

# Assessment: Reporting Unit Four Column

## English - B.A.

<i>Objectives</i>	<i>Assessment Methods</i>	<i>Results/Observations</i>	<i>Meaningful Changes</i>
<p><b>16-20 PLLO 1: Critical Thinking Skills -</b> Students will critically analyze and create discipline-appropriate texts.  <b>Objective Status:</b> Active  <b>Objective Type (Control-click to select multiple):</b> 16-20 Plan, B.A. Creative Writing Option, B.A. English, B.A. Lit Option, B.A. Technical Writing Option, Critical Thinking Learning Objective, Program-Level Learning Objectives (PLLO)</p>	<p>Term papers and/or projects and portfolios from the undergraduate capstone courses ENG 490, 491, 492 and THE 495 will be evaluated on the basis of critical or creative thinking  <b>Criterion:</b> 75% of senior capstone students will meet or exceed expectations for effective critical and or creative thinking on senior capstone projects  <b>Schedule:</b> Annually</p>		
<p><b>16-20 PLLO 2: Written Communication Skills -</b> Students will effectively communicate analyses and arguments about discipline-appropriate texts.  <b>Objective Status:</b> Active  <b>Objective Type (Control-click to select multiple):</b> 16-20 Plan, B.A. Creative Writing Option, B.A. English, B.A. Lit Option, B.A. Technical Writing Option, Communication Skills Learning Objective, Program-Level Learning Objectives (PLLO)</p>	<p>Term papers and/or projects and portfolios from the undergraduate capstone courses ENG 490, 491, 492 and THE 495 will be evaluated on the basis of written communication effectiveness.  <b>Criterion:</b> 75% of senior capstone students will meet or exceed expectations for written communication effectiveness on senior capstone projects.  <b>Schedule:</b> Annually</p>		
<p><b>16-20 PLLO 3: Knowledge (Literature Option) -</b> Students will demonstrate knowledge of significant works of American and British literature and their historical, cultural, aesthetic, and/or critical contexts.</p>	<p>Researched essay within capstone (ENG 492)  <b>Criterion:</b> 90% of students will create an essay within their portfolio that meets or exceeds expectations.  <b>Schedule:</b> Annually</p>	<p><b>Result Status:</b> Result Closed-No further action needed  <b>Result/Observation Type:</b> Strength            Results: Fall 2015 – Seven students (7/8) received a score of 3 or higher. Spring 2016 – Eight Students (8/9) received a score of 3 or higher. Follow-Up/Use of Data: Critical</p>	<p><b>Meaningful Changes:</b> To reflect best practices in the field, to give faculty more flexibility in selecting text, and to expose students to a greater range of literature,</p>

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<p><b>Objective Status:</b> Active  <b>Objective Type (Control-click to select multiple):</b> 16-20 Plan, B.A. English, B.A. Lit Option, Communication Skills Learning Objective, Program-Level Learning Objectives (PLLO)</p>		<p>Thinking skills were evaluated using the Conceptual Analysis criterion for the student research portfolios. Overall this was a successful year for this objective, although we did have one student fall short in this area in each semester. Also, since not all students did achieve the “Accomplished” level in this area, there is clearly some room for improvement. One vital way that we are working on to get literature majors to develop better critical thinking skills is by better curriculum mapping throughout our program: in particular we have been looking at (and will discuss at this year’s Assurance of Learning Day) how our “gateway” courses (ENG 301/302) “map” onto later survey and upper level courses. By modifying those courses (or perhaps creating a single, new gateway course) we hope to achieve more throughout and consistent exposure to theoretical knowledge and methodological skills that students will need to deepen their literary arguments.</p> <p>Results: Fall 2015 – Seven students (7/8) received a compiled score of 3 or higher. Spring 2016 – Eight students (8/9) received a compiled score of 3 or higher. Follow-Up/Use of Data: The Written Communication Skills of students were evaluated by the Structure and Grammar and Mechanics criteria of their portfolios and final research projects. As with the Critical Thinking objective, this objective was largely successful but could also have been improved upon. Written Communication Skills have been a great strength of our majors in past assessments, so these results do represent a noticeable retreat from those successes. To some extent, the results may be anomalous, insofar as a number of students reported out-of-classroom, personal issues that prevented them from spending as much time on their research projects as they would have liked; since editing and proofreading are often the stages that suffer most from such interruptions of the writing process, we might expect this objective to suffer concomitantly. That said, another reason for the dip in these scores might simply be the larger number of majors that matriculated in this past academic year: smaller class sizes in previous years meant that the instructor could spend more time working with each student individually.</p>	<p>including works by underrepresented writers, literature faculty revised the learning objective to focus on "significant" works instead of "canonical." The department's removal of the foreign language requirement in 2015 also supports this approach by giving students the space in their schedules to take additional courses from Element 6 (Diversity), including ENG 36x literature courses. (05/01/2017)</p>

