



b. End-of-Sequence learning outcomes for English

Learning outcomes have been adopted for each course in the English 111, 112, & 113 sequence. Higher skill level is required in English 112 and again in English 113. The learning outcomes are grouped into three major areas of emphasis: writing, reading and thinking.

The end-of-sequence learning outcomes for ENG 111-112-113 are:

- Learn and apply literary terms and interpretive techniques to read, discuss, and write about literature.
- Write critical papers that deal substantively with human experience as expressed through a work's plot, character, theme, setting, metaphor/symbol.
- Understand and be responsive to the diversity and universality of human motives, conflicts, values.

III. **Assessment Method(s):** A measurable indicator of success in attaining the stated learning outcome(s). The methodology should be both reliable and valid. Please describe in detail.

a. Formative Assessment Method(s) and Description: a measurable indicator of student in-progress success in attaining the stated learning outcome(s).

The assessment methodologies developed by the English faculty to assess student progress in the English 111, 112, and 113 sequence is based on the premise that effective writing skills do not occur without concurrent development of reading and thinking skills, i.e., good writing is clear thinking. Thus, reading, writing and thinking skills are all assessed in English 111, 112, & 113.

In the past a departmentally developed checklist titled "Faculty Assessment of Student Performance" was used by English faculty as a tool to assess student performance in achieving the English learning outcomes. The department is now in the process of considering other options. Dana Frierson has been designated as Chair of the English department Assessment Committee. Efforts are being made to see what other colleges, especially members of the League for Innovation in Community Colleges, are doing. Searches are being made through the Internet and a collection of materials is being reviewed. The department is particularly interested in developing an assessment tool that would measure how writing skills are carried on from course-to-course in the ENG 111-112-113 sequence.

The English department has developed and implemented "Grading Standards" for grades for any piece of writing ranging from "A" to "F" based on form, content and how well assignment guidelines were followed. Specific standards have been established for each letter grade and compiled in descriptive form accompanied by a checklist of criteria.

The English faculty have developed a Customer Satisfaction Survey to be administered to students starting Fall of 2000 as they completed their English 111, 112, & 113 sequence. IP&R personnel assisted the department in developing the Customer Satisfaction Survey. The survey uses the gap analysis methodology that shows student feedback on "satisfaction level" as well as "level of importance" for

each survey item. Student opinions are being collected about: course goals, course objectives and transfer of knowledge from course-to-course.

The English department is scheduled for an external evaluation on May 16, 2000. The last external review was completed in 1994. The evaluator for this year's review is the head of the Freshman English at the University of Cincinnati.

- b. **Summative Assessment Method(s) and Description:** a measurable indicator of end-of-program success in attaining the stated program learning outcome(s).

Not applicable to end-of-sequence assessment.

Refer to the report at the beginning of Liberal Arts and Sciences for information on summative assessment of the program learning outcomes for Liberal Arts and Sciences.

- IV. Results:** A description of the actual results of overall student performance gathered from the assessment(s). (see III.a.)

Feedback from students who transfer to Wright State University (WSU) indicate they achieve well and often perform at a higher level than the native students. Informal feedback from faculty at local institutions (WSU, University of Dayton, University of Cincinnati) indicate that SCC students do well.

Starting in 2000, The English Department sponsors the Spectrum Awards to recognize accomplishments of student writers from the Liberal Arts and Sciences division. This is a change from the previous Student Writer's Recognition Day which only recognized students in English courses. The first Spectrum Awards will take place on May 22, 2000. Students are recognized with certificates and a few are selected for outstanding accomplishments.

In both 1999 and 2000, three papers written by Sinclair students were submitted in three categories to The League for Innovation Literary Competition. This competition has been in existence for seven years.

- V. Analysis/Actions:** From analysis of your summative assessment results, do you plan to or have you made any adjustments to your program learning outcomes, methodologies, curriculum, etc.? If yes, describe. If no, explain.

The English department faculty are undertaking an evaluation of the current methodology to see if it can be improved. The Plan-Do-Study-Act (P-D-S-A) cycle has deemed it appropriate to re-examine the process to see if it can be streamlined, simplified, improved or re-affirmed by faculty that current methodologies assess end-of-sequence learning outcomes for ENG 111-112-113.

Departmental efforts to review assessment activities is being led by Dana Frierson. Since Fall of 1999, the team has researched what is being done to assess English at other two-year and four-year colleges. Information has been obtained from Ohio

State University, Ohio University and University of Cincinnati. Possibilities that are under consideration include:

1. Course-to-course assessment,
2. Coordinated “last assignment” that would be designated for assessment purposes,
3. Contributing to a portfolio,
4. Use of an exit essay,
5. Samples of papers from ENG 113 evaluated by a team of faculty using a grading rubric.

Other items that the English department is currently working on include:

- Continuation of efforts to improve efficiency and expand use of the English Department’s Writing Center.
- Continue work on implementation strategies for increased enrollment in ENG literature courses and retention efforts.
- Improvement of daily workplace processes including student and faculty accessibility, storage and filing, and ergonomic issues.
- Providing more avenues for creative activities to involve Sinclair students as well as the Miami Valley community (i.e., the Spectrum Awards).
- Developing cross-functional teams with campus-wide constituents of the English Department to facilitate student success.

**VI. General Education:** Are you using any tool(s) to assess any of the three primary general education outcomes \* (communication, thinking, values/citizenship)? If so, describe.

- a. Where within the major do you assess written communication? Describe the assessment method(s) used. Describe assessment results if available.

Writing is stressed throughout the English sequence. Some faculty use the written communication checklist in ENG 112.

- b. Where within the major do you assess oral communication? Describe the assessment method(s) used. Describe assessment results if available.

In ENG 111, students use oral communication to relate critical readings to personal experience. Many classes also use the Process Learning teams which require students to use interpersonal communication skills as well as oral presentation skills.

- c. Where within the major do you assess thinking? Thinking might include inventing new problems, seeing relationships and/or implications, respecting other approaches, demonstrating clarity and/or integrity, or recognizing assumptions. Describe the assessment method(s) used. Describe assessment results if available.

Thinking is stressed throughout the English sequence.

In ENG 112, critical thinking is practiced through research skills and in determining the validity and legitimacy of Web-extracted sources.

- d. Where within the major do you assess values/citizenship/community? These activities might include behaviors, perspective, awareness, responsibility, teamwork, ethical/professional standards, service learning or community participation. Describe the assessment method(s) used. Describe assessment results if available.

All three courses in the ENG sequence have students examine values through reading of plays, poetry and novels.

Diversity is addressed by the department through appropriate selection of texts that reflect different cultures. There is also a departmental committee on diversity in curriculum.

All ENG literature courses (200 level) have been redesigned to incorporate the multi-cultural requirement in Liberal Arts and Sciences.

- \* Note: The oral communication checklist and the written communication checklist developed by the General Education Committee were adopted for college-wide use during the 1997-98 academic year by Academic Council. Thinking Guidelines developed by the General Education Committee are being piloted by faculty during the 1998-99 academic year.

**VII. Recommendation(s)/Comment(s):**

The department would like to have assistance from Institutional Planning & Research in tracking Sinclair students who subsequently enroll at Wright State University or the University of Dayton in order to obtain summative assessment data. It would be preferable to be able to track student majoring in English.