

5 SMART Steps to Establishing a Student Outcomes Assessment Plan (looking forward to next year) For Academic Departments

ACADEMIC YEAR TO BE ASSESSED 2008-2009

Department of Languages, Literature, and Philosophy

Major (Program) English and English with Teacher Certification

CIP Code 230101

Completed by (Name) Rita Hinton (along with all English faculty members)

Please use a Times New Roman typeface for filling out this form in an 11-point type size. The table will expand to fit your information. Label each page with your department name and a page number.

Department LLP

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<p style="font-size: 2em; font-weight: bold; margin: 0;">S</p> <p>Sharpen learning goals into outcomes and set achievement targets (List the Student Learning Outcomes—specifying the learning goal[s] to which they relate—and the achievement targets you are assessing this year.)</p>	<ol style="list-style-type: none"> 1. Goal: English majors will develop interpretive skills. <ol style="list-style-type: none"> a. Students will summarize texts. (90% achievement target) b. Students will analyze texts. (80% achievement target) 2. Goal: English majors will develop research skills. <ol style="list-style-type: none"> a. Students will conduct research using a variety of print and non-print resources. (90% achievement target) b. Students will document resources according to a prescribed style. (90% achievement target)
<p style="font-size: 2em; font-weight: bold; margin: 0;">M</p> <p>Map the Curriculum (List the courses in which each outcome is taught, reinforced, and/or developed.)</p>	<ol style="list-style-type: none"> 1.a. 300 level courses in major 1.b. 300 level courses in major 2.a. EN 303 or 304 (Shakespeare), 400 level major courses, EN 499 (Capstone) 2.b. EN 303 or 304 (Shakespeare), 400 level major courses, EN 499 (Capstone) <p><i>(All majors must take either 303 or 304 and 499. The other 300 and 400 level courses that they take vary. However, these skills are taught in all of the courses at the same level.)</i></p>

<p>A</p> <p>Assess (How will the department assess each outcome?)</p>	<p>1.a. 90% of a sample group of 8 majors from 300 level courses in major will score an acceptable or better on a rubric designed to assess ability to summarize, including accuracy, grammatical correctness, and coherence.</p> <p>1.b. 80% of a sample group of 8 majors from 300 level courses in major will score an acceptable or better on a rubric designed to assess ability to analyze texts.</p> <p>2.a. 90% of students in a sample group of 8 majors (from any or a combination of relevant courses) will score an acceptable or better on a rubric designed to assess ability to use a variety of resources in a research paper.</p> <p>2.b. 90% of students in a sample group of 8 majors (from any or a combination of relevant courses) will score an acceptable or better on a rubric designed to assess documentation skills in a research paper.</p> <p><i>(As noted above, other than one Shakespeare course and Capstone, the courses taken by English majors vary. Also, the numbers of English majors that we might have in any one course or that we might have at the junior or senior level in any one year vary. We will randomly select eight papers for each learning outcome. The rubrics used for assessment will be designed by all English faculty members. However, three faculty members will be assigned to assess the learning outcomes under the first goal and three other faculty members will assess the learning outcomes of the second goal.)</i></p>
<p>R</p> <p>Review the Results (Required only in the Assessment Report, not the Plan.)</p>	
<p>T</p> <p>Transfer Information into Action (Required only in the Assessment Report, not the Plan.)</p>	