

Report: Assessment Cycle Details for: English

Report Generated by Taskstream

Workspace: Academic Program Assessment Workspace

Assessment Plan: 2014-2015 Assessment Cycle: Assessment Plan and Assessment Findings

Assessment Plan Template: Academic Program Assessment Plan

Report Generated: Tuesday, January 12, 2016

Measures and Findings

English Outcome Set

Outcome

Program Goals

1. Write effectively for a range of purposes and audiences

Mapped to:

No Mapping

Measure

ENGL301 Paper

COURSE LEVEL; DIRECT - STUDENT ARTIFACT

Details/Description:

Literary analysis paper

Acceptable Target:

Since this is the Introduction to the Major course, an average student score of at least 2.5/4 for every category of the rubric will indicate a basic level of accomplishment and suggests that students have the foundation to proceed to the next level of coursework.

Ideal Target:

Since this is the Introduction to the Major course, an average student score of at least 2.5/4 for every category of the rubric will indicate a basic level of accomplishment and suggests that students have the foundation to proceed to the next level of coursework.

Implementation Plan (timeline):

Baseline assessment to correlate with senior seminar assessment

Key/Responsible Personnel:

Program Director, Program Faculty

Supporting Attachments:

Findings

for ENGL301 Paper

Summary of Findings:

Literary analysis papers from 60% of the students enrolled in ENGL301 (Fall 2014) were evaluated using the above rubric, which addressed 6 components of SLO 1.

Students scored an average of 2.78/4 across the 6 items on the rubric. The highest average

(3/4) occurred in the two categories regarding the use of evidence to support the thesis. Program faculty agreed that close reading should be a substantial focus of the course, and the effect of this focus is demonstrated in the student work.

Acceptable Target Achievement:

Met

Ideal Target Achievement :

Approaching

Recommendations :

The lowest average (2.5/4) occurred in the area of focus. This is within the acceptable range for the Program but also suggests that students may need more instruction in refining a thesis.

Reflections/Notes :

The scores were fairly consistent across the papers with one outlier that scored all 1/1.5. Without this outlier, average scores would be higher.

Substantiating Evidence:

Action

in 2014-2015 Assessment Cycle - Action Plan

Improving student writing

No Status Added to Improving student writing

Action details:

The most actionable result was that citations were not consistent or regular. Faculty will meet to discuss the best way of improving student citations.

Implementation Plan (timeline):

Fall 2015: Program faculty meeting to discuss
Spring 2016: Trial implementation in ENGL498; review in Spring 16 assessment

Key/Responsible Personnel:

Program director and faculty

Measures:

Improvement in citations rubric item for Spring 16 assessment

Budget approval required?

(describe):

none

Budget request amount:

\$0.00

Priority:

Medium

Supporting Attachments:***Measure******ENGL498 Paper***

COURSE LEVEL; DIRECT - STUDENT ARTIFACT**Details/Description:**

Seminar Paper: The exact parameters of the assignment will vary depending on the instructor, but the paper will ask students to develop a thesis and support that thesis with literary/historical research, critical contexts, close reading, and textual analysis.

Sample: This paper will enable you to more fully explore a topic of your choice within late-Victorian literature. Your paper should address a focused topic and its treatment in at least one of the texts we have read this semester and should also incorporate other relevant materials from the period. The paper will have a clear thesis that presents an innovative argument, textual support and analysis from the novels and at least one primary source, and engagement with at least three critical works. Although they will serve as support for your thesis, the critical and primary works should also be substantially explicated within your paper.

Acceptable Target:

Since this is the capstone course, an average student score of at least 3.5/4 for every category of the rubric will mean that students have met the learning outcomes for the Program.

Ideal Target:

Since this is the capstone course, an average student score of at least 3.5/4 for every category of the rubric will mean that students have met the learning outcomes for the Program.

Implementation Plan (timeline):

Information from the student focus group and survey will be used to identify additional opportunities for integrating this SLO into the curriculum.

Key/Responsible Personnel:

Program Director, Program Faculty

Supporting Attachments:***Findings******for ENGL498 Paper***

Summary of Findings:

SLO1 had an average of 3.45 across 6 rubric items--this is just below the target. A particularly low score (3.1/4) on the rubric item for citations is largely responsible for this.

Acceptable Target Achievement:

Not Met

Ideal Target Achievement :

Approaching

Recommendations :

Increase attention to teaching citations across all ENGL courses and ensure consistency in expectations.

Reflections/Notes :

Other areas of this SLO were at or near the target.

Substantiating Evidence:

Action

in 2014-2015 Assessment Cycle - Action Plan

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No Status Added to Improving student writing

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Budget approval required?

