

# University of Louisiana at Lafayette

## Detailed Assessment Report

### 2015-2016 English BA

As of: 11/10/2016 02:58 PM CENTRAL

(Includes those Action Plans with Budget Amounts marked *One-Time, Recurring, No Request.*)

## Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

---

### SLO 1: Comprehension Through Critical Reading

Students will acquire a fuller comprehension of language, lore, and literature through research and critical reading.

#### Connected Document

[Summary of Course Embedded Assessment 2012-13](#)

#### Related Measures

#### **M 1: Essay Evaluation**

Course embedded assessment is conducted toward the end of each semester, using relatively short research papers (no more than 10-12 pages) from English majors only, taken from senior-level courses (ENGL 4XX)--those meant mainly for English majors. Two readers from the English Majors Committee evaluate the anonymous essays using the rubric (attached). Goal #1 of the rubric assesses reading comprehension of text and context. The assignments from the courses mentioned above always require the development of a strong thesis. Goal #2 of the rubric assesses critical thinking, organization, unity, development of ideas. All the papers selected are formal analytical essays in which Standard English is required. Goal #3 of the rubric assesses clarity of written expression, grammar, syntax, mechanics.

Number of students assessed = 15 per semester. To achieve reliability, readers are given samples of past papers with specific scores. The assistant dept. head compiles results and acts as third reader on any essays with discrepancies in scoring. The papers are anonymous and free of instructor comment, and duplications are eliminated (i.e., the same student in two courses). The goal is measured twice a year. This way we can have as many papers as possible per year to assess.

Source of Evidence: Written assignment(s), usually scored by a rubric

#### Connected Documents

[Essay Evaluation Rubric.doc](#)

[Rubric for Course-Embedded Assessment--Revised Fall 2012](#)

[Summary of Course Embedded Assessment 2012-13](#)

[Summary of Course Embedded Assessment 2013-2014](#)

[Summary of Course Embedded Assessment 2014-2015](#)

## Summary of Course Embedded Assessment 2015-2016

### **Target:**

Successful attainment of results was to be 75% of students scoring at least a 3.0 out of 4.0 on the rubric for this goal.

### **Finding (2015-2016) - Target: Met**

Over the academic year Fall 2015-Spring 2016 a total of 16 student seminar papers were assessed. This is a decrease in the number of essays assessed because we are focusing on the capstone essays from the English Senior Seminar course. For this year, 81% of students scored at least a 3.0 for this goal, an increase from last year.

### **Related Action Plans (by Established cycle, then alpha):**

#### **Curriculum Changes**

The 2008-09 assessments led to two major curriculum changes. *First*, beginning in Fall 2011, ENGL 300, Introduction to Literary Studies, will become a sophomore course (ENGL 290) because the assessment provided evidence that this course improves student performance in other ENGL courses. ENGL 300 students scored better in the 2008 assessments, suggesting that this course has been helping students achieve this goal (1). In the 2009 assessment, more of the 400-level students had already taken ENGL 300; their scores were higher for this and the other two goals. It has become clear to us that English majors need to take Intro. to Lit. Studies their sophomore year.

*Second*, we are adding a new capstone course, ENGL 490, Senior Seminar, also beginning Fall 2011, which will be taken either in the penultimate or the last semester. We are confident that this new course, with its emphasis on synthesis of knowledge in our field, will increase the percentage of students meeting our expectations for all four goals.

Once these courses come online, we will use the portfolios or projects from them for the assessment, hoping to better gauge student progress and performance than the current system of selecting essays from a variety of courses required of majors. The problem with the current method is that the evaluated papers tend to vary too much in length and scope.

**Established in Cycle:** 2009-2010

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Essay Evaluation | **Outcome/Objective:**

Comprehension Through Critical Reading

| Make Coherent Arguments | Mastery of Standard English

#### **Faculty Training**

We will conduct several meetings to develop guidelines for faculty teaching the new capstone course, and to familiarize them with the assessment rubric.

**Established in Cycle:** 2009-2010

**Implementation Status:** In-Progress

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Essay Evaluation | **Outcome/Objective:**  
Comprehension Through Critical Reading  
| Make Coherent Arguments | Mastery of Standard English

### **Increasing Expectations**

We are upping the bar of our goal: that 80% of our majors meet or exceed expectations for this goal (1).