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	<p>Oral presentation within capstone (ENG 492)</p> <p><b>Criterion:</b> 90% of students will meet or exceed expectations for completing a professional presentation.</p> <p><b>Schedule:</b> Annually</p>	<p>(05/01/2017)</p> <p><b>Related Documents:</b>  <a href="#">ENG492Spring2016.doc</a>  <a href="#">Screen Shot 2017-05-01 at 10.33.28 AM.png</a>  <a href="#">Screen Shot 2017-05-01 at 10.40.57 AM.png</a></p> <hr/> <p><b>Result Status:</b> Result Closed-No further action needed  <b>Result/Observation Type:</b> Strength  All students (8/8) received a score of 3 or higher. Spring 2016 – Eight students (8/9) received a score of 3 or higher. This objective was evaluated by requiring the students to give two ten-minute presentations, one on a literary period and one on the text or texts that were the subject of their research project. This objective has been another perennial strong point of our English Literature students, both because of their command of the subject matter and because of the ubiquity of instruction in using multi-modal technologies. The single student who did not achieve “Competence” in this goal was truly anomalous, insofar as he openly admitted to not taking the oral presentations “too seriously.” It may well be that in the future the presentations will have to account for more of the students’ grades to avoid this problem. (05/01/2017)</p>	<p><b>Meaningful Changes:</b> Moving forward, students will present a "professional" presentation, which shows a recognition that not all of our students will present at conferences. (05/01/2017)</p>
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[ENG492Spring2016.doc](#)

**16-20 PLLO 4: Critical Thinking (Theatre Option)** - Graduating Students will demonstrate the critical thinking, deep reading, collaborative problem solving, and creative use of the tools of theatre necessary to pursue advanced study in a theatrical discipline or entry-level employment in theatre or a related field.  
**Objective Status:** Active  
**Objective Type (Control-click to select multiple):** 16-20 Plan, B.A. English, Critical Thinking Learning Objective, Program-Level Learning Objectives (PLLO), Theatre

Skills are assessed in all majors through portfolios, presented and evaluated in THE 130, THE 330, and THE 495 (all courses required by the major).  
**Criterion:** 70% of graduating students demonstrate mastery in at least one theatrical discipline as evidenced through portfolio presentation.  
**Schedule:** Annually

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Graduating students will demonstrate basic proficiency in at least three areas of production/performance/directing/design/history and theory, through the portfolio process.  
**Criterion:** All students demonstrate proficiency in at least 3 theatrical disciplines as evidenced through portfolio presentation.  
**Schedule:** Annually

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Written application of critical knowledge of a selected theatre performance within THE 495  
**Criterion:** 75% of the students will meet or exceed expectations in this document  
**Schedule:** Annually

**16-20 PLLO 5: Conceptual (Theatre Option)** - Students will demonstrate conceptual and critical thinking about text performance and production.  
**Objective Status:** Active  
**Objective Type (Control-click to select multiple):** 16-20 Plan, B.A. English, Critical Thinking Learning Objective, Program-Level Learning

Performance of analyzed scene in THE 235. All students take this course prior to senior year. Analysis and performance becomes part of portfolio presented and assessed in THE 495.  
**Criterion:** At least 70% of students achieve a “proficient” rating in the assignment as evidenced in their

