 4 |  |  |  | X |  |

-------END OF DRAFT ASSESSMENT PLAN CREATED IN ASSESSMENT WORKSHOP 2019, REVISED 2021-------

1. **Program Review Action Plan or External Accreditation Action Letter/Report**

*Annual Reflection/Follow-up on Action Plan from last Program Review or external accreditation (only complete the table that is appropriate for your program)*

* 1. **Programs that fall under Program Review:**
		1. Date of most recent Review: SPRING 2017
		2. Insert the Action Plan table from your last Program Review and give any progress towards completing the tasks or achieving targets set forth in the plan.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Specific area where improvement is needed** | **Evidence to support the recommended change** | **Person(s) responsible for implementing the change** | **Timeline for implementation** | **Resources needed** | **Assessment Plan** | **Progress Made this Year** |
| 1. We will work to create new assessments in more of our classes concerning student work that will complement and extend existing assessment of our course objectives. | 2017 ProgramReview  | Department faculty and chair | 5-7 year periodFor all below | No extra | See above plan developed in 2019-2021. | Some progress |
| 2. We will develop and expand existing initiatives within the department. These include expanding our Internships outside the campus and continuing and growing the Writing Associates outreach. | 2017 ProgramReview | Department faculty and chair; for Writing Associates, additionally: the Dean of the School of Arts and Sciences and collaboration with Student Support Services and the Director of the Writing Center |  |  |  |  |
| 3. We will continue to showcase the exceptional work of our faculty and students4. Each of our three concentrations has a specific plan in mind that we will continue to strengthen. 5. As a department, we will seek to develop projects that will expand our community outreach which helps attract students to FSU and our major since enrollments in the arts and humanities is an increasing challenge nation-wide. 6. We will examine reasons for students’ non-completion in English Studies. 7. Improve Assessment Courses : better articulate to students the goals and outcomes of being an English Studies major; and better articulate the purposes of the portfolio in Capstone and improve career opportunities, articulation, and job preparation for graduating students. | 2017 ProgramReview and per the recommendations made by the External Evaluator (Dr. Ann Brunjes in 2017.  | Department faculty and chairWorking with Admissions and the Davis Grant initiative.Also the departmental Curriculum Committee.Departmentalfaculty and the chair; the Assessment Committee.Departmentalfaculty and the chair; the Assessment Committee.Departmentalfaculty and the chair. |  |  |  | Continuing good progress.Continuing good progress. Professional Writing has developed a new structure for the Major concentration and for the Minor which involves students taking classes in: “Rhetoric and Medium,” “Genre” and “Production” categories.  |

* + 1. If you do not have an action plan, would you like help in developing one based on your last program review and needs of the program?

Yes (We already have a plan developed in the Assessment Workshop from May 2019.)

[Grab your reader’s attention with a great quote from the document or use this space to emphasize a key point. To place this text box anywhere on the page, just drag it.]

* 1. **Programs with external Accreditation:**
		1. Professional, specialized, State, or programmatic accreditations currently held by the program/department.
		2. Date of most recent accreditation action by each listed agency.
		3. Date and nature of next review and type of review.
		4. The English Studies Initial Licensure in 5-12 in English Education concentration works with the Program Area for Secondary and Middle School (PASM) at Fitchburg State; therefore, all things pertinent to this licensure are described and analyzed within the PASM Report (or within the Fitchburg State Education Department’s Annual Report).
		5. Please see the Program Area for Secondary and Middle School (PASM) Report for Fitchburg State.

|  |  |  |
| --- | --- | --- |
| **List key issues for continuing accreditation identified in accreditation action letter or report.** | **Key performance indicators as required by agency or selected by program (licensure, board or bar pass rates; employment rates, etc.)(If required.)** | **Update on fulfilling the action letter/report or on meeting the key performance indicators.** |
|  |  |  |
|  |  |  |