**Established in Cycle:** 2009-2010

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Essay Evaluation | **Outcome/Objective:**  
Comprehension Through Critical Reading

### **Capstone Course ENGL 490**

The Senior Seminar, ENGL 490, will become an integral part of the assessment process. Now that enough English Majors are taking the newly-required course, the rubric may be adapted and applied to their projects for this course. (Some of the projects are not research papers per se; the current rubric may not apply to them). The English Majors Committee will meet to discuss whether merely to blend the 490 course with the other courses involved in the assessment, or to conduct a separate assessment--or even one that replaces the current one.

**Established in Cycle:** 2012-2013

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Essay Evaluation | **Outcome/Objective:**  
Comprehension Through Critical Reading

**Projected Completion Date:** 05/2014

### **New Concentrations in English**

A curriculum change implemented in Fall 2012 (as a result of student and faculty input) was the addition of five new concentrations ("sub-majors") in English: Creative Writing, Folklore, Linguistics, Literature, and Professional Writing. Students still have the option, of course, not to select a concentration. The English Majors Committee will meet to discuss whether to eventually implement separate assessments for each concentration. Currently, not enough students are enrolled in them for this to be feasible. Moreover, since the English assessment focuses on broad English competencies (the first three objectives/outcomes) that are common to all of the concentrations, separate assessments do not appear at this time to be necessary. The two concentrations that may eventually benefit from separate assessments are Linguistics and Professional Writing. We will monitor them and evaluate this possibility in the future.

**Established in Cycle:** 2012-2013

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Essay Evaluation | **Outcome/Objective:**  
Comprehension Through Critical Reading

**SLO 2: Make Coherent Arguments**

Students will learn to make well-informed, coherent arguments supported by evidence and critical thinking.

**Connected Document**

[Summary of Course Embedded Assessment 2012-13](#)

**Related Measures****M 1: Essay Evaluation**

Course embedded assessment is conducted toward the end of each semester, using relatively short research papers (no more than 10-12 pages) from English majors only, taken from senior-level courses (ENGL 4XX)--those meant mainly for English majors. Two readers from the English Majors Committee evaluate the anonymous essays using the rubric (attached). Goal #1 of the rubric assesses reading comprehension of text and context. The assignments from the courses mentioned above always require the development of a strong thesis. Goal #2 of the rubric assesses critical thinking, organization, unity, development of ideas. All the papers selected are formal analytical essays in which Standard English is required. Goal #3 of the rubric assesses clarity of written expression, grammar, syntax, mechanics.

Number of students assessed = 15 per semester. To achieve reliability, readers are given samples of past papers with specific scores. The assistant dept. head compiles results and acts as third reader on any essays with discrepancies in scoring. The papers are anonymous and free of instructor comment, and duplications are eliminated (i.e., the same student in two courses). The goal is measured twice a year. This way we can have as many papers as possible per year to assess.

Source of Evidence: Written assignment(s), usually scored by a rubric

**Connected Documents**

[Essay Evaluation Rubric.doc](#)

[Rubric for Course-Embedded Assessment--Revised Fall 2012](#)

[Summary of Course Embedded Assessment 2012-13](#)

[Summary of Course Embedded Assessment 2013-2014](#)

[Summary of Course Embedded Assessment 2014-2015](#)

[Summary of Course Embedded Assessment 2015-2016](#)

**Target:**

Successful attainment of results was to be 75% of students scoring at least a 3.0 out of 4 on the rubric for this goal.

**Finding (2015-2016) - Target: Not Met**

Over the academic year Fall 2015-Spring 2016 a total of 16 student seminar papers were assessed. This is a decrease in the number of essays assessed because we are focusing on the capstone essays from the English Senior Seminar course. For this year, 69% of students scored at least a 3.0 for this goal, a decrease from last year.

**Related Action Plans (by Established cycle, then alpha):**

## Curriculum Changes

The 2008-09 assessments led to two major curriculum changes. *First*, beginning in Fall 2011, ENGL 300, Introduction to Literary Studies, will become a sophomore course (ENGL 290) because the assessment provided evidence that this course improves student performance in other ENGL courses. ENGL 300 students scored better in the 2008 assessments, suggesting that this course has been helping students achieve this goal (1). In the 2009 assessment, more of the 400-level students had already taken ENGL 300; their scores were higher for this and the other two goals. It has become clear to us that English majors need to take Intro. to Lit. Studies their sophomore year.

