Annual Program Assessment Report

Academic Year Assessed: 2019-2020

Department/Program: English

1. Program Map

A curriculum map linking courses to program outcomes has been completed.

> _x__Yes
>
> ___No: Please contact Mandy if you need support with this.

If completed, does your program map need to be updated?

> __X_Yes: Please send your updated map to Mandy.
>
> ___No

2. Assessment Plan and Schedule

Please review your draft assessment plan & schedule and update as needed. **– Has been updated and emailed to Mandy**

3. Courses Assessed

WRIT 101

WRIT 220

LIT 270

4. Program Outcomes Assessed

Written Communication
- Use writing as a means to engage in critical inquiry by exploring ideas, challenging assumptions, and reflecting on and applying the writing process
- Formulate and support assertions with evidence appropriate to the issues, positions taken, and audiences
- Read texts thoughtfully, analytically, and critically in preparation for writing tasks
- Give and receive feedback on written texts
- Use documentation appropriately and demonstrate an understanding of the logic of citation systems

Humanities
- Explore the human search for meaning and value in one or more time period(s) and cultures;
- Recognize, interpret, and respect concepts of values and beliefs in a global society;
- Communicate, in writing and in speech, thoughtful and critical assessments of multiple value systems;
- Construct and articulate a set of beliefs and values;
- Utilize respectful inquiry to understand global concepts, values, and beliefs;
- Incorporate humanities perspectives in other areas of study

5. Faculty Data and Course Perceptions

a) Percentage of full-time faculty participating in assessment

100%

b) What went well?
- Teaching the writing process
- Coaching students through one-on-one conversations and in-class assignments
- Using relevant, well-chosen texts and materials
- Discussions with responses to critical thinking questions
- Low-stakes practice assignments
- Reflection assignments for self-assessment

c) What might have gone better?
- Student attendance
- Using technology tools outside the LMS
- Generating quality research questions and thesis statements
- Completion of Research 101 workshops
- Making guided decisions in student-selected course material

6. Overall Assessment of Student Learning

a) Areas of strength demonstrated in student learning
- Ability to work through the writing process to create a final essay draft
- HOC and LOC revisions
- Ability to accept feedback, and use it to revise a paper
- Ability to determine a relevant topic and articulate an effective argument
- Organization
- Work performed to expected levels indicating adequate support from textbook and class materials and adequate practice opportunities in formative activities.
- Ability to think more critically
- Ability to engage with others in professional dialogue
- Ability to identify, evaluate, and cite academic-appropriate research
- Ability to organize ideas
- Textual analysis and analytical comparison

b) Opportunities to improve student learning
- Skills in using appropriate evidence and developing ideas, especially in research writing
- Source integration and documentation
- Higher-level editing skills
- Development of complex and concrete thesis statements
- Higher-level ability to analyze and respond to texts without bias

c) Measures of student feedback/indirect learning used

Measure	Where

Anecdotal/informal conversations with students	WRIT 101 LIT 270
Instructor-created feedback forms	
Institutional student course evaluations	WRIT 101 WRIT 220
Student success rates in your course	WRIT 101 WRIT 220 LIT 270
Other indirect measures of student learning (surveys, exit interviews, focus groups, job placement, etc)	WRIT 101 LIT 270

d) Planned changes and measures of success

Course	Planned Change	Reason for Change	Success Measure
WRIT 101	-Increased emphasis on source integration and documentation -Short quizzes on writing process -Include more direct connection between discussion boards and assignments	-Student success rates on research assignments -Student success rates on developing thesis statements -Student feedback	-60% of students will score at "meets expectations" on source integration argument rubric -80% of students will score a C or better on short quizzes and "meets expectations" on thesis and evidence criteria on argument rubric -90% of students will engage in discussion boards, and 80% will receive full credit on their posts. Additionally, students' final Growth Reflections will report the usefulness of discussion boards as a tool toward improving their writing skills.
WRIT 220	-Editing for professional presentation: juried or blind review of student work	-Poor student performance on editing assignments	-Improved editing practice leading to near error-free work.
LIT 270	-Ensure easier access to visual texts -Structure course as hybrid and shift workload	-Student feedback	- At least 70% of students will score an 80 or above on the final project.

e) Changes resulting from previous assessments: What was changed and what drove those changes? How was success measured?

N/A—will be completed during next assessment cycle

f) What previous departmental or program-level changes have led to outcome improvements? Explain.