1. **Departmental Strategic Initiatives**

|  |  |  |
| --- | --- | --- |
| **Accomplished Initiatives AY 20-21 Add more rows as needed** | **Corresponding Strategic Plan Goal & Strategy****Goal # followed by Strategy # ex: 1.3** | **Indicate if a Diversity, Equity and Inclusiveness (DEI) Goal** |
| English Studies Foundational Writing 1 and 2, and Foundational Speech classes were proposed and passed thorough governance per the new LA&S/ Gen Education requirements as part of the AUC LA&S/ Gen Education requirements, so that all students regardless of major to will be able to take them | Goal 1: Strategy 1 |  |
| English Studies Literature courses (as part of the MAJ proposal for AUC LA& S 60) were proposed and passed through governance per the new LA&S/ Gen Education requirements as part of the AUC LA&S/ Gen Education requirements, so that all students regardless of major to will be able take 3000 and 4000 upper-division literature electives without difficulty. | Goal 1: Strategy 1 |  |
| Professional Writing concentration developed new curricular goals and reworked the concentration’s major and minor requirements and electives.  | Goal 1: Strategies 2, 4. |  |
| Continued Participation in Early College Initiative with courses offered in conjunction with area high schools;  | Goal 1: Strategy 4 Goal 2: Strategy 1, 4, 6 | YES  |
| Continued Participation in Dual Enrollment Initiative | Goal 1: Strategy 4 Goal 2: Strategy 1, 4, 6 | YES |
| Continued Participation by English department in faculty in the three-year Faculty Academy Initiative with Dr. Paul Hernandez | Objective 1: Strategy 2, 3, 4,Goal 2: Strategies 1 and 2; Goal 2: Strategies 1,2 and 4Goal 4: Strategies 1, 2, 3 and 4 Goal 5, Strategy 1 |  YESXYES |
| Participation in Davis Grant Initiative | Goal 1: Strategies 2 and 4; Goal 2: Strategies 1 and 5; Goal 5: Strategies 2 and 3 |  |
| Faculty Hire Request granted in multi-ethnic American, Native American, and/or African American literature and culture and post-colonial studies, with a subspecialty in ESL/ELL (start date Sept. 22) | Goal: Strategies 1, 2, 3, and 4.Goal 3: Strategies 3,4 and 6Goal 4: Strategy 1Goal 5, Strategy 1 | YES  |
| Participation on State-wide Developmental Education Advisory Board (with Elena Quiroz-Livanis, Chief of Staff and Director of Academic Policy and Student Success) | Goal 1, Strategies 1 and 2;Goal 2: Strategy 1, 4;. | YES  |
| English Department Faculty collaboration in creating proposed interdisciplinary Digital Media Innovation major | Goal 1: Strategies 3 and 4; Goal 6: Strategy 3 |  |
| Participation in HEIF Grant Initiative, Summer 2021 to support multi-lingual learners’ success | Goal 1: Strategies 1, 2, 3, and 4Goal 2: Strategies 1, 3 and 4Goal 3: Strategy 6Goal 4: Strategy 1Goal 5, Strategy 1, 2, 3 and 4 | YES |
| Development of a new Graduate M.A. Program that offers new hyflex and online modalities to expand appeal to a broader student population; | Goal 1: Strategies 2, 4, 5,6, and 7Goal 2: Strategies 1 and 4Goal 3, Strategy 6Goal 4 Strategy 7Goal 5, Strategy 3Goal 6, Strategy 2 ,3, 6 |  |
| Development of a new fully online Creative Writing Certificate Program that will appeal to adult writers seeking skills rather than a terminal degree | Goal 1: Strategies 2,4,5,6 and 7Goal 3, Strategy 6Goal 4 Strategy 7Goal 5, Strategy 3 and 4Goal 6, Strategy 2,3,6 |  |
| English Department Faculty participation in ALFA Programs | Goal 1, Strategy 6 and 7Goal 3: Strategy 3, 4, 5Goal 5, Strategy 3 and 4Goal 6, Strategy 3 |  |
| Developing and exploring local connections with area newspapers in the state and local vicinity through our Journalism professor and coordinator of the campus newspaper *The Point*  | Goal 1 Strategy 4Goal 2, Strategy 5Goal 3: Strategies 1,2, 3, 4, 5 and 6 |  |
| Departmental Internship Program in Professional Writing | Goal 1 Strategy 4Goal 2, Strategy 5Goal 3; Strategy 3, 4, 5Goal 3: Strategy 6 |  |