(describe):

none

Budget request amount:

\$0.00

Priority:

Medium

Supporting Attachments:

Measure

Student Focus Group

PROGRAM LEVEL; INDIRECT - FOCUS GROUP

Details/Description:

Program Director conducted focus group with seniors

Acceptable Target:

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

Program Director, Program faculty

Supporting Attachments:

Findings

for Student Focus Group

Summary of Findings:

Students have strong opinions on operational aspects of the program but are generally satisfied with learning opportunities and feel they have opportunities to meet the learning goals

Acceptable Target Achievement:

Met

Ideal Target Achievement :

Approaching

Recommendations :

Explore other opportunities for capstone, perhaps honors thesis model for eligible students

Promote accelerated program and explore 3+3 options with MFA

Reflections/Notes :

There was a general sense that online is not the preferred course format

Substantiating Evidence:

Action

in 2014-2015 Assessment Cycle - Action Plan

Continue and expand informal assessments

Action details:

Informal assessments are useful for understanding student perceptions

No Status Added to Continue and expand informal assessments

about the operation as well as the content of the program. We will continue to conduct focus groups and surveys and will explore additional opportunities for informal assessment (note: applies to all program SLOs)

Implementation Plan (timeline):

Ongoing

Key/Responsible Personnel:

Program Director, program faculty

Measures:

Not specified because of the nature of the assessment

Budget approval required?

(describe):
none

Budget request amount:

\$0.00

Priority:

Medium

Supporting Attachments:

Improving student writing

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Measures:

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Budget approval required?

No Status Added to Improving student writing

(describe):

none

Budget request amount:

\$0.00

Priority:

Medium

Supporting Attachments:

Measure

Student Survey

PROGRAM LEVEL; INDIRECT - SURVEY

Details/Description:

Program Director conducted student survey with students who have taken 4 or more English classes. Survey questions focused on opportunities to meet program learning goals.

Acceptable Target:

Baseline measure for student perceptions

Ideal Target:

Implementation Plan (timeline):

Annual offering to measure student perceptions of the program

Key/Responsible Personnel:

Program director, program faculty

Supporting Attachments:

Findings

for Student Survey

Summary of Findings:

SLO1: Often = 20; Sometimes = 6

SLO2: Often = 16; Sometimes = 9

SLO3: Often = 14; Sometimes = 6; Never = 6

SLO4: More than 7 = 15.5

Acceptable Target Achievement:

Met

Ideal Target Achievement :

Approaching

Recommendations :

Students have the lowest familiarity/experience with critical/theoretical frameworks. This may be due in part to the newness of the Intro to the Major class (ENGL301); students having not yet

taken some of the core courses

Reflections/Notes :

Too early to tell. We will repeat the survey annually

Substantiating Evidence:

Action

in 2014-2015 Assessment Cycle - Action Plan

Continue and expand informal assessments

No Status Added to Continue and expand informal assessments

Action details:

Informal assessments are useful for understanding student perceptions about the operation as well as the content of the program. We will continue to conduct focus groups and surveys and will explore additional opportunities for informal assessment (note: applies to all program SLOs)

Implementation Plan (timeline):

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Key/Responsible Personnel:

Program Director, program faculty

Measures:

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Budget approval required?

(describe):

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Budget request amount:

\$0.00

Priority:

Medium

Supporting Attachments:

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Budget approval required?

(describe):

none

Budget request amount:

\$0.00

Priority:

Medium

Supporting Attachments:

Program Goals

3. Apply relevant social, cultural, and historical contexts in the creation and examination of texts

Mapped to:

No Mapping

Measure

ENGL498 Paper

COURSE LEVEL; DIRECT - STUDENT ARTIFACT

Details/Description:

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Implementation Plan (timeline):

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Key/Responsible Personnel:

Program Director, Program Faculty

Supporting Attachments:

Findings

for ENGL498 Paper

Summary of Findings:

Students averaged 3.325/4 on SLO 3 across 4 rubric items. Only the item about relevance was at target (3.5) all others (integration, analysis, contextualization) were below target (3.3 or 3.2). This may be due to several factors 1) the need for more norming among scorers 2) the need for more distinction in rubric items 3) the need for more direct instruction on the use of social and cultural contexts

Acceptable Target Achievement:

Not Met

Ideal Target Achievement :

Approaching

Recommendations :

- 1) revise rubrics
- 2) extend norming session
- 3) begin collecting data on SLO3 from period and context courses where these concepts are introduced

Reflections/Notes :

Substantiating Evidence:

Action

in 2014-2015 Assessment Cycle - Action Plan

Rubric revision and norming

No Status Added to Rubric revision and norming

Action details:

As this was the first time through the cycle, it is likely that we need a clearer rubric and more norming for this SLO. Indeed, the faculty scores were somewhat inconsistent.

This SLO is not set to be assessed

again until AY 16-17.

Implementation Plan (timeline):

Fall 2016: revise rubric

Spring 2017: hold norming session

Key/Responsible Personnel:

Program director and program faculty

Measures:

More consistent scoring among faculty

Budget approval required?

(describe):

none

Budget request amount:

\$0.00

Priority:

Medium

Supporting Attachments:

Measure

Student Focus Group

PROGRAM LEVEL; INDIRECT - FOCUS GROUP

Details/Description:

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Acceptable Target:

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

Program Director, program faculty

Supporting Attachments:

No Findings Added to Student Focus Group

Measure

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Acceptable Target:

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Ideal Target:**Implementation Plan (timeline):**

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Key/Responsible Personnel:

Program director, program faculty

Supporting Attachments:

No Findings Added to Student Survey