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Objectives (PLLO), Theatre	portfolio. Students not achieving “proficient” rating must repeat the analysis as part of their portfolio in THE 495. <b>Schedule:</b> Annually		
<b>16-20 PLLO 6: Cultural (Theatre Option)</b> - Students will demonstrate understanding of the ways theatre interacts with and is shaped by cultural and artistic forces. <b>Objective Status:</b> Active <b>Objective Type (Control-click to select multiple):</b> 16-20 Plan, B.A. English, Program-Level Learning Objectives (PLLO), Theatre	Non-realized design assignment in THE 310, 311, 320 and all courses meeting the design requirement. This assignment becomes part of portfolio presented and assessed in THE 495. <b>Criterion:</b> 80% of Theatre students will receive a “proficient” rating or better. <b>Schedule:</b> Annually		
<b>16-20 PLLO 7: Deep Reading (Theatre Option)</b> - Students will apply critical thinking and deep reading (text analysis) to develop and communicate aesthetic perspective as it relates to theatre processes. <b>Objective Status:</b> Active <b>Objective Type (Control-click to select multiple):</b> 16-20 Plan, Communication Skills Learning Objective, Program-Level Learning Objectives (PLLO), Theatre	THE 341 cumulative assignment. <b>Criterion:</b> 90% of Theatre students will receive a “proficient” rating. This assignment becomes part of portfolio presented and assessed in THE 495. <b>Schedule:</b> Annually		
<b>16-20 PLLO 8: Proficiency (Theatre Option)</b> - Students will demonstrate basic proficiency creating within a variety of production disciplines. <b>Objective Status:</b> Active <b>Objective Type (Control-click to select multiple):</b> 16-20 Plan, B.A. English, Program-Level Learning Objectives (PLLO), Theatre	Journals and portfolio presentations in THE 330, taken by all students. <b>Criterion:</b> 90% of students taking their second hour of THE 330 will demonstrate and describe proficiency in more than one production discipline. <b>Schedule:</b> Annually		
	Creation of a professional theatre résumé within THE 495 <b>Criterion:</b> 75% of the students will prepare an effective professional		

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	<p>résumé  <b>Schedule:</b> Annually</p>		
<p><b>16-20 PLLO 9: Apply Collaborative (Theatre Option)</b> - Students will apply collaborative and creative problem solving as creative leaders in a variety of professional settings.  <b>Objective Status:</b> Active  <b>Objective Type (Control-click to select multiple):</b> 16-20 Plan, B.A. English, Program-Level Learning Objectives (PLLO), Theatre</p>	<p>Students will analyze and describe their leadership experiences as an assignment and part of their portfolio, presented and assessed in THE 495.  <b>Criterion:</b> 90% of students will have demonstrated leadership in at least 2 professional or pre-professional settings  <b>Schedule:</b> Annually</p>		
<p><b>16-20 PLLO 10: (Technical Writing Option)</b> - Students will use technology to create well-written, audience-appropriate documents for professional, workplace, and public settings.  <b>Objective Status:</b> Active  <b>Objective Type (Control-click to select multiple):</b> 16-20 Plan, B.A. Technical Writing Option, Communication Skills Learning Objective, Program-Level Learning Objectives (PLLO)</p>	<p>Internship within ENG 491 capstone.  <b>Criterion:</b> 75% of students will meet or exceed expectations for designing documents that are well organized, aesthetically pleasing, and user-friendly  <b>Schedule:</b> Annually</p>	<p><b>Result Status:</b> Result Open-Further action needed  <b>Result/Observation Type:</b> Strength  In ENG491, the Technical Writing (TW) Capstone Course, each student completes an internship. The TW program uses three different written documents directly related to that internship to assess students' written communication skills in terms of Clarity, Accuracy, and Precision:</p> <ol style="list-style-type: none"> <li>1. Internship application letter</li> <li>2. Bi-weekly progress reports from the student</li> <li>3. Slides from a formal presentation each student gives at the end of the internship; the slides include examples of documents the students have composed and/or edited as part of the internship</li> </ol> <p>The presentation in ENG491 provides an opportunity for the TW faculty to formally assess the written internship materials and provide feedback to the student. The TW faculty then discuss with each other the quality and merits of the internship documents, whether or not TW students are displaying the appropriate level of quality in their writing, and how the program can improve its writing instruction.</p> <p>Results of Assessment  83% (5/6) of the students met the criteria for Written Communication Skills. While discussing these results, the instructors of technical writing classes agreed to continue working with the students on high-level writing issues (like</p>	<p><b>Meaningful Changes:</b> The Technical Writing concentration placed greater emphasis on professionalization and keeping track of internships completed by TW students through ENG 491. (05/01/2017)</p>

