

Report : Assessment Cycle Details for : English/Languages

Report Generated by Taskstream

Workspace : Academic Program Assessment and Planning Workspace

Assessment Plan : 2017-2018 Assessment Cycle: Assessment Plan and Assessment Findings

Assessment Plan Template : IU Kokomo Academic Assessment Template

Report Generated : Thursday, May 31, 2018

Measures and Findings

English Program Learning Outcomes

❖ Goal 4, Outcome 1

Goal: Information Literacy and Research Methods.

Outcome: Students should be able to locate and evaluate appropriate sources.

Goal 4, Outcome 1

Goal: Information Literacy and Research Methods.

Stated Outcome: Students should be able to locate and evaluate appropriate resources.

Outcome measurement: 10 students will be chosen at random from two different sections of L202. At least 90% of these students will show improvement from their mid-term papers to their final papers.

Mapped to:

No Mapping

Measure

ENG-L 202 Literary Interpretation Papers

COURSE LEVEL; DIRECT - STUDENT ARTIFACT

Details/Description :

10 students will be randomly selected from two sections of L202. Grades on the midterm paper versus the final paper will be examined to see if grades have improved.

Acceptable Target :

90%

Implementation Plan (timeline) :


Fall 2016-Fall 2017

Key/Responsible Personnel :

Joe Keener and Rachel Blumenthal

Supporting Attachments :

 ENG-L 202 Final Paper Prompt (Word Document (Open XML))

 ENG-L Mid-Term Paper Prompt (Word Document (Open XML))

Findings

for ENG-L 202 Literary Interpretation Papers

Summary of Findings :

100% of the 10 students from two sections of ENG-L 202 improved their grades from the midterm paper to the final paper.

Acceptable Target Achievement:

Not Met


Reflections/Notes :


The core of L202 is interpretation and research. This is why improvement in mastery of the course demonstrates a command of sources, as per the stated goal and outcome.

Substantiating Evidence :

 L202 Midterm and Final Paper Grades (Excel Workbook (Open XML))

Five from each section.

 Student Final Midterm Sample (Microsoft Word)

 Student Midterm Paper Sample (Microsoft Word)

General Education Learning Outcomes

Outcome

Information Literacy Outcome 1, Component 1

Outcome 1: Students will determine the nature and extent of information needed.

Component 1: Students will choose appropriate types of information.

Mapped to:

No Mapping

Measure

Information Literacy Outcome

COURSE LEVEL; DIRECT - STUDENT ARTIFACT

Details/Description :

Over three sections of W132, Elementary Composition 2, we randomly select 5 students per section for a total of 15 students. We will then measure how many students improved from their first paper to the last assigned paper, looking for at least one letter grade.

Acceptable Target :

90%

Implementation Plan (timeline):

Spring 2018 semester

Key/Responsible Personnel:

Joe Keener. Michelle Westervelt.


Supporting Attachments:

 Rosters and Grades for W132 Section 285582 (File)

The entire roster and grades.

 Rosters and Grades for W132 Section 28581 (File)

The entire roster and grades.

 Rosters and Grades for W132 Section 28755 (File)

The entire roster and grades.

 Summary (Word Document (Open XML))

Using reporting form found in Assessment Box folder.

Findings

for Information Literacy Outcome

Summary of Findings :

Out of 15 students randomly selected from three different sections of W132, 13 students improved their grades from first paper to the last assignment. This means 86.67% of students measured met this measure.




Acceptable Target Achievement:

Not Met

Reflections/Notes :

We just missed the target.

Substantiating Evidence :

-  Rosters and Grades for W132 Section 28581 (File)
The complete roster and grades.
-  Rosters and Grades for W132 Section 28582 (File)
Complete roster and grades.
-  Rosters and Grades for W132 Section 28755 (File)
Complete roster and grades.

Measure

W131 Survey

PROGRAM LEVEL; INDIRECT - SURVEY

Details/Description :

Librarians surveyed 144 students during the second week of classes and then at the very end of the semester. Awareness of potential information resources, types of information resources, and criteria for evaluating information.

Acceptable Target :

At least 90% or higher will show improvement on information literacy awareness.


Implementation Plan (timeline):

This course is offered in the Fall semester. Surveys were assessed the following Spring.

Key/Responsible Personnel:

Librarians will survey W131 students, and a multidisciplinary committee will collate and then report findings. The chair is then responsible for connection to learning outcomes assessment.

Supporting Attachments:

-  Complete Results and Interpretation of W131 Surveys (Word Document (Open XML))
Be sure to see this actual report, as it goes into greater detail and offers both graphic and narrative interpretations of this assessment.

Findings *for W131 Survey*

Summary of Findings :

100% of students surveyed improved their abilities to seek out potential sources of information, identify types of sources, and learn a criteria for evaluating sources.


Acceptable Target Achievement:

Exceeded

Reflections/Notes :

See attachment for specifics.

Substantiating Evidence :

 Evidence (Word Document (Open XML))

Actual results of the study.

Action

in 2016 -2017 Academic year Data or 2016 Calendar year data - Action Plan

Continue Survey

Action details:

To repeat this survey.

Implementation Plan

(timeline):

By Spring 19

Key/Responsible

Personnel:

Keener, Cook.

Measures:

This action will be considered complete once new data is collected.

Supporting Attachments:

Status

for Continue Survey

Current Status:

Not started

Additional information:

Will start Fall 19.

Next Steps:

Confer with Paul Cook.

Substantiating Evidence:

Humanities and Arts Gen Ed

Outcome 1: Students will articulate how intellectual traditions have helped shape present cultures.

Component 1: Students will analyze the influence of tradition(s) on a present culture.

Measure

ENG-L 202 Literary Interpretation Papers

COURSE LEVEL; DIRECT - STUDENT ARTIFACT

Details/Description :

Five students from two sections of ENG-L 202 will be randomly chosen. Students will reach

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Mapped to:

No Mapping

the "benchmark" for the category of "Interpretation," on the AAC&U Reading Value Rubric. The benchmark states: "Can identify purpose(s) for reading, relying on an external authority, such as an instructor, for clarification of the task." The "purpose" and "authority" elements will refer to influence of traditions and cultures on present cultures.

Acceptable Target :

80% of students will hit this benchmark.


Implementation Plan (timeline):

Fall 2016-Fall 2017.

Key/Responsible Personnel:

Joe Keener and Rachel Blumenthal.

Supporting Attachments:

 AAC&U Reading Value Rubric. (Microsoft Word)

Interpretation benchmark is the goal.

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Findings

for ENG-L 202 Literary Interpretation Papers

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Summary of Findings :

Out of the ten student papers examined, nine of them met the benchmark for interpretation on the AAC&U Value Reading Rubric. 90% of the students measured were successful.

Acceptable Target Achievement:

Met

Reflections/Notes :


Dr. Blumenthal is doing excellent work in L202 in teaching students how traditions and other cultures have influenced our present culture.

Substantiating Evidence:

 L202 Grades (Excel Workbook (Open XML))

Two year summary of beginning grades and ending grades.

 Sample of Student Paper from One Section of L202 (Word Document (Open XML))

 Sample of Student Paper from Section of L202 (Microsoft Word)