2017-2018 Assessment Cycle

Assessment Findings

Other English Program Learning Outcomes

Outcome: textual analysis
Recognize and analyze various textual forms and strategies in academic and creative genres.

Measure: ENG 4910 Capstone Portfolios
Program level Direct - Student Artifact

Details/Description:

We will use capstone portfolios from AY 2017-2018 to assess this outcome. If we do not have 10 portfolios form this academic year, we will include portfolios from Spring 2017. Faculty will assess this outcome as part of the Portfolio evaluation process. At least two faculty will assess each portfolio using the portfolio assessment guidelines described below.

Outcome 4. Students will recognize and analyze various textual forms and strategies in academic and creative genres.

There will probably be several artifacts that analyze creative genres. We might look for analyzing academic genres in the students' assessment of his or her own academic work in the reflection essay.

Creative: How well do students demonstrate knowledge of the genre and ability to recognize its

conventions and evaluate various strategies and techniques (for example use of imagery, figurative language, line breaks, diction, tone, irony and symbolism in poetry; effective characterization, concrete details and descriptions, figurative language, dialogue, symbolism etc. in fiction or creative non-fiction)

3 = Exceeds expectations: Work that is especially insightful and thorough, clearly conveying the writer's knowledge of the genre and ability to recognize its conventions and evaluate various strategies and techniques
2 = Meets expectations: Work that is competent and clearly demonstrates the ability to recognize and analyze several of these elements but is not quite as sophisticated, insightful, or thorough as work rated a 3.
1 = Approaches expectations: Work that is too superficial or general, or incorrectly identifies or unpersuasively analyzes some aspects of the work at hand while doing a competent job with other aspects.
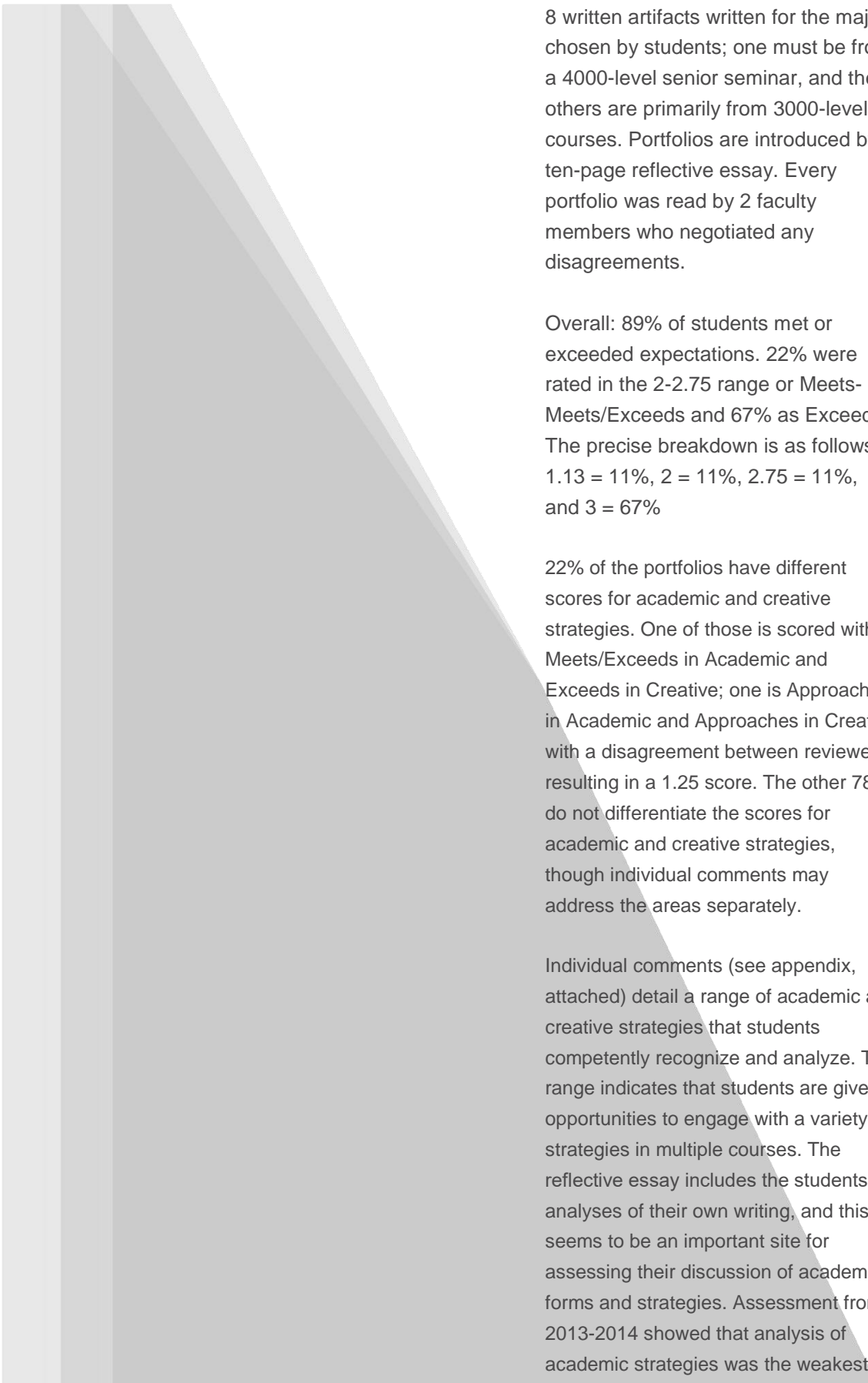
Acceptable Target:	80% will meet or exceed expectations
Ideal Target:	90% will meet or exceed expectations
Implementation Plan (timeline):	Assessment will be conducted in both Fall 2017 and Spring 2018. An overall report will be written in Spring/Summer 2018.
Key/Responsible Personnel:	Christy Williams, English program faculty

