

2019 – 20 Departmental Assessment Plan

Department/Program/Unit: ECTA	Date: 9/27/19	
Related: University Goals/Outcomes:		
Members involved with development of Plan: T Beck, L Ashby, G Haley, E Lamm, L ZumHofe B Moore, P Koprince		
Departmental/Program/Unit Student Outcome: <i>What student outcome from the departmental matrix will be assessed? (It is suggested that you cut and paste directly from the matrix. Outcomes should represent the absolute priorities for learning- students must be able to do [this] when they finish our program).</i> State as follows: Students should be able to [action verb] [something]. Students will be challenged by a rigorous curriculum in Eng 102. Note--This is an untraditional approach to assessment; the department asked ahead of time to be allowed this approach for this year.		
Background: <i>What factors caused you to choose this particular assessment outcome? If you chose this outcome because of a perceived problem, please explain.</i> Departmental members place a high value on the quality of the curriculum. We want our students to be challenged by the curriculum and to make connections between the curriculum and their other classes and the skills that they are learning.		
Question: <i>What specific question(s) are you attempting to answer through assessing this student outcome? (What are you trying to find out? There may be more than one question, but no more than three.)</i> How challenging was the English 102 course for students?		
Methodology: 1. OBJECT* - <i>What data (i.e. artifact, exam score, detailed description of assignment) will be collected?</i> We are posing a series of statements that reflect rigor and connection of the curriculum to the student experience. a. <i>How does this data address the assessment question?</i> Eng 102 students will mark their agreement on a 5 point scale from strongly disagree to strongly agree. i. <i>Include/attach a description/example of assessment tool to be used.</i> 2. <i>How will data be collected?</i> Students will be surveyed on SurveyMonkey. The responses will be compiled and analyzed.		
Analysis of Artifacts: PERFORMANCE CRITERIA* - Discuss: 1) <i>How the artifacts will be analyzed (attach rubrics/scoring tools if used):</i> The average of each statement from the survey will be compiled from the SurveyMonkey results. The overall average score on the survey will then be calculated. Strongly disagree is 1; disagree is 2; neutral is 3; agree is 4 and strongly agree is 5. The statements we will use are: The class content (texts, discussions, projects) was challenging for me. I learned something that is valuable to me. I learned how to use writing strategies outside this class. I was challenged in a way that helped me learn. After taking this class, I have confidence in my academic writing for other college classes. After taking this class, I have confidence in my ability to research at the college level. Compared to my high school English classes, this college class had a higher level of difficulty. This class helped me see connections to other classes. 2) <i>How you will know if it is good (i.e. score required by % of students):</i> The department aims to have at least a 3.5 score on the overall average of the survey.		
Submitted by: L Ashby & L ZumHofe	Date: 9/27/19	Assessment Committee Reviewed (Date): 11/11/19
Department Chair notified of approval/or additional action needed:		Approved 11/11/19