

## Program Learning Outcomes Assessment

Program: English

Year: 2012-2013

Instructor(s): E. Baird, D. Panto, M. Walker, G. Xanthos

<b>PLO</b>  List specific PLO assessed.  If more than one PLO assessment conducted for the program list each PLO and assessment in separate row of the table.	<b>Associated ILO</b>  Communication Skills  Critical Thinking Skills  Ethics  Personal Development  Information Competency	<b>Assessment Methodology</b>  List specific methodology used for assessment.	<b>Results of Assessment</b>	<b>Improvement Plan</b>  Based on the assessment results are there any modifications to the program that you intend to implement?
Analyze and respond critically to substantive, multicultural essays and works of literature from various periods and genres to identify structural, logical, and thematic relationships in order to synthesize ideas and demonstrate an understanding of the inter-relationship among writer, audience, context, purpose, and genre.	Communication Skills, Critical Thinking, Personal Development, Information Competency	Retell a myth.  Students use target and source to retell a myth with structures and characters from both.  MLA documentation of source and target myths.	98% of students were successful. 2% were absent.  The numbers are the same from Spring 2012.  This time I tied the retelling of the myth to the final exam instead of the midterm. This way, if students showed up for final, they were forced to rewrite the myth.  Funny that the numbers were the same, as I had 2 no-shows on the final.  I sensed the students were glad to have the retelling of the myth take place in captive time.	Yes, yet the course is deactivated.  I would again assign the assessment during the final. When the assessment is during the semester, there is too much opportunity for students to miss or opt out.  The arranged time also avoided the previous problem of a monotony of power points.  I am pleased with success.
Analyze and respond critically to substantive, multicultural essays and works of literature from various periods and genres to identify	1, 2, 4, 5	Pseudo-Pretest/Posttest  “3. Reading Quizzes: There will be several unannounced or announced quizzes on the reading assignments to “keep	Total = 21  Out of a total of 21 participants who completed all	Despite that this was a particularly strong class with exceptional attendance, there really is no correlation when three tests that measure different genres are used:

<p>structural, logical, and thematic relationships in order to synthesize ideas and demonstrate an understanding of the inter-relationship among writer, audience, context, purpose, and genre.</p>		<p>you honest,” i.e., reading! These quizzes will be worth a total of <b>20 points</b> and cannot be “made up” after the date they are given; there will be no “make-ups” unless previously arranged with the instructor.”</p>	<p>three reading quizzes and passed the course, 17 (81%) showed positive increase or stasis between Quiz 1 (Poetry) and Quiz 3 (Drama), and 4 (19.1%) showed a decrease in quiz scores between Quiz 1 and Quiz 3.</p> <p>Three participants did not pass the class.</p>	<p>poetry, short story, drama. *Seven students scored higher on the second quiz than third. In order for this SLO to be a true pretest-posttest assessment, the same material needs to be assessed.</p>
<p>Compose formal, college-level compositions in a variety of rhetorical patterns, utilizing reliable and ethical research skills, appropriate primary and secondary print and electronic sources, and proficient MLA or APA format conventions.</p>	<p>1, 4, 5</p>	<p>Pseudo-Pretest/Posttest</p> <p>1. <b>Writing:</b> Each student will be responsible for 3 researched and substantiated final draft critical essays of 4-5 pages (1200-2000 words), one on each of the assigned genres: poetry, short story, and drama. The total percentage/points awarded for writing will be <b>120: 40 points</b> for each of the 3 critical analyses.</p>	<p>Out of a total of 21 participants who completed all three essays and passed the course, 12 (57.1%) showed positive increase or stasis between Essay 1 (Poetry Analysis) and Essay 3 (Drama Analysis), and 9 (42.9%) showed a decrease in scores between Essay 1 and Essay 3.</p> <p>Three participants did not pass the class.</p>	<p>Despite that this was a particularly strong class with exceptional attendance, there really is no correlation when three essays that measure different genres are used: poetry, short story, drama. *Nine students scored higher on the first or second essay than third. In order for this SLO to be a true pretest-posttest assessment, the same material needs to be assessed.</p>
<p>Compose formal, college-level compositions in a variety of rhetorical patterns, utilizing reliable and ethical research skills, appropriate primary and secondary print and electronic sources,</p>	<p>Communication Skills Critical Thinking Ethics Personal Development</p>	<p>There was no standardized assessment tool assigned for this course. The method of assessment I chose was to analyze the course’s literary research assignment. Students were evaluated on the overall grade for a literary analysis performed on a research paper. For this specific assignment,</p>	<p>The data here represents students who completed the course. With a small online class of 11, the following are the grades for the assignment (plus and minus ranges have been eliminated). 2 –A 7– B 2–C</p>	<p>Students surpassed expectations for the SLO; the results are excellent. With a researched literary analysis on poetry, students can really be as creative as they wish. Too, finding their own supporting sources online, there is much autonomy in completing their research. In completing my SLO assessment on all English courses taught this semester, it seems student</p>

and proficient MLA or APA format conventions.	Information Competency	students had to write a researched literary analysis on a poem, using scholarly journals to back up their point of view.	0–D 0–F 100% of students passed the assignment.	interest really contributes to student success, and interest peaks when creativity and autonomy are included in assignments. Because this assignment comes at the end of the semester, showing what a student has learned about literary essay writing throughout the course, student success in this area is encouraging. Because this is an online course, I actually do not offer extra credit for students to do success center/tutoring or workshops, but will modify the course to do so, further maximizing future results.
Critique their own writing and the writing of others in all recursive stages of planning, development, revision, and editing.	Communication Skills Critical Thinking Skills Ethics Personal Development Information Competency	Pretest/Posttest Narrative – See attached table  At the beginning of the semester, students are asked to submit a Work Plan of what they hope to accomplish in English 5A/B Creative Writing. At the end of the semester, students are asked to rank their Overall Accomplishments on a Likert-type scale, with 1 = “I accomplished nothing,” 2 = “Little accomplishment,” 3 = “Moderate accomplishment,” 4 = “Good accomplishment,” and 5 = “I accomplished more than in my wildest dreams.”	Total = 12  33.3% (4 participants) responded with a 5 to the question “Did you accomplish the goals set forth in your Work Plan?”  41.7% (5 participants) responded with a 4 to the question “Did you accomplish the goals set forth in your Work Plan?”  25% (3 participants) responded with a 3 to the question “Did you accomplish the goals set forth in your Work Plan?”	Yes.  Of 12 participants, all responded with positive accomplishment. These results are phenomenal
Choose from many strategies in order to handle a variety of writing assignments with emphasis on	Communication Skills Critical Thinking Personal	There was no standardized assessment tool assigned for this course. The method of assessment I chose was to analyze the course’s literary research assignment. Students	The data here represents students who completed the course. With a small class of 7, the following are the grades for the assignment (plus and minus ranges have been	Students surpassed expectations for the SLO; the results are excellent. With a researched literary analysis /research paper, students can be both creative and analytical. Too, finding their own supporting sources online, there is

<p>researched writing.</p>	<p>Development</p>	<p>were evaluated on the overall grade for a literary analysis performed on a research paper, using scholarly journals to back up their point of view.</p>	<p>eliminated).  2 –A  4– B  1–C  0–D  0–F  100% of students passed the assignment.</p>	<p>much autonomy in completing their research. I actually do not offer extra credit for students to do Success Center/tutoring or workshops, but will modify the course to do so, further maximizing future results.</p>
----------------------------	--------------------	--	---	--