Supporting Attachments:

ⓘInstructions for Portfolio Evlauators (Adobe Acrobat Document)

Findings for ENG 4910 Capstone Portfolios

Summary of Findings: We used data from the ENG 4910 capstone portfolios from students graduating in Fall 2017 (4 students) and Spring 2018 (5 students); nine portfolios in total. Portfolios contain 6-

8 written artifacts written for the major chosen by students; one must be from a 4000-level senior seminar, and the others are primarily from 3000-level courses. Portfolios are introduced by a ten-page reflective essay. Every portfolio was read by 2 faculty members who negotiated any disagreements.

Overall: 89% of students met or exceeded expectations. 22% were rated in the 2-2.75 range or Meets-Meets/Exceeds and 67% as Exceeds. The precise breakdown is as follows: 1.13 = 11%, 2 = 11%, 2.75 = 11%, and 3 = 67%

22% of the portfolios have different scores for academic and creative strategies. One of those is scored with Meets/Exceeds in Academic and Exceeds in Creative; one is Approaches in Academic and Approaches in Creative with a disagreement between reviewers resulting in a 1.25 score. The other 78% do not differentiate the scores for academic and creative strategies, though individual comments may address the areas separately.

Individual comments (see appendix, attached) detail a range of academic and creative strategies that students competently recognize and analyze. The range indicates that students are given opportunities to engage with a variety of strategies in multiple courses. The reflective essay includes the students' analyses of their own writing, and this seems to be an important site for assessing their discussion of academic forms and strategies. Assessment from 2013-2014 showed that analysis of academic strategies was the weakest

area for students, and the report suggested giving students more opportunities to analyze academic genres in the senior seminar courses. The reflective essay of the portfolio gives students an opportunity to demonstrate these skills at the senior level.

Overall the assessment indicates that students are consistently performing at or above expectations in regards to recognizing and analyzing various textual forms and strategies in academic and creative genres, and that the English Program provides ample opportunity for students to engage with multiple strategies.

Results :

Acceptable Target Achievement: Exceeded; Ideal Target Achievement : Approaching

Recommendations:

Continue collecting portfolios and reassess in the next 5-year cycle.

Reflections/Notes:

The portfolios work very well for this outcome. The set up of the portfolios (select 6 artifacts with at least one each from a senior seminar, a Foundations course, a WRI elective, and an ENG elective) ensures that portfolios represent student work in multiple courses and different types of writing. It allows students to showcase their work while still representing the program as a whole. The reflective essay is a vital part of the assessment of this outcome because it ensures that at least one artifact included in the portfolio includes an analysis of academic forms and strategies.

Substantiating Evidence:

Instructions for Portfolio Evlauators (Adobe Acrobat Document)

📎 Outcome 4 (Word Document (Open XML))

These Findings are associated with the following Actions:

Continue with Portfolio Evaluation Method (Action Plan; 2017-2018 Assessment Cycle)

Action details: 1. The portfolio evaluation method was successful, so we will continue to collect portfolios for assessment purposes.

2. Continue using the portfolio guidelines that were updated in the 2015-2016 cycle to better facilitate program assessment.

Implementation Plan (timeline): Collect portfolios from graduating seniors each semester and complete outcomes

assessment for each portfolio. We collected 9 portfolios this academic year, and have a total of 21 portfolios with assessment reports.

Key/Responsible Personnel:	Christy Williams, English Faculty acting as mentors
Measures:	Has data been collected for each portfolio? Is the collected information working in future assessments?
Budget approval required? (describe):	
Budget request amount:	$0.00
Priority:	Low

Supporting Attachments:

Overall Recommendations

The assessment results for Outcome 2-written communication and Outcome 4 are acceptable and suggest that the current program is working. The assessment for Outcome 2-oral communication suggests a need to revisit the assessment process and/or the program's approach to oral communication. It is recommended that the results of Outcome 2-oral communication be discussed at the program level and be reassessed after any changes are implemented.

Continue collecting portfolios and reassess outcomes in the next 5-year cycle.

Overall Reflection

The portfolios worked well for assessing outcomes that involve written communication, and we recommend continuing with this system. Using a portfolio with multiple written artifacts allows faculty to assess program objectives based on patterns in student work rather than on individual essays. The program is meeting our goals for the outcomes that assessed written artifacts this year and previous changes we made to the program seem to be effective based on these results.

The method for assessing oral communication is effective in that it provided objective results, but the discrepancy with previous assessment results is troubling. The significant difference suggests a need for more work in this area, and a need for discussion of and changes to the assessment process, not simply the program's approach to oral communication.

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