

Cornell College
Departmental / Program Assessment Project
Year Three Progress Report

Department / Program:	English and Creative Writing
Person Submitting this Form:	Shannon Reed
Date:	7 August 2012

Brief Overview of the Assessment Project: *(refer to original Assessment Project Outline)*

- *Outcomes you assessed.*
- *Questions your project attempted to answer.*
- *Methods used to gather and analyze evidence.*

At the end of the 2010-2011 academic year, the department determined that the objective quiz we used that year did not give us the information we wanted. We decided to develop a comprehensive quiz and a rubric for assessing the quiz results.

The comprehensive quiz assesses students' knowledge of literary terms and key concepts. It also assesses their ability to reason through arguments about literature and research for literary projects. In this quiz, we determined to assess students' ability to think critically find answers rather than their objective knowledge.

Questions we attempted to answer: Do students know literary terminology and key concepts? Can they construct logical arguments to support their interpretations and answers? Can they explain their research process?

To answer these questions, we used a comprehensive quiz that asked students to annotate a poem, a prose passage, and a film still as if in preparation for a paper. Students were asked to identify technical aspects, author, country, and period. Students were also asked what research method they would use to find out more information about the given texts.

Two members of the department developed a rubric to assess these quizzes.

Involvement:

- *Who has been involved in this project?*
- *How well informed and involved are members of the department/office?*

All members of the department have been involved in the decision-making process. We discussed the old quiz and the new quiz and determined what kinds of questions and what kinds of texts we would use. Individual members suggested appropriate texts (Reed and Freeman suggested poems; Entel and Reed suggested prose passages; Mouton and Hankins and Stavreva suggested film stills) and edited the quiz questions (Reed, Mouton, and Hankins).

The assessment point person gives regular reports and solicits feedback from the entire department.

Results:

Please outline in detail what you learned through your data analysis / interpretation.

We gave the comprehensive quiz for the first time in 2011-2012. We administered it to two senior seminars. We have, thus far, developed a rubric for assessing the poem analyses. We are still developing the rubrics for the prose and film pieces. Our initial look suggests that we should modify the quiz slightly: give a time constraint and more specific questions. An initial reading of the poem analyses suggests this will answer our questions. We plan to compare results across two years (2011-2012 and 2012-2013) during the spring of 2013.

Decisions:

Please detail the decisions made as a result of the interpretations / conclusions drawn from the assessment project.

We are still awaiting decisions.

Documentation:

Please explain how your assessment work is being documented. Please be sure to address where the raw data is stored, what reports (including meeting minutes) exist, and where all relevant documents are located.

We are keeping copies of the quizzes and the rubrics. The raw data is stored in a confidential file in the department chair's office. Discussions of our process are included in meeting minutes. These are kept by the Program Assistant, Cheryl Dake, and by the department chair, Shannon Reed.

Year Four – Implementation of Change:

The goal of the fourth year of the assessment cycle is to implement decisions made as a result of the interpretations/conclusions drawn from the assessment project. What are your plans for the coming