

ASSESSMENT ACTIVITY FORM

English Department—Undergraduate Program
June 23, 2004

Submitted by: Brian Conniff, Department Chair

OUTCOMES/COMPETENCIES	INSTRUMENTS	STANDARDS	RESULTS
<p><u>I. Reading and Writing Competencies</u></p> <p>Students completing the baccalaureate program in English will be able to:</p> <p style="padding-left: 20px;">A. Read literary texts discerningly</p> <p style="padding-left: 20px;">B. Write about literary texts cogently</p> <p style="padding-left: 20px;">C. Effectively compose both expository and argumentative/persuasive texts</p> <p style="padding-left: 20px;">D. Demonstrate strong editing and revising skills</p>	<p>1. Examination of student portfolios containing work produced in ENG 300; 301, 302, or 305; 362; 490; and required advanced writing course</p> <p>2. Faculty survey</p> <p>3. Senior Exit Interview</p> <p>4. Alumni Survey</p>	<p>At least 90% of the portfolios will contain work that demonstrates students have attained these competencies.</p> <p>At least 70% of the faculty surveyed will agree or strongly agree that graduating seniors in their classes have attained these competencies.</p> <p>In exit interviews with 20% of the graduating seniors, 80% of those interviewed will agree/strongly agree that they have attained these competencies.</p> <p>At least 75% of the alumni surveyed will agree/strongly agree that they attained these competencies.</p>	<p>A1. 100%</p> <p>A2. Faculty survey in preparation.</p> <p>A3. 100% agreed/strongly agreed.</p> <p>A4. New alumni survey in preparation.</p> <p>B1. 100%</p> <p>B2. Faculty survey in preparation.</p> <p>B3. 100% agreed/strongly agreed.</p> <p>B4. New alumni survey in preparation.</p> <p>C1. 100%</p> <p>C2. Faculty survey in preparation.</p> <p>C3. 100% agreed/strongly agreed.</p> <p>C4. New alumni survey in preparation.</p> <p>D1. 90%</p> <p>D2. Faculty survey in preparation.</p> <p>D3. 100% agreed/strongly agreed.</p> <p>D4. New alumni survey in preparation.</p>

OUTCOMES/COMPETENCIES	INSTRUMENTS	STANDARDS	RESULTS
<p><u>II. Oral Communication Competencies</u></p> <p>Students completing the baccalaureate program in English will be able to:</p> <p>A. Successfully complete group writing projects</p> <p>B. Offer effective oral presentations of their course work or research projects</p>	<p>1. Examination of student portfolios containing work produced in ENG 300; 301, 302, or 305; 362; 490; and required advanced writing course</p> <p>2. Faculty survey</p> <p>3. Senior Exit Interview</p> <p>4. Alumni Survey</p>	<p>At least 90% of the portfolios will contain work that demonstrates students have attained these competencies.</p> <p>At least 70% of the faculty surveyed will agree or strongly agree that graduating seniors in their classes have attained these competencies.</p> <p>In exit interviews with 20% of the graduating seniors, 80% of those interviewed will agree/strongly agree that they have attained these competencies.</p> <p>At least 75% of the alumni surveyed will agree/strongly agree that they attained these competencies.</p>	<p>A1. 38%</p> <p>A2. Faculty survey in preparation.</p> <p>A3. 83% agreed/strongly agreed.</p> <p>A4. New alumni survey in preparation.</p> <p>B1. n/a</p> <p>B2. Faculty survey in preparation.</p> <p>B3. 100% agreed/strongly agreed.</p> <p>B4. New alumni survey in preparation.</p>

OUTCOMES/COMPETENCIES	INSTRUMENTS	STANDARDS	RESULTS
<p><u>III. Information Literacy Competencies</u></p> <p>Students completing the baccalaureate program in English will be able to:</p> <p>A. Locate and employ appropriate information technologies when conducting research</p> <p>B. Critically evaluate and analyze information gathered from a variety of resources</p> <p>C. Use information and information technologies ethically and responsibly</p>	<p>1. Examination of student portfolios containing work produced in ENG 300; 301, 302, or 305; 362; 490; and required advanced writing course</p> <p>2. Senior Exit Interview</p> <p>3. Alumni Survey</p>	<p>At least 90% of the portfolios will contain work that demonstrates students have attained these competencies.</p> <p>In exit interviews with 20% of the graduating seniors, 80% of those interviewed will agree/strongly agree that they have attained these competencies.</p> <p>At least 75% of the alumni surveyed will agree/strongly agree that they attained these competencies.</p>	<p>A1. 100%</p> <p>A2. 100% agreed/strongly agreed.</p> <p>A3. New alumni survey in preparation.</p> <p>B1. 80%</p> <p>B2. 100% agreed/strongly agreed.</p> <p>B3. New alumni survey in preparation.</p> <p>C1. 100%</p> <p>C2. 100% agreed/strongly agreed.</p> <p>C3. New alumni survey in preparation.</p>