N/A—will be completed during next assessment cycle

7. College Learning Outcomes Assessed

a) CLOs assessed and tools used

CLOs	Course	Assessment Tools	Rating	Average Rating
Communication	WRIT 101 (co-req) & WRIT 101	Argument essay & rubric	2, 3	2.6
	WRIT 220	Chapter quizzes Student writing	3	
Critical Thinking	WRIT 101	Discussion boards and rubric	3	3
	LIT 270	Final project rubric	3	
Professionalism				

Assessment of student CLO attainment:

4) Exceeded expectations   3) Met expectations

2) Approaching expectations   1) Did not meet expectations

b) Discussion of student CLO attainment
- In WRIT 101, the majority of students met the general requirements for the argument essay and reached the "meets expectations" level on the rubric. Some students were not able to demonstrate proficiency in developing ideas and using sources on this assignment.
- In WRIT 220, students' scores on chapter quizzes indicated a basic understanding of key concepts. Students also met expectations on writing assignments used to assess the CLO.
- In LIT 270, all students who submitted the final project earned a score on the rubric in the "meets expectations" range.

c) Areas of strength demonstrated in student CLO attainment
- Editing and proofreading
- Ability to accept feedback and use it to revise a paper
- Thesis—determining a relevant topic and articulating an effective argument
- Organization
- Produce texts in prescribed formats
- Integrate ideas from scholarly sources

d) Opportunities to improve CLO attainment
- Idea development
- Source integration and documentation; occasional over-reliance on outside sources
- Organization of ideas within paragraphs and transitions

- Student engagement in peer review and discussion boards

e) Planned changes to CLO assessment and measures of success
- Consider using an end of term assessment (e.g., portfolio) instead of a single essay as an assessment tool. The total average score on the assessment will be at the "meets expectations" level, rather than "approaching expectations."
- Map specific exam items to the assessment of this objective. I will be able to provide more specific information about strengths and weaknesses.
- Continue to have conversations with students so that they can be aware of the "pitfalls" of the assignment. Tie the comments on discussion posts to the structure of the final project. Overall improvement in grades for final project.

8. High Impact Practices

a) High Impact Practices and integration methods

HIP	Where	How
First-Year Seminars and Experiences		
Common Intellectual Experiences		
Learning Communities	WRIT 101 co-req	Paired course with RD 101
Writing-Intensive Courses	LIT 270	This course requires writing and research to engage with the texts
Collaborative Assignments and Projects	WRIT 220	I included a final project in which students had to coordinate via email and online calendaring, prepare a presentation, and participate in a video conference.
Undergraduate Research	LIT 270	This course requires writing and research to engage with the texts
Diversity/Global Learning		
ePortfolios		
Service Learning/Community-Based Learning		
Internships		
Capstone Courses and Projects		

b) Impact on student success and discussion
- In the co-req WRIT 101 paired with RD 101, students seemed to function better between the two classes than in the past when we did not require the reading class. Skills and strategies in the classes overlapped and that gave students additional support and practice opportunities.
- Students who participated in collaborative assignments (including video conference) reported benefits in stepping through the process of meeting in this way, which was a little different from video conference for personal reasons. Many students also reported learning more about all of the platforms for video conference and solidified their consensus decision making process.

- Student writing took on more characteristics of an academic writing voice and genre, based on the observation of word choice and tone in their assignments as the block progressed.

c) Planned changes to HIPs integration and success measures
No changes will be made at this time.

9. Response to Assessment

a) Based on the analysis of the data, what was learned from this assessment period?
The "opportunities to improve student learning" (i.e., the areas for improvement faculty see in students) reflects what should be expected in these three courses. It makes sense that students may struggle to develop ideas, integrate sources, edit documents with nuance, and analyze texts without bias. These are all skills that the lay population (i.e., humankind) struggle with on a daily basis; they are skills at a higher level.

However, it is concerning that faculty observed that students struggled to develop concrete thesis statements. This is a problem that should be isolated and investigated further.

b) Will there be any departmental or program-level curricular or assessment changes (such as plans for measurable improvements, or realignment of learning outcomes)?
YES_____   NO___X____

If yes, when will these changes be implemented and how (if applicable) will they be measured?

c) If other criteria are used to recommend program changes (such as exit surveys, or employer satisfaction surveys) please explain how the responses are driving department, or program decisions.

Currently informal conversation, department meetings, and goal setting are the English departments only other methods of recommending changes. Information conversation and department meetings are funneled into the department's annual goals; meeting these goals creates change and reflection.

Please return this completed form to Mandy Wright at assessment@gfcmsu.edu.