|  |  |  |
| --- | --- | --- |
| **Planned Initiatives for AY 2021-22 Add more rows as needed** | **Associated Strategic Plan Goal & Strategy****Goal # followed by Strategy # ex: 1.3** | **Indicate if a Diversity, Equity and Inclusiveness (DEI) Goal** |
| Development of new courses and support for ESL/ELL learners in Writing courses with our new Faculty Hire in multi-ethnic American, Native American, and/or African American literature and culture and post-colonial studies, with a subspecialty in ESL/ELL (start date Sept. 22) in conjunction with HEIF Grant (summer 21) outcomes  | Goal 1: Strategies 1, 2, 3, and 4.Goal 3: Strategies 3,4 and 6Goal 4: Strategy 1Goal 5, Strategy 1 | YES |
| Relaunch of our Graduate M.A. in English literature program that offers new hyflex and online modalities to expand appeal to a broader student population; | Goal 1: Strategies 2, 4, 5,6, and 7Goal 2: Strategies 1 and 4Goal 3, Strategy 6Goal 4 Strategy 7Goal 5, Strategy 3Goal 6, Strategy 2 ,3, 6 |  |
| Continued Participation in Early College Initiative with courses offered in conjunction with area high schools; | Goal 1: Strategy 4 Goal 2: Strategy 1, 4, 6 | YES |
| Continued Participation in Dual Enrollment Initiative | Goal 1: Strategy 4 Goal 2: Strategy 1, 4, 6 | YES |
| Continued Participation on State-wide Developmental Education Advisory Board (with Elena Quiroz-Livanis, Chief of Staff and Director of Academic Policy and Student Success) | Goal 1, Strategies 1 and 2;Goal 2: Strategy 1, 4; | YES |
| Continued development and implementation of a new fully online Creative Writing Certificate Program that will appeal to adult writers seeking skills rather than a terminal degree | Goal 1: Strategies 2,4,5,6 and 7Goal 3, Strategy 6Goal 4 Strategy 7Goal 5, Strategy 3 and 4Goal 6, Strategy 2,3,6 |  |
| Continued Participation in Davis Grant Initiative | Goal 1: Strategies 2 and 4; Goal 2: Strategies 1 and 5; Goal 5: Strategies 2 and 3 |  |
| Continued development of Digital Media Innovation major and minor with English Department Faculty collaboration in this interdisciplinary program with the Communications/Media Department | Goal 1: Strategies 3 and 4; Goal 6; Strategy 3 |  |
| Continued development of local connections with area newspapers in the state and local vicinity through our Journalism professor and coordinator of the campus newspaper *The Point* | Goal 1 Strategy 4Goal 2, Strategy 5Goal 3: Strategies 1,2, 3, 4, 5 and 6 |  |
| Departmental Internship Program in Professional Writing | Goal 1 Strategy 4Goal 2, Strategy 5Goal 3; Strategy 3, 4, 5 |  |
| English Department Faculty participation in ALFA Programs | Goal 1, Strategy 6 and 7Goal 3: Strategy 3, 4, 5Goal 5, Strategy 3 and 4Goal 6, Strategy 3 |  |
| Continue LA&S/Gen Ed designations process for English Studies department courses as part of AUC LA& S 60 process to pass through governance per the new LA&S/ Gen Education reconfiguration | Goal 1, Strategy 1 |  |

 **F. Departmental Reflection:**

*Take this section to reflect on--*

1. *Initiatives that you may be considering for 22-23 academic year that you did not already capture above.*

Please find below some of the additional inititaives that the English Studies department will undertake in 2022-23.

* Continued work on implementation of Heritage language support started with an ESL/ELL 1 credit coursein conjunction Writing 1 and 2, made possible by the HEIF Grant collaboration, Dean Barricelli and TRIO around Heritage languages and our department’s new faculty hire (F 22) for courses to assist multilingual and international students enrolling at Fitchburg State in order to support and address their needs for the successful completion of their Fitchburg State university programs.
* Revitalization, reformulation and relaunch of Writing Associates (faculty and student-peers collaboration supervised by our English Studies Composition Rhetoric specialist).
* Continued work with our new Faculty Hire in multi-ethnic American, Native American, and/or African American literature and culture and post-colonial studies, with a subspecialty in ESL/ELL (start date Sept. 22) to develop courses and support in conjunction with HEIF Grant (summer 21) outcomes.
* Revival of English Studies High School Writing Competition (paused during COVID).
* Revival of *Route 2* (our English Studies journal produced in conjunction with the Editing and Publishing class) and in-print editions of *The Point* (the university newspaper coordinated by our English Studies Journalism professor)
* Continued pursue of partnerships with area newspapers (an initiative already started by our journalism professor Dr. Wafa Unus in 2019 but interrupted by COVID).
* Continue the Cormier Symposium and Digitization projects– next focus: Robert Cormier as Journalist and the digitization of his journalistic and news stories
* Revitalize the minors such as the African American, Asian Studies American, by developing an Ethnic Studies Introductory class that could serve all (interdisciplinary effort needed here).
* Development of Career opportunities panels with outcomes of the Daivis Grant within the English Studies Rally for recruitment and in support of the English Studies major and minor
* Continued development of the Graduate MA Program in Literature program around national and international marketing outreach with the new Hyflex/Online modality
* Graduate Certificate in Creative Writing Program launch and marketing