*Second*, we are adding a new capstone course, ENGL 490, Senior Seminar, also beginning Fall 2011, which will be taken either in the penultimate or the last semester. We are confident that this new course, with its emphasis on synthesis of knowledge in our field, will increase the percentage of students meeting our expectations for all four goals.

Once these courses come online, we will use the portfolios or projects from them for the assessment, hoping to better gauge student progress and performance than the current system of selecting essays from a variety of courses required of majors. The problem with the current method is that the evaluated papers tend to vary too much in length and scope.

**Established in Cycle:** 2009-2010

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Essay Evaluation | **Outcome/Objective:**  
Comprehension Through Critical Reading  
| Make Coherent Arguments | Mastery of Standard English

## Faculty Training

We will conduct several meetings to develop guidelines for faculty teaching the new capstone course, and to familiarize them with the assessment rubric.

**Established in Cycle:** 2009-2010

**Implementation Status:** In-Progress

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Essay Evaluation | **Outcome/Objective:**  
Comprehension Through Critical Reading  
| Make Coherent Arguments | Mastery of Standard English

## Bring findings for Goals 2 and 3 in line with the findings for Goal 1

We hope to bring the findings for Goals 2 and 3 in line with findings for Goal 1, which have been consistently higher.

**Established in Cycle:** 2013-2014

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Essay Evaluation | **Outcome/Objective:** Make

Coherent Arguments  
| Mastery of Standard English

### Faculty Survey

In order to accomplish the goal of bringing the findings of goals 2 and 3 in line with the findings of goal 1, the undergraduate curriculum committee together with the department administration will meet with instructors of 400-level courses to discuss modalities of improving argumentative writing and effective research methods.

**Established in Cycle:** 2013-2014

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Essay Evaluation | **Outcome/Objective:** Make Coherent Arguments  
| Mastery of Standard English

**Projected Completion Date:** 05/2015

### Research Workshops

Keep building and expanding the brown bag / workshop series concerning research at the undergraduate level. Increase the amount of interaction between students and library services.

**Established in Cycle:** 2014-2015

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Essay Evaluation | **Outcome/Objective:** Make Coherent Arguments

### SLO 3: Mastery of Standard English

Students will write clearly and effectively in Standard English.

#### Connected Document

[Summary of Course Embedded Assessment 2012-13](#)

#### Related Measures

##### M 1: Essay Evaluation

Course embedded assessment is conducted toward the end of each semester, using relatively short research papers (no more than 10-12 pages) from English majors only, taken from senior-level courses (ENGL 4XX)--those meant mainly for English majors. Two readers from the English Majors Committee evaluate the anonymous essays using the rubric (attached). Goal #1 of the rubric assesses reading comprehension of text and context. The assignments from the courses mentioned above always require the development of a strong thesis. Goal #2 of the rubric assesses critical thinking, organization, unity, development of ideas. All the papers selected are formal analytical essays in which Standard English is required. Goal #3 of the rubric assesses clarity of written expression, grammar, syntax, mechanics.

Number of students assessed = 15 per semester. To achieve reliability, readers are given samples of past papers with specific scores. The

assistant dept. head compiles results and acts as third reader on any essays with discrepancies in scoring. The papers are anonymous and free of instructor comment, and duplications are eliminated (i.e., the same student in two courses). The goal is measured twice a year. This way we can have as many papers as possible per year to assess.

Source of Evidence: Written assignment(s), usually scored by a rubric

#### **Connected Documents**

[Essay Evaluation Rubric.doc](#)

[Rubric for Course-Embedded Assessment--Revised Fall 2012](#)

[Summary of Course Embedded Assessment 2012-13](#)

[Summary of Course Embedded Assessment 2013-2014](#)

[Summary of Course Embedded Assessment 2014-2015](#)

[Summary of Course Embedded Assessment 2015-2016](#)

#### **Target:**

Successful attainment of results was to be 75% of students scoring at least a 3.0 out of 4.0 on the rubric for this goal.

