

## End of Year Assessment Report for Programs

Program: <b>English</b>	Semester/year: <b>2020-2021</b>
Program Director: <b>Alexandria LaFaye</b>	Submission date: <b>5/12/2021</b>
Year in Operational Plan: [State what year of your program's OP you are in. Remember to use Section D in the OP to guide your EOY]	

### Assessment Methods and Benchmarks

Based upon your operational plan, what components of your program are assessed this year? For each program objective being assessed this year, report the data you have collected for Introductory, Developmental, and Mastery levels. Put this information in a chart. Refer back to Section D in your Operational Plan. Because this year has not been a particularly normal year, you may have adjusted your plans. Therefore, report on the data you have available.

Program Objective	Introducing	Developing	Mastering
PO 3 – Literature Objective	Course Activity: 1. Online Discussion (160) 2. Critical interpretation (201)	Course Activity: 1. Student's Choice Presentation (240) 2. Literary Presentation (243) 3. Oral Exam (244) 4. Prose Analysis (321) 5. Online Discussion (360)	Course Activity: 1. Literary Analysis (451) 2. Craft Talk 4 (460)
	Benchmark: 70%	Benchmark: 70%	Benchmark: 70%
	Evidence: 1. 72%, 8 of 11 students met 2. 92%, 11 of 12 students met	Evidence: 1. 100%, 14 of 14 students met 2. 90%, 18 of 20 students 3. 100%, 6 of 6 students 4. 83%, 5 of 6 students 5. 83%, 5 of 6 students	Evidence: 1. 75%, 3 of 4 students met 2. 100%, 2 of 2 students met

\*The chart above is merely an example template. Please make sure to edit the chart to reflect your operational plan for the current year

## Analysis of Assessment Findings

Discuss the significance of the findings of the current year in light of the desired results, findings from previous years, recent changes in the program or the assessment process, etc. What did you learn from the assessment? In particular:

(1) What strengths and weaknesses do the findings reveal about the program?

We did fairly well at the developing level, slightly less well at the introductory level, and at the mastery level, we have a clear difference between adjunct teaching and full-time faculty teaching which suggests that advanced level courses should only be taught by full-time faculty.

(2) What strengths and weaknesses do the findings reveal about the assessment process?

We need to clarify the assessment process with adjuncts and ensure that they have created a one-to-one-to-one correspondence between course objective, program objective, and assignment. We have recently revised our operational plan so that it is more streamlined, and so far, we are happy with how it's going, but we also need more time to see how it goes and to make sure all adjunct faculty understand what to do with their courses.

(3) What impact have program changes in recent years had on student learning (indicate those program changes that resulted from previous assessment findings)?

The loss of full-time faculty and the reliance on adjuncts without the resources for close supervision has led to a lack of academic rigor in required English courses.

(4) What impact have recent changes in the assessment process had on the quality and usefulness of the findings? Of particular importance to note are recent changes and improvements in the program that resulted from previous assessment efforts.

Those changes have made assessment much easier to track. These changes have also highlighted the need to make sure that adjuncts are implementing the assessment process properly.

## Sharing and Discussion of Assessment Findings

Describe how assessment findings are typically shared and discussed among program faculty and other stakeholders. In particular, make clear the process for analyzing assessment findings and using them to make improvements in the program and/or the assessment process.

In the past, there was not a clear communication of assessment requirements to faculty, which necessitated a one-on-one conversation with all full- and part-time members of the department about proper assessment procedure, which was carried out in 2020-2021 over the phone and through email by program director A. LaFaye.

## Use of Assessment Findings for Program Improvement (Action Plan)

(A) Describe any changes in (1) the program and/or (2) the assessment process that are planned in response to the assessment findings from this academic year.

We lost a full-time faculty member at the end of 2019-2020. We also streamlined our assessment process by eliminating courses from our plan which we no longer teach and making sure there is a consistent one-to-one-to-one correlation between assignment, course objective, and program objective.

(B) Briefly summarize the status of the previous years' or semester's action plans. Are they complete, still being implemented, on hold, or some other status?

We did not get a full-time faculty hire, so we had to adjunct out multiple courses, including introductory, developing, and mastery-level courses that that instructor would have taught. We submitted a change of major form to eliminate journalism. We have opened a search for a faculty member for 2021-2022.

(C) For each intended improvement or change in the program stemming from this year's data, provide a detailed timeline for follow-up data collection, data analysis, and data review.

In fall 2021, the program director will require all adjuncts to submit syllabi and indicate assessment alignment. Also, all adjuncts will have a teaching assessment completed.

(D) Based on your CDL assessment exercise, describe how you will make programmatic changes to better prepare your students to demonstrate high levels of achievement on the UNIV 401 SLOs.

This year marks a big change for our department because we added an Experience 1<sup>st</sup> component to CDL with Flying Ketchup Press, and it was an exceptional professional development opportunity that we can plan to continue in the future. We will also continue to prepare students to communicate well through many of our courses, particularly English 105, which many students take at some point. The experience with FKP was exceptional in addressing SLOs, providing professional prep, and drawing out the strengths of each student.

(E) Indicate your plans to make your program more experiential in the coming year?

Students will continue to complete a practicum as part of the major. All faculty will be asked to add one experiential component to each of the assessed courses.

## Supporting Documents