*Reflect on how the department adapted to the pandemic. Reflect on actions that surprised you and on lessons learned that will help in the future.*

Many reflections concerning how our department adapted to the pandemic are already described above in the “Departmental Special Section for AY2021: Department Lessons Learned and Accomplishments during the Pandemic.” I reprint excerpts of this from the above:

Our department adapted thoughtfully to the changes required by the pandemic. Remote learning was quickly embraced by faculty although we also continued to teach in some face-to-face modes. Because our department teaches foundational skills for all students across the campus – including Basic Writing, Writing 1 and 2, Speech and Literature courses – it was important to be there in a variety of teaching modes to support different student learning styles and university campus life for students during lockdown. We had some faculty teaching writing, education and literature classes face to face, many teaching online synchronously while other faculty taught their classes online.

Teaching Writing 1 and 2 remotely posed many unique problems: Keeping students engaged and focused on the writing tasks while they worked remotely and often solitarily was difficult. Faculty met frequently with their students in one-on-one and in group discussion sessions to encourage them and supplement remote work assignments.; many faculty members innovatively used breakout group sessions to generate discussions synchronously. Our faculty created an online “Teaching Writing Support Group,” meeting via Zoom to share problems, solutions, resources, technology tips and strategies for teaching composition remotely during the pandemic.

Our Initial Licensure Educators found ways to observe students doing their practica teaching and to video conference and guide them in various remote ways. Our Speech teacher shad students perform speeches sometimes traditionally in person but also remotely in video-taped and live synchronous versions.

Our faculty proved tremendously innovative during the pandemic, keeping strongly in frequent communication with students, maintaining positivity and good cheer, and fostering determination and the love of literature, writing and teaching foremost in the minds of our students.

Recognizing that the pandemic also generated financial hardship and anxiety, faculty reduced students’ costs by using Open Education Resources, (some with the library’s help and others independently) or free texts online, and by being careful to adjust our learning expectations, altering our courses to accommodate students’ challenges, set-backs as well as their fatigue and anxiety that inevitably accompanied this unusual crisis. Special attention was given to students struggling in both emotional and financial circumstances, in difficult learning situations and recognizing that many had new economic constraints. Our faculty worked cooperatively with the innovations that our Student Affairs Offices and IT Offices came forward with, and worked to help support Fitchburg’s student population in many ways—with extended advising, one-on-one sessions and by being extra flexible. Our faculty rose to the challenge, working admirably hard and well; we can count the efforts of our department’s faculty and staff efforts as some of Fitchburg State’s best successes in helping students complete their classes and to graduate during the COVID19 crisis.

The large number of students successfully completing our writing, literature and speech classes was a testified to their and to our faculty’s resilience. The professors had faith in and dedication for students, and demonstrated an ability to not only inspire and educate them, but to communicate their passion and expertise in their respective fields even in the difficult and multiple remote modalities we had to use. Our faculty was also extremely sensitive to and alert concerning students’ wellness issues and sought to support them in various ways, whether through C.A.R.E. team recommendations or through initiating faculty-student discussions or advising interactions online or face-to-face when students so desired. Our faculty’s resourcefulness and dedication were extremely impressive and this was the case whether or not our faculty were full-time or part-time. Indeed, special praise should be given to our part-time faculty in English Studies teaching writing sections who frequently went above and beyond to help students complete their work. All were very supportive and understanding in their use of extensions, accommodations and the new Incomplete system. (Despite many of our best efforts, we can see that our students still struggled as did the performance of many, attested to by the recently posted academic standing reports.)

The rigors and exhaustion of the pandemic regrettably pushed three of our senior faculty in English Studies into retirement, also: professors Judy Budz, Angela Nastasee-Carder and Chola Chisunka. However, the rest of the English Studies department faculty emerged triumphant as a positive unified, supportive cohort – they were true agents of educational commitment.

Besides the above reflections, I would like to mention several key accomplishments that were part of our department’s response to the COVID crisis:

* *The Point,* Fitchburg State University’s campus newspaper generated by students in journalism taught by Dr. Wafa Unus,took on a special coverage of the pandemic in a blog
* A special public presentation and discussion of the publication of The Insanely Awesome Pandemic Playbook, co-authored by our English Studies Professor Katharine Covino-Poutasse from the English Studies Department at Fitchburg State and by Professor Elizabeth K. Englander of Bridgewater State, Executive Director of the Massachusetts Aggression Reduction Center was shared with the camous and surrounding community on December 16, 2020.

