English Department BA/BS Interim Assessment Report, Fall 2014

Overview

Department: English

Report Preparer: English Department Assessment Committee

Program Name and Level: Undergraduate BA in Literature; BS in Elementary and Secondary Education

Program Assessment Question	Response
1) **URL**: Provide the URL where the learning outcomes (LO) can be viewed.	http://web.ccsu.edu/english/undergraduatePrograms/files/English_BA_Learning_Outcomes.pdf http://web.ccsu.edu/english/undergraduatePrograms/files/English_BS_Learning_Outcomes.pdf
2) **LO Changes**: Identify any changes to the LO and briefly describe why they were changed (e.g., LO more discrete, LO aligned with findings)	There are no changes.
3) **Strengths**: What about your assessment process is working well?	Our assessment process has led the department to make important curricular changes and to continue to discuss the rationale for our rubric.
4) **Improvements**: What about your assessment process needs to improve? (a brief summary of changes to assessment plan should be reported here)	We continue to strengthen the reliability of our assessment data by making sure the measurements for each learning outcome are consistently made regardless of class level. The English department faculty have worked together to assure the accuracy of our data.

For Each Learning Outcome (LO) complete questions 5, 6 and 7 (you may add more rows if you have more than 5 LOs): LO #1)__Thesis_____	
5) **Assessment Instruments**: For each LO, what is the source of the data/evidence, other than GPA, that is used to assess the stated outcomes? (e.g., capstone course, portfolio review and scoring rubric, licensure examination, , etc.)	The source of the data is the literature rubric.
6) **Interpretation**: Who interprets the evidence? (e.g., faculty, Admn. assistant, etc.). If this differs by LO, provide information by LO.	The Assessment Committee
7) **Results**: Since the most recent full report, state the conclusion(s) drawn, what evidence or supporting data led to the conclusion(s), and what changes have been made as a result of the conclusion(s).	Conclusion: Our students in the BA and BS programs continue to improve their skills in this area.
	Evidence: This conclusion is based on the data from the literature rubrics. See appended
	Changes: The English department created two courses to improve students' understanding and writing in the major: 298 Introduction to Literary Theory and 398 : Topics in Literary Theory and Research. We also clarified our expectations for each level of study and completed curricular reform. We continue to hold periodic discussions on curricula and evaluations.
LO #2)__Reading_____	
5) **Assessment Instruments**: For each LO, what is the source of the data/evidence, other than GPA, that is used to assess the stated outcomes? (e.g., capstone course, portfolio review, licensure examination, etc.)	The literature rubric is the source of this data.
6) **Interpretation**: Who interprets the evidence? (e.g., faculty, Admn. assistant, etc.). If this differs by LO, provide information by LO.	The Assessment Committee.

7) **Results**: Since the most recent full report, state the conclusion(s) drawn, what evidence or supporting data led to the conclusion(s), and what changes have been made as a result of the conclusion(s).	Conclusion: Our Ba and BS students continue to improve their skills as close, analytical readers.
	Evidence(e.g., conclusion based on data in table x): This conclusion is based on data from the rubric.
	Changes: See #7 under LO #1

LO #3)__Quotes_____

5) **Assessment Instruments**: For each LO, what is the source of the data/evidence, other than GPA, that is used to assess the stated outcomes? (e.g., capstone course, portfolio review, licensure examination, etc.)	The literature rubric is the source of this data.
6) **Interpretation**: Who interprets the evidence? (e.g., faculty, Admn. assistant, etc.). If this differs by LO, provide information by LO.	The Assessment Committee
7) **Results**: Since the most recent full report, state the conclusion(s) drawn, what evidence or supporting data led to the conclusion(s), and what changes have been made as a result of the conclusion(s).	Conclusion: Our BA and BS students continue to improve in this area in their written assignments.
	Evidence(e.g., conclusion based on data in table x): The conclusion is based on data from the rubric.
	Changes: See #7 under LO #1

LO #4)__Demonstration of Thesis_____	
5) **Assessment Instruments**: For each LO, what is the source of the data/evidence, other than GPA, that is used to assess the stated outcomes? (e.g., capstone course, portfolio review, licensure examination, etc.)	The data comes from the literature rubric.
6) **Interpretation**: Who interprets the evidence? (e.g., faculty, Admn. assistant, etc.). If this differs by LO, provide information by LO.	The Assessment Committee.
7) **Results**: Since the most recent full report, state the conclusion(s) drawn, what evidence or supporting data led to the conclusion(s), and what changes have been made as a result of the conclusion(s).	Conclusion: Our BA and BS students have shown improvement in developing a thesis in their written work. Evidence(e.g., conclusion based on data in table x): The data in the rubric. Changes:See #7 under LO#1.
LO #5)__Context_____	
5) **Assessment Instruments**: For each LO, what is the source of the data/evidence, other than GPA, that is used to assess the stated outcomes? (e.g., capstone course, portfolio review, licensure examination, etc.)	The data comes from the literature rubric.
6) **Interpretation**: Who interprets the evidence? (e.g., faculty, Admn. assistant, etc.). If this differs by LO, provide information by LO.	The Assessment Committee.
7) **Results**: Since the most recent full report, state the conclusion(s) drawn, what evidence or supporting data led to the	Conclusion: Our BA and BS students continue to show improvement in this area. Evidence(e.g., conclusion based on data in table x):

conclusion(s), and what changes have been made as a result of the conclusion(s).	The data in the rubric.
	Changes: See #7 under LO #1.