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	<p>Oral presentation within ENG 491 capstone.</p> <p><b>Criterion:</b> 75% of students will meet or exceed expectations in these two areas:</p> <ul style="list-style-type: none"> <li>• designing presentation materials that are well organized, aesthetically pleasing, and easy to understand, and</li> <li>• giving an oral presentation that is clear, direct, interesting, and informative</li> </ul> <p><b>Schedule:</b> Annually</p>	<p>organization and building logical bridges) as well as lower-level writing skills (like grammar and syntax). The instructors of technical writing classes agreed to continue to emphasize audience and the role of language in all technical writing courses.</p> <p>(05/01/2017)</p> <p><b>Related Documents:</b> <a href="#">eng491mott.s16.pdf</a></p> <hr/> <p><b>Result Status:</b> Result Closed-No further action needed <b>Result/Observation Type:</b> Strength</p> <p>The presentation in ENG491 provides an opportunity for the TW faculty to formally assess whether or not each student can give a presentation that is clear, direct, interesting, and informative, and to provide feedback to the student. The TW faculty then discuss with each other the organizational qualities and comprehensiveness of the presentation, whether or not TW students are displaying the appropriate level of quality in these areas, and how the program can improve its instruction.</p> <p>Results of Assessment 100% (6/6) of the students met the criteria for using technology to create well-designed, audience appropriate documents. (05/01/2017)</p> <p><b>Related Documents:</b> <a href="#">eng491mott.s16.pdf</a></p>	<p><b>Meaningful Changes:</b> While discussing these results, the instructors of technical writing classes agreed that students are now being taught how to use the presentation software called Prezi more effectively. This is important, because if Prezi is used poorly, it can cause motion sickness. Used appropriately, Prezi conveys spatial and scalar relationships more dynamically than Powerpoint. (05/01/2017)</p>
	<p>E-portfolio in ENG 400</p> <p><b>Criterion:</b> 75% of students will meet or exceed expectations for writing audience- appropriate documents for professional, workplace, and public settings.</p> <p><b>Schedule:</b> Annually</p>		
<p><b>16-20 PLLO 11: (Creative Writing Option)</b> - Students will demonstrate mastery of at least one creative genre, as well as the ability to synthesize workshop criticism, to</p>	<p>Portfolio completion in Creative Writing Capstone (ENG 490) and compared to control portfolio collected in Introduction to Creative Writing (ENG 306)</p>		

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<p>apply that criticism in the development of a personal aesthetic, and to present work in public settings.</p> <p><b>Objective Status:</b> Active</p> <p><b>Objective Type (Control-click to select multiple):</b> 16-20 Plan, B.A. Creative Writing Option, Communication Skills Learning Objective, Critical Thinking Learning Objective, Program-Level Learning Objectives (PLLO)</p>	<p><b>Criterion:</b> 75% of students will score at average or above level.</p> <p><b>Schedule:</b> Annually</p>	<p>Public presentation of selected creative works.</p>	
<p><b>16-20 PLLO 12: Minor in English -</b> Students will demonstrate the ability to compose effective discipline-appropriate texts.</p> <p><b>Objective Status:</b> Active</p> <p><b>Objective Type (Control-click to select multiple):</b> 16-20 Plan, B.A. English, Communication Skills Learning Objective, Program-Level Learning Objectives (PLLO)</p>	<p>Writing samples from ENG 301.</p> <p><b>Criterion:</b> 75% will be rated average or above</p> <p><b>Schedule:</b> Biennially</p>	<p>Public presentation of selected works from their portfolios.</p> <p><b>Schedule:</b> Annually</p>	
<p><b>16-20 PLO 13: Minor (Theatre Option) -</b> Graduating students will demonstrate understanding of the processes of theatre creation and achieve proficiency in at least one theatrical discipline (acting/directing/production/design/history and theory).</p> <p><b>Objective Status:</b> Active</p> <p><b>Objective Type (Control-click to select multiple):</b> 16-20 Plan, B.A. English, Program-Level Learning Objectives (PLLO), Theatre</p>	<p>Students will develop a portfolio documenting their applied work in THE 130 and THE 330, to be presented in each course.</p> <p><b>Criterion:</b> 100% of graduating Theatre Minors will demonstrate basic proficiency in at least one theatrical discipline.</p> <p><b>Schedule:</b> Biennially</p>		