#### **Finding (2015-2016) - Target: Met**

Over the academic year Fall 2015-Spring 2016 a total of 16 student seminar papers were assessed. This is a decrease in the number of essays assessed because we are focusing on the capstone essays from the English Senior Seminar course. For this year, 94% of students scored at least a 3.0 for this goal, an increase from last year.

#### **Related Action Plans (by Established cycle, then alpha):**

##### **Curriculum Changes**

The 2008-09 assessments led to two major curriculum changes. *First*, beginning in Fall 2011, ENGL 300, Introduction to Literary Studies, will become a sophomore course (ENGL 290) because the assessment provided evidence that this course improves student performance in other ENGL courses. ENGL 300 students scored better in the 2008 assessments, suggesting that this course has been helping students achieve this goal (1). In the 2009 assessment, more of the 400-level students had already taken ENGL 300; their scores were higher for this and the other two goals. It has become clear to us that English majors need to take Intro. to Lit. Studies their sophomore year.

*Second*, we are adding a new capstone course, ENGL 490, Senior Seminar, also beginning Fall 2011, which will be taken either in the penultimate or the last semester. We are confident that this new course, with its emphasis on synthesis of knowledge in our field, will increase the percentage of students meeting our expectations for all four goals.

Once these courses come online, we will use the portfolios or projects from them for the assessment, hoping to better gauge student progress and performance than the current system of selecting essays from a variety of courses required of majors. The problem with the current method is that the evaluated papers tend to vary too much in length and scope.

**Established in Cycle:** 2009-2010

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Essay Evaluation | **Outcome/Objective:**  
Comprehension Through Critical Reading  
| Make Coherent Arguments | Mastery of Standard English

### Faculty Training

We will conduct several meetings to develop guidelines for faculty teaching the new capstone course, and to familiarize them with the assessment rubric.

**Established in Cycle:** 2009-2010

**Implementation Status:** In-Progress

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Essay Evaluation | **Outcome/Objective:**  
Comprehension Through Critical Reading  
| Make Coherent Arguments | Mastery of Standard English

### Capstone Course ENGL 490

The Senior Seminar, ENGL 490, will become an integral part of the assessment process. Now that enough English Majors are taking the newly-required course, the rubric may be adapted and applied to their projects. The English Majors Committee will meet to discuss whether merely to blend the 490 course with the other courses involved in the assessment, or to conduct a separate assessment--or even one that replaces the current one. (This applies to all three goals)

**Established in Cycle:** 2012-2013

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Essay Evaluation | **Outcome/Objective:** Mastery  
of Standard English

**Projected Completion Date:** 05/2014

### Bring findings for Goals 2 and 3 in line with the findings for Goal 1

We hope to bring the findings for Goals 2 and 3 in line with findings for Goal 1, which have been consistently higher.

**Established in Cycle:** 2013-2014

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Essay Evaluation | **Outcome/Objective:** Make  
Coherent Arguments  
| Mastery of Standard English

### Faculty Survey

In order to accomplish the goal of bringing the findings of goals 2 and 3 in line with the findings of goal 1, the undergraduate curriculum committee together with the department administration will meet with instructors of 400-level courses to discuss modalities of improving



argumentative writing and effective research methods.

**Established in Cycle:** 2013-2014

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Essay Evaluation | **Outcome/Objective:** Make Coherent Arguments  
| Mastery of Standard English

**Projected Completion Date:** 05/2015

#### **SLO 4: Appreciation of Approaches and Expression**

Students will learn a variety of approaches to literary and cultural studies, and will better appreciate the diverse range of historical and cultural expression.

##### **Connected Documents**

[Senior Exit Survey \(Indirect Assessment\)](#)

[Senior Exit Survey--relevant statistics](#)

##### **Related Measures**

##### **M 2: Exit Survey**

This goal is assessed indirectly through the senior exit survey (attached). The survey is distributed to all majors in their last semester. Several questions on the survey address this goal. The senior exit survey is distributed in the last weeks of each semester. Results are gathered and tabulated by an administrative assistant. The Assistant Department Head and Department Head assess the results. The number of majors graduating each semester varies, of course, but it is usually around 25 per semester.