LO #5) LO #6 Secondary Material	
5) **Assessment Instruments**: For each LO, what is the source of the data/evidence, other than GPA, that is used to assess the stated outcomes? (e.g., capstone course, portfolio review, licensure examination, etc.)	The data comes from the literature rubric.
6) **Interpretation**: Who interprets the evidence? (e.g., faculty, Admn. assistant, etc.). If this differs by LO, provide information by LO.	The Assessment Committee.
7) **Results**: Since the most recent full report, state the conclusion(s) drawn, what evidence or supporting data led to the conclusion(s), and what changes have been made as a result of the conclusion(s).	Conclusion: Our BA and BS students continue to improve in their use of secondary materials, especially since the implementation of ENG 398.
	Evidence: The data in the rubric.
	Changes: See #7 under LO #1.

English Department Writing Assessment Rubric

Outcome	(1)	(2)	(3)	(4)	(5)
thesis	no thesis or thesis not literary, or is deemed indefensible or illegitimate	rudimentary, implicit, or conceptually muddled thesis, or is merely description rather than claim	basically sound thesis—arguable, appropriate, but simplistic and perhaps not ambitious enough for assignment	solid thesis, defined, detailed, and not only appropriate but also addresses the complexity of the work(s) addressed	explicit, complex, original
reading of lit.	on the basis of textual evidence misrepresents or misunderstands work(s) addressed	only basic or general understanding of work(s) addressed—often treats plot rather than literary elements	solid understanding of literary elements observable in work(s) addressed, but may not have much authorial elaboration or may name them without integrating them into a clear reading	demonstrates some sophistication in the reading of literature; identifies and discusses appropriately with accurate vocabulary literary elements supporting claim, though may miss some implications of what has been observed	finely drawn observations/comments on work(s) addressed
use of quotes	may be missing any textual support; quoted passages may actually contradict point at hand; may quote inaccurately	may rely too heavily on quotes to make point; may not include strongest textual evidence available, may draw spurious conclusions from appropriate passages or only limited and minor points	generally appropriate, accurate use of textual evidence, but may be used to make rather simple or obvious points; may offer passages that are unnecessarily long or fail to include details necessary to support claim	appropriate, accurate, supports argument clearly, but there may be some relevant details within quotation left untreated or a failure to recognize other elements within a passage beyond the immediate point at	well-chosen, well-explicated, accurate, and integrated into author's argument

				hand	
demonstration of thesis	missing, spurious; may not be literary; may be entirely or largely plot summary	rudimentary; may be only implicit or only indirectly tied to claim; may include unnecessary plot summary	present, addresses literature, but perhaps does not arise directly from the claim or is not particularly striking or original; may be more description rather than close reading	present, relevant, literary, arises from the claim presented but may miss opportunities to develop the nuances of the work(s) addressed	convincing, complex picture of literature and literary issues addressed; stems directly from claim presented
rel. between lit. work and its context	misassertions or misinformation about context; or no attempt to contextualize	awareness of issues of context, but may ID inappropriate contexts or have only rudimentary notions of connections	ID's appropriate and helpful context; able to draw clear, useful, if not necessarily sophisticated, connections in discussion of work(s) addressed	clear, valid relationships between works and context(s), makes use of relationship to craft argument and conclusion but may miss additional contexts that complicate claim	articulates clear, valuable relationship between work(s) and appropriate context(s) in a variety of ways; sees complexity of such relationships
use of secondary or research material	req. by assignment but missing, or no citation, or material dropped into text without any purpose or relevance	material present (if req.) but long passages may be presented without discussion or authorial contextualizing; may be poorly cited; may not be related to argument advanced	used largely appropriately in support of argument, but may not be integrated fully into the argument; may have some problems with citation	used appropriately and cited correctly; demonstrates sound understanding of sources used, and sources are relevant to topic at hand; citation practices correct	material mastered and set into clear, valuable rel. with author's perspective; technicalities of use of citation entirely correct

English Literature Courses (Fall 2007 - Spring 2013) by outcome

Table 3 Percent Scoring 3 or better (passing) by rubric category

Outcome	Fall 2007	Sp 2008	Fall 2008	Sp 2009	Fall 2009	Sp 2010	Fall 2010	Sp 2011	Fall 2011	Sp 2012	Fall 2012	Sp 2013	Grand Total
N	69	300	634	869	845	633	149	629	345	816	226	318	5,833
Thesis	62%	68%	70%	72%	76%	85%	68%	72%	72%	81%	77%	86%	75%
Reading	78%	73%	78%	76%	80%	84%	76%	71%	69%	81%	78%	85%	78%
Quotes	75%	75%	74%	74%	69%	81%	61%	69%	65%	79%	74%	87%	74%
Demonstration of Thesis	68%	71%	74%	73%	73%	84%	68%	68%	67%	80%	76%	87%	75%
Context	72%	70%	80%	76%	74%	85%	62%	69%	75%	79%	72%	83%	76%
Secondary Material	79%	68%	78%	72%	67%	79%	52%	66%	58%	83%	88%	85%	73%