

ASSESSMENT ACTIVITY FORM

English Department—Undergraduate Program
June 30, 2007

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. 93.1%</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. 93.1%</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. 96.6%</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. 89.7%</p> <p>D2. Faculty survey in preparation.</p> <p>D3. 80% agreed/strongly agreed.</p> <p>D4. New alumni survey in preparation.</p> |

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| <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. n/a A2. Faculty survey in preparation. A3. 80% agreed/strongly agreed. A4. New alumni survey in preparation.</p> <p>B1. n/a B2. Faculty survey in preparation. B3. 100% agreed/strongly agreed. B4. New alumni survey in preparation.</p> |

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| <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. 86.2%</p> <p>B2. 100% agreed/strongly agreed.</p> <p>B3. New alumni survey in preparation.</p> <p>C1. 86.2</p> <p>C2. 100% agreed/strongly agreed.</p> <p>C3. New alumni survey in preparation.</p> |

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| <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. n/a A2. Faculty survey in preparation. A3. 20% agreed/strongly agreed.</p> |

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| <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 four years: 2004, 2005, 2006, and 2007. For most outcomes, results consistently 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, between 90.9% and 100% for 2006, and between 89.7% and 100% for 2007; Information Literacy measures range from 80% to 100% in 2004, from 93% to 100% in 2005, from 90.9% to 100% for 2006, and from 86.2% to 100% for 2007.

Oral Communication Competencies are very difficult to measure from student assignments submitted by instructors. Exit interviews indicate that the great majority of our students—in 2007, 80% on measure II.A3 and 100% on measure II.B3—are convinced that they have successfully completed group projects and offered effective oral presentations in their course work or research projects. For Quantitative Reasoning Competencies, again in 2007 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 second consecutive year. 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:

This month, the Department opened a search for a new Program Coordinator: the person hired to fill this position will be expected to facilitate and improve the assessment process, designing a faculty survey, implementing a revised alumni survey, and improving the process of collecting student portfolios.

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