

Assessment of Majors/General Education Competency Template for 2005

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Period Covered by Report: Fall 04-Spring 05 Date Completed: March 5, 2006

Key Learning Outcomes: What should students be able to do AFTER completing this program? State learning outcomes simply and in measurable terms. Please limit the number of outcomes to five or fewer. If your department reports on General Education competency areas (writing, foreign language, quantitative reasoning, scientific reasoning), please use this form to report on those areas in a separately generated document.

1. Students should use problem-solving and analytical skills to construct a sustained argument on a chosen subject.
2. Students should be able to write in clear, concise and fluent prose.
3. Students should develop effective oral communication skills; in particular, they should be able to express an idea with clarity and confidence before a group of faculty and peers.
4. Students should be able to use available research tools, including informational technology, in constructing a research project.
5. Students should understand and be able to apply major critical methodologies to the analysis of literature.

Please link learning outcomes to the College's Desired Accomplishments/Goals.

1.1, 1.2, 1.3, 1.5, 1.6, 1.7,1.8

Through what courses/assignments will you ensure that all students have the opportunity to learn this? List key courses, capstones, internships, experiences, etc.

CO MM 100	Public Speaking
COMM 200	Oral Interpretation
ENGL 101	Composition
ENGL 102	Composition
ENGL 103H	Honors Composition
ENGL 301	Appalachian Prose and Poetry
ENGL 303	African-American Poetry and Prose
ENGL 308	Southern Literature
ENGL 309	Asian-American Literature
ENGL 325	Selected Readings in English Literature I

ENGL 326	Selected Readings in English Literature II
ENGL 341	An Introduction to the Study of the English Language
ENGL 342	History of the English Language
ENGL 381	Survey of American Poetry and Prose I
ENGL 382	Survey of American Poetry and Prose II
ENGL 395	Literary Criticism
ENGL 400	Chaucer
ENGL 401	Studies in Medieval Literature
ENGL 405	Shakespeare: The Early Plays
ENGL 406	Shakespeare: The Late Plays
ENGL 370	17 th Century British Literature
ENGL 371	18 th Century British Literature
ENGL 372	19 th Century British Literature
ENGL 373	The Early British Novel
ENGL 403	Modern and Contemporary Poetry
ENGL 404	Modern British and American Prose
ENGL 491	Senior Seminar 1
ENGL 492	Senior Seminar 2
LIBR 202	

Please list all tools used for assessing student achievement (CRTs, MFTs, capstones, exit interviews, external reviews, etc.). Choose a minimum of three tools

<p>Original research paper formal presentation of original research portfolio of writing samples exit interviews</p>

How will you assess how well your students are learning? List standards/performance indicators, etc., taking care to provide quantifiable means (for example, all students should earn a minimum 50% on exit exam; 65 % should earn a minimum 70%; with a rubric, indicate the scale used, the levels of competence, what is identified as “competent,” and what constitutes competence for each outcome measure, what percentage of students you would expect to see at each level, etc.). Be sure to spell out criteria.

Original research project – To assess research, writing, and analysis, the student must receive a score of 70% or 3.5 on the Writing Rubric to be rated as competent.
Presentation of research project – To assess oral communication skills, student must receive an average score of 70 % or 3.5 from faculty evaluators on Public Speaking Rubric to be competent.
Writing portfolio – To further assess analytical, research and writing skills, student must show improvement in ability to construct and support an argument. This tool also allows us to see whether students are able to apply major critical methodologies to the analysis of literature. Improvement is assessed by determining if the student improved on early errors that were noted by instructors on writing samples.
Exit interviews – Students are asked to respond in writing and orally to questions about the program. See attached questionnaire for exit interview. Interviews allow students to identify problem areas in the program, without fear of consequences. (Interviews are conducted at the end of the semester by a faculty member who does not teach English courses.)

How often, when, and under what circumstances will you gather the relevant data?

Data will be gathered once a year, at the end of spring semester of the students’ senior year. All students in the major will deliver the presentation, submit a research paper, a portfolio, and participate in an exit interview.

Summarize what has been learned about how well students are achieving desired outcomes.

Our students consistently meet the standards we have set. Using the evaluation sheet we designed specifically to measure students’ formal presentations in our Senior Seminar course, which is attached, we found that students score above a 4.5 in these three important areas: ability to construct a persuasive argument, command of the material, and delivery. These results are very positive and are linked directly to our outcomes—particularly numbers 1, 2, and 4. An analysis of our students’ portfolios—which includes their Senior Seminar paper—reveals further that our graduates excel in outcomes 1, 2, 4 and 5. Their oral communication skills (outcome 3) are consistently strong (4.5 and

above) and also consistently improve in the second semester of their Senior Seminar project.

Action Plan: What plans have you for the future based on the data gathered that will aim to improve student learning/achievement? Should students perform at less than the standard expected, what steps will the department take to improve their learning/performance? What steps does the department anticipate to improve the program otherwise?

If students do not achieve the standard set (a score of 3.5 on the Oral Communication and Writing Rubrics), the following steps will be taken:

- Gather and analyze evidence about which areas are problematic.
- Advise faculty as to which areas require additional attention.
- Develop specific assignments and/or policies (with input from all of the English faculty) to address the problem areas.

Comments

Please return this document by April 1, 2006