Number of students assessed = about 50 per year

Source of Evidence: Student satisfaction survey at end of the program

##### **Connected Documents**

[Senior Exit Survey Results 2013-14](#)

[Senior Exit Survey \(Indirect Assessment\)](#)

[Senior Exit Survey Results 2014-15](#)

[Senior Exit Survey Stats Spring 2016](#)

[Senior Exit Survey--relevant statistics](#)

##### **Target:**

Successful attainment of results was to be 80% of students rating a broad range of courses "good" or "excellent" on the survey; and 80% of students indicating "great improvement" or "some improvement" in "Ethics and values" and "Knowledge of and ability to deal with cultural diversity."

##### **Finding (2015-2016) - Target: Met**

Exit surveys from Spring 2016 were compiled. A total of 11 graduating seniors responded. 89% of these students rated a broad range of ENGL courses (exclusive of FYW) either "good" or "excellent." 86% of students indicated "great improvement" or "some improvement" overall in the targeted skills. The weakest skill is still technology, with only 54% noting improvement. We hope to see this number go up with increased offerings in technical and professional writing courses focused on technology.

### Related Action Plans (by Established cycle, then alpha):

#### **Diversity Committee Formation**

Formed a diversity committee to study diversity issues in the curriculum and make recommendations.

**Established in Cycle:** 2009-2010

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Exit Survey | **Outcome/Objective:** Appreciation of Approaches and Expression

#### **Instituting "English Week"**

Began an annual "English Week" to stimulate interest in a variety of approaches to the field, and to give English majors a sense of community as well as diversity.

**Established in Cycle:** 2009-2010

**Implementation Status:** In-Progress

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Exit Survey | **Outcome/Objective:** Appreciation of Approaches and Expression

#### **Revision of Exit Survey**

Charged the Majors Committee with revising the exit survey to better assess this goal.

**Established in Cycle:** 2009-2010

**Implementation Status:** In-Progress

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Exit Survey | **Outcome/Objective:** Appreciation of Approaches and Expression

#### **Connected Document**

[Senior Exit Survey \(Indirect Assessment\)](#)

#### **Promoting World Literature**

Respond to student concerns and begin promoting more aggressively our ENGL 321: World Lit I and ENGL 322: World Lit II courses. We hope this will address specific student wishes and help improve our scores in "understanding of cultural diversity and global issues."

**Established in Cycle:** 2013-2014

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Exit Survey | **Outcome/Objective:** Appreciation of Approaches and Expression

#### **New Advising Procedure**

In response to numerous concerns noted in exit surveys, we are instituting new advising policy for 2015. Students will now be assigned a "permanent" advisor, and each advisor will go through training specific to

each of our different concentrations. We also plan to host a training session dedicated to the degree plan process.

**Established in Cycle:** 2014-2015

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Exit Survey | **Outcome/Objective:** Appreciation of Approaches and Expression

### **Postgraduate Workshops**

We plan to hold two workshops in the fall: one focused on applying to postgraduate programs (primarily graduate school and law school) and one on larger job-market considerations. This attempts to address consistent comments noted on our senior exit surveys.

**Established in Cycle:** 2014-2015

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Exit Survey | **Outcome/Objective:** Appreciation of Approaches and Expression

### **Discussion of ENGL 290**

In the fall, we plan to form a committee or host a symposium in which we discuss the purpose and direction of ENGL 290 as our "gateway" course for the major. We've noticed a trend in student evaluations from the last several years that, while students still tend to give the course ratings of "good" or "excellent," in the written comments they express concerns about how well the course works to prepare them for 300- or 400-level courses. We see this as an opportunity to assess the way we build our curriculum from the first year to the last.

**Established in Cycle:** 2015-2016

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Exit Survey | **Outcome/Objective:** Appreciation of Approaches and Expression

### **Life After Graduation Workshops**

Because the workshop held in October 2015 that helped students prepare to apply for postgraduate programs was such a success, we will repeat the workshop this year. We did not hold a meeting about larger job-market considerations, which we will do this year. This will continue to address consistent comments noted on our senior exit surveys.

**Established in Cycle:** 2015-2016

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Exit Survey | **Outcome/Objective:** Appreciation of Approaches and Expression

## **SLO 5: First-Year Writing Program Outcomes**

Outcomes for the English 101-102 sequence -- students will learn to:

- Engage in writing as a recursive process
- Recognize the structures of argument
- Use writing and reading for learning, thinking, and communicating
- Respond to the needs of various audiences
- Discuss appropriate voice, tone, and level of formality
- Integrate their ideas with those of others

### Relevant Associations:

#### **General Education/Core Curriculum Associations**

- 1.1 Think critically and read with comprehension.
- 1.2 Write essays that make arguments appropriately supported by evidence, while synthesizing and documenting sources.

