**Student Learning Assessment Program**

## Response to Summary Form

**Undergraduate Programs 2017**

Department: English

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| **Category** | **Level[[1]](#footnote-1)\*** | Comments |
| Learning Objectives | Level 3, B.A. English | The objectives are clear, specific, and programmatic. This program has adopted three of the undergraduate learning goals: to write effectively, to think critically, and to become responsible global citizens (objective 4). You mention in Part II that you plan to add speaking as a sixth goal, which is a great idea. Are there any opportunities to incorporate quantitative reasoning as well? |
| **How, Where, and When Assessed** | Level 3, B.A. English | You have a well-balanced plan for measures chosen, and even more importantly, you are studying the measures used and making adjustments as approporate based on data collected. Both direct and indirect measures are employed and data are collected at various points across the program making the assessments multiple. The two one credit courses do offer promising avenues for baseline and summative data collection. Using a rubric for speaking should work well. You may want to start with the speaking rubric the University uses and revise it to suit your specific discipline needs. CASA also sends speaking data from CMN 1310G and senior seminars for your majors, so you could incorporate that as well. Do you plan to continue the sophomore satisfaction survey on a regular basis? If so, you could include that here as well. The portfolio you are planning is a very good idea for your major, and can give you additional information that is not available from an exit survey. However, the exit survey is a different kind of tool and can provide the kind of information that cannot be gleaned from a portfolio. The two together will be excellent complements to each other. |
| **Expectations** | Level 2, B.A. English | Expectations describe desired outcomes although it would be good to define what you mean by “a significant majority of responses.” You have data now, so you can craft your expectations from your results. Do you mean 50% of the responses or 80%? Think about what the bar is and be more specific. The papers from the sophomore level are the baseline, but you can still determine what percentage is at what level because students are still being taught in the course; the papers aren’t gathered before learning occurs. |
| **Results** | Level 3, B.A. English | Results are being collected, studied, and used for each outcome. You do show a decrease from your 200 level course to your 3000 level course. The first suggestion I would make is to look at the students and try a comparison using data from the same students. If you just looked at all students in 2205 and all students in 3300 the difference in individuals could account for a decrease in the top two levels—especially if you had a number of transfer students in the 3000-level course. |
| **How Results Will be Used** | Level 3, B.A. English | Feedback loop is in place with the Undergraduate Studies Committee and the undergraduate research committee sharing results with the department as a whole. |

Assessment should be on-going across, but you will not need to complete another assessment summary until **June 15, 2019**.

1. \* Levels should not be interpreted as grades or scores; they are stages of implementation based on patterns of characteristics described by North Central Association. These levels are approximations based on the information provided in the summaries. Please refer to the checklist for the Primary Traits listed for each level on the assessment web site at [www.eiu.edu/~assess](http://www.eiu.edu/~assess). [↑](#footnote-ref-1)