



### **Outcome III – Group Participation/Social Interaction**

Students should learn to achieve group goals in a variety of social contexts.

### **Outcome IV – Professional Effectiveness**

Students should demonstrate responsibility and accountability in accomplishing goals.

### **Outcome V – Communication**

Students should be able to communicate effectively in a variety of ways with varied audiences.

#### 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, and metaphor/symbol.
- Understand and be responsive to the diversity and universality of human motives, conflicts, and 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.

Under the direction of Dana Frierson, 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 with respect to the teaching of English. 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. This "Standard" has recently been revised to emphasize the writing process.

The English department was visited for an external evaluation on May 16, 2000. The evaluator is the head of the Freshman English at the University of Cincinnati. Specific recommendations for consideration were offered in an eleven-page review submitted by the reviewer. The English Assessment Committee has reviewed the suggestions.

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

The English faculty developed an End-of-Sequence Survey that was administered to students in spring of 2001 as they completed their English 111, 112, & 113 sequence. IP&R personnel assisted the department in developing the survey. The survey used the gap analysis methodology that shows student feedback on "satisfaction level" as well as "level of importance" for each survey item. Student opinions are collected about: course goals, course objectives and transfer of knowledge from course-to-course.

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

Since 2000, The English Department has sponsored the Spectrum Awards for Excellence to recognize accomplishments of student writers from the Liberal Arts and Sciences division and award recipients of other college related writing contests. This is a change from the previous Student Writer's Recognition Day which only recognized students in English courses. The first Spectrum Awards took place on May 22, 2000. Students are recognized with certificates and a few are selected for outstanding accomplishments.

Three works written by Sinclair students were awarded prizes in categories to The League for Innovation Literary Competition. Sinclair students gained first prize in the essay category and second and third prizes in the short-story category. This competition has been in existence for seven years. Sinclair will host the competition in 2002.

**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. Current methodologies assess end-of-sequence learning outcomes for ENG 111-112-113.

Departmental efforts to review assessment activities are 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 Johnson County Community College, Ohio State University, Ohio University and University of Cincinnati.

The End-of-Sequence Survey showed that students generally ranked the objectives and outcomes of high importance and displayed high satisfaction in gaining the objectives and outcomes. However, the assessment team identified the following concerns:

- Process skills are an area of weakness (prewriting, revising, editing, and proofreading)
- Students report difficulty relating classroom skills to the workplace
- Students report difficulty writing interpretive essays
- Concerns relate to the consistency of the grading standards and class objectives
- A gap in expectations may exist between ENG 111 and 112
- Access to one-to-one assistance may be missing; students report inadequate opportunities for one-to-one assistance

The English assessment committee has forwarded the following general recommendations:

- The department must take steps to ensure consistent use of the department grading standards and scale
- Faculty need to more regularly reference the grading standards throughout the each class
- Consider integrating research strategies into ENG 111
- Provide workshops on MLA format
- Strive to have more consistent textbooks, assignments, and/or grading policies
- Review and update master syllabi for composition sequence
- Encourage faculty members to post syllabi and other relevant course information online
- Strengthen mentorship program for part-time faculty members
- Enact more procedures that emphasize accountability for current processes

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

- Continuing efforts to improve efficiency and expand use of the English Department's Writing Center.
- Implementing more strategies for increased enrollment in ENG literature courses and retention efforts.
- Providing more avenues for creative activities to involve Sinclair students as well as the Miami Valley community (i.e., the Spectrum Awards, Poetry performance series).
- Developing cross-functional teams with campus-wide constituents of the English Department to facilitate student success (i.e. DEV, Library, Assessment, Freshmen experience team).

**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 111 & 112. Additionally, a grading standard sheet is provided to all faculty along with a plagiarism statement included in all course syllabi to ensure standards are understood and maintained.

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

In ENG 111, 112 & 113, students use oral communication to relate critical readings to personal experience. Many classes also use Process Learning teams which require students to apply interpersonal communication 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, fiction, and non-fiction.

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

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

- e. Computer and information literacy

Students are required to complete writing assignments utilizing a word processor. Some faculty encourage e-mail submissions of materials. Research-based papers encourage the use of on-line and web-based research tools. Students must use technology to access information and then synthesize that information into their work.

The English department has worked closely with the library staff to help ensure adequate computer and information literacy skills.

- \* 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 students majoring in English.