### Related Measures

#### **M 3: Retention in Off-Cycle English 101 and 102**

The English Department noticed in Fall 2008 that students who take English 102 in fall semesters and English 101 in spring semesters end these courses with higher percentages of grades of D, W, and F. Generally, the DWF rate for the regular on-cycle Fall 101s and Spring 102s is about 15%, and the DWF rate for off-cycle 101s and 102s is about 30%. This had probably also been the case prior to Fall 2008, but that's when we first noticed it. We want to continue investigating this problem and implementing solutions that preserve retention without compromising academic standards.

Asao Inoue (2014) has drawn a distinction between "quality failure" and "labor failure." Informal polls of faculty teaching off-cycle English 101s and 102s have indicated that labor failure is most often the reason for the DWF percentages: specifically, excessive absence from class and not submitting assignments.

Ultimately, our target is to bring the DWF percentage down to the level of the regular on-cycle First-Year Writing courses. We realize that this will happen gradually.

In the 2014-2015 cycle, we will do all the actions from previous action plans, including having meetings of faculty members teaching Fall 102s and Spring 101s, as well as working closely with the Academic Success Center to identify problems early. This Fall we want to find out more about the students who fail to complete the course successfully. We know that many students who take English 102 in fall semesters have taken English 101 as dual enrollment in high school, and we know that many students who take English 101 in spring semesters are those who take it in fall and fail.

What we'd like to do is to gather a few more data points on the population of students who fail English 102 this fall and 101 this coming spring, such as:

- \* How did they do in their other classes that semester?
- \* Do they have a history of academic probation or suspension?
- \* How many times did they attempt English 101 or 102 in the past?
- \* When did the failure manifest? We have three grade checks during the semester, plus an attendance check in the first two weeks; at what point in the semester did the student go from passing the course to failing?
- \* Did the students start in a Basic Writing course before being permitted to take English 101?

From this information, we hope to create a rudimentary profile of students who fail off-cycle First-Year Writing classes, which may give us ideas for how to help future students.

Source of Evidence: Administrative measure - other

**Target:**

Bring the DWF rate in off-cycle English 101 and 102 classes (roughly 30%) down to the rate of the regular on-cycle fall 101s and spring 102s (roughly 15%).

## **Analysis Questions and Analysis Answers**

---

### **How were assessment results shared and evaluated within the unit?**

We have a shared folder for all assessment findings and action plans, accessible to all members of the English Majors committee. Additionally, we have held meetings each semester to discuss our findings and prepare for the coming year.

### **Identify which action plans [created in prior cycle(s)] were implemented in this current cycle. For each of these implemented plans, were there any measurable or perceivable effects? How, if at all, did the findings appear to be affected by the implemented action plan?**

**New advising procedure:** In response to numerous concerns noted in exit surveys, we have instituted a new advising policy. Students are now assigned a "permanent" advisor, and each advisor will go through training specific to each of our different concentrations. We have hosted training sessions dedicated to the degree plan process. So far, everyone seems happy with the outcomes, including students and faculty. Of course, all of this will depend on whether or not banner can be implemented in a way that advising can continue (such as, access to student records)

**Post-graduation planning workshops:** We held a workshop for applying to postgraduate programs (primarily graduate school and law school) that was incredibly well-attended and, we believe, helped the application process. We have an increased number of MA students this year that can be in part contributed to this workshop.

### **What has the unit learned from the current assessment cycle? What is working well, and what is working less well in achieving desired outcomes?**

We are working on a revision to the Senior Exit survey to give us information that we feel is more relevant to the degree. Additionally, we are revising the embedded assessment rubric so that it more thoroughly engages the work the students are actually doing. Because we as a department have made the commitment honor various concentrations, we feel that our assessment should better reflect the interdisciplinary nature of our department. Finally, we are putting together an "assessment committee" that brings together the different units that are providing assessment so that we can take a more holistic look at the students who pass through our department -- from students in first-year writing courses to senior English majors to PhD candidates.