OUTCOMES/COMPETENCIES	INSTRUMENTS	STANDARDS	RESULTS
<p><u>IV. Quantitative Reasoning Competencies</u></p> <p>Students completing the baccalaureate program in English will be able to:</p> <p>A. Effectively employ statistical evidence in their writing when appropriate.</p>	<p>1. Examination of student portfolios containing work produced in ENG 300; 301, 302, or 305; 362; 490; and required advanced writing course</p> <p>2. Faculty Survey</p> <p>3. Senior Exit Interview</p>	<p>At least 90% of the portfolios will contain work that demonstrates students have attained these competencies.</p> <p>At least 70% of the faculty surveyed will agree or strongly agree that graduating seniors in their classes have attained these competencies.</p> <p>In exit interviews with 20% of the graduating seniors, 80% of those interviewed will agree/strongly agree that they have attained these competencies.</p>	<p>A1. 63%</p> <p>A2. Faculty survey in preparation.</p> <p>A3. 83% agreed/strongly agreed.</p>

OUTCOMES/COMPETENCIES	INSTRUMENTS	STANDARDS	RESULTS
<p><u>VI. Teacher Preparation</u></p> <p>Students completing the teacher preparation program in English will be able to</p> <p>A. Teach English and Language Arts effectively</p>	<p>1. Grades in student teaching courses</p> <p>2. Evaluations from supervising teachers</p> <p>3. Ohio licensure</p> <p>4. Alumni survey</p>	<p>At least 70% of English majors completing the E-11 program will receive a B or better in their student teaching courses.</p> <p>At least 70% of English majors completing the E-11 program will receive superior evaluations from their supervising teachers.</p> <p>At least 70% of English majors completing the E-11 program will achieve Ohio licensure.</p> <p>In a survey of past graduates in English, at least 75% of those current teachers who respond will agree/strongly agree that they were well prepared to teach effectively.</p>	<p>Of the graduating English majors who completed their student teaching, 100% received a grade of B or better.</p> <p>Of the graduating English majors who completed the E-11 program, 100% received superior evaluations.</p> <p>Of the graduating English majors who completed the E-11 program, 100% received Ohio licensure.</p> <p>100% agreed/strongly agreed that they were prepared to teach effectively.</p>

Brief Analysis:

In the winter of the 2003-04 academic year, the Competencies Implementation Subcommittee approved the English Department's assessment plan for graduation competencies. This plan has been incorporated in the current assessment report (outcomes I through IV). Because these outcomes have been measured for the first time this year, no comparative data is available, but the initial indications are that the Department is meeting or exceeding its goals on most measures. For those outcomes on which some measures are significantly below expectations—II.A.1 and IV.A.I—the preliminary results seem to depend almost completely on the particular advanced writing courses for which portfolios are available. When there has been time for the collection of full portfolios for English majors (see Actions Taken, below), more reliable and meaningful data will be available.

The current assessment report retains two items from earlier reports that are not included in the new graduation competencies—"Literary Texts in the Context of the Humanities," now item V, and "Teacher Preparation," now item VI—but still important for the English major. By all measures of the outcomes in these categories, the English majors once again clearly exceed standards.

Actions Taken:

The next stage in the implementation for graduation competencies is the development of appropriate assessment instruments. At its initial meeting of the 2004-05 academic year, the Department will consider the following:

1. The collection of complete portfolios for English majors. I will propose that the Department begin this process with the first-year students assigned to the section of ASI 150 for English majors, and that the process involve the electronic submission of major assignments for the courses specified in the assessment plan.
2. A faculty survey for the designated outcomes.
3. A new alumni survey for the designated outcomes.

In addition, the Department needs to develop a method for measuring item II.B, oral presentations.

Resources Used: Colleague, assignments submitted by instructors in designated courses.