There were also these additional accomplishments by our department’s faculty and students:

* *The Point* presented: “The State of Local News,” a virtual discussion on the state of local news, organized by Porfessor Wafda Unus and moderatewd by Tim Foley, managing editor of *The Point* with panelists: Charles St. Amand, former editor of the Sentinel & Enterprise and former managing editor of the Lowell Sun, along with John Osborn, editor of The Harvard Press. (This event was sponsored by *The Point*, in partnership with The Harvard Press, the town of Harvard's independent weekly newspaper.)
* Creative Writing showcase and presentations by our students and sponsored by English Studies department faculty were presented at the Fitchburg Undergraduate Conference in March 2021.

Presentations went on in the Fitchburg Styate University Undergraduate Research Conference

* Medieval Africa exhibition of Fitchburg students work from Dr. Kisha Tracy held at Boston College.
* English Studies Faculty presented in numerous Development Day sessions (DeMisty Bellinger-Delfeld and Wafa Unus; Kisha Tracy, Michael Hoberman; Ben Railton, Diego Ubiera) throuyght the academic year 2020-21.
* Diego Ubiera moderated a Community Read Discussion of *Underland* by Robert Macfarlane with a panel featuring English Studies Professors Steve Edwards, Ben Railton, Collin Syfert, Kisha Tracy, as well as Professor Chris Picone, on February 3, 2021.
* Professor Diego Ubiera (English Studies) served as part of a mentorship program that is central to Fitchburg State’s Hispanic males project launched in 2018 by Professor Sean Goodlett to support Hispanic males, first funded by a grant from the state Department of Higher Education and has since funded by the Office of the Provost.

Involvement with the Center for Faculty Scholarship and presentation s by English Studies faculty

* Kisha Tracy presented “The Medieval Black “ on February 11, 2020 concerning artistic and literary representations of the Black Madonna and the African mother of empires, Sogolon Condé in the global medieval period (part of Fitchburg State’s observance of Black History Month).
* Ben Railton presented "A Mockingbird & The Learning Tree: The Need to Expand Our Shared Stories" about To Kill a Mockingbird, the 1960 novel and the 1962 film, and Gordon Parks' 1963 autobiographical novel and 1969 film adaptation The Learning Tree in relation to issues of race, community, and history on February 16, 2021.
* Michael Hoberman delivered an online lecture, “The Book of Exodus and Black Peoplehood” on February 16, 2021 Hoberman (as part of the university's celebration of Black History Month).
* Ben Railton and Dr. Elise Takehana spoke online about their recent respective books, *Of Thee I Sing* and *Baroque Technotext* on December 2020.
* Faculty-Student collaboration: September. 2020, Kisha Tracy presented “Disability Heritage: From the Medieval to the Local,” an exhibit is available online with a virtual gallery that included artifacts and essays written by English Studies courses she has taught.
* English Studies Faculty-Student collaboration: September 2020, Katy Covino publishes a co-authored chapter "Rowing Together in the Same Direction: How Entwined Symbiosis Empowers Teachers At All Levels to Embrace Culturally Responsive Teaching" in Invested Stayers: How Teachers Thrive in Challenging Times. Her co-authors were Garrett Zecker and Hannah Britten are FSU alumni and former students. The book was reviewed by the University of Kansas.
* English Studies Student Accomplishments: in June 2020, Students [Kangsen “Yassay” Masango](http://malarkeybooks.com/poetry/two-poems-by-kangsen-yassay-masango) and [Emmanuella Demosthenes](http://malarkeybooks.com/poetry/two-poems-by-emmanuella-demosthenes) had their poetry accepted and published in Malarkey Books’ all-Black authors special issue.
* English Studies Faculty presentations: on Jan. 2021, Ben Railton published Of Thee I Sing: The Contested History of American Patriotism with & Littlefield; on Nov. 2020; Dr. DeMisty Bellinger-Delfeld was nominated for a Pushcart Prize; in Nov. 2020, Michael Hoberman’s “The Counter-Life of Judah P. Benjamin” appeared in *Tablet* magazine; in Oct. 2020, Diego Ubiera was invited to contribute a chapter on African Dominican Studies for *The Routledge Handbook of African-Latin American Studies;* in Oct. 2020, Kisha Tracy delivered a keynote presentation, “The Significance of Disability Cultural Heritage.” at CHEurope’s conference: “Critical Heritage Studies and the Future of Europe.”