

ASSESSMENT ACTIVITY FORM

English Department—Undergraduate Program
June 30, 2006

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. 95.5%</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. 90.9%</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. 95.5%</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. 54.5%</p> <p>A2. Faculty survey in preparation.</p> <p>A3. 80% 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. 90.9%</p> <p>B2. 100% agreed/strongly agreed.</p> <p>B3. New alumni survey in preparation.</p> <p>C1. n/a</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. 59%</p> <p>A2. Faculty survey in preparation.</p> <p>A3. 100% 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:

The current assessment plan has now been incorporated in the assessment reports for three years: 2004, 2005, and 2006. For most outcomes, results exceed the stated goals. Results for Reading and Writing Competencies and Information Literacy Competencies have been especially strong: Reading and Writing between 90% and 100% on all available measures for 2004, between 93% and 100% for 2005 and between 90.9% and 100% for 2006; Information Literacy measures range from 80% to 100% in 2004, from 93% to 100% in 2005, from 90.9% to 100% for 2006.

Some results for Oral Communication Competencies still do not meet the goals stated with the original assessment plan, but these results do show significant improvement in 2006: for instance, measure II.A1 improved from 33% to 54.5%, measure II.A.3 improved from 40% to 80%, and measure II.B3 improved from 60% to 100%. Recent exit interviews, in particular, indicate that the great majority of our students are convinced that they have offered effective oral presentations in their course work or research projects. This year's results for Quantitative Reasoning Competencies again show some improvement: in exit interviews, 100% of graduating seniors agree or strongly agree that they have learned to employ statistical evidence effectively in their English courses (exceeding the goal for the first time). Again this year, for some items—particularly II.A.1 and IV.A.I—the results seem to depend almost completely on the particular advanced writing courses students have taken.

Actions Taken:

In the 2005-06 academic year, the English Department substantially revised its upper-level writing courses (exclusive of creative writing), with eight new courses approved and three others significantly updated. We expect that these course revisions will result in continued improvement on a variety of assessment measures. Also in 2005-06, the Department initiated a review of the undergraduate major. As this review moves forward, we will consider our assessment data—making sure to preserve current strengths and improve on current weaknesses. In 2006-07, the Department plans to hire a new Program Coordinator: the person hired to fill this position will be expected to facilitate and improved the assessment process, particularly in the collection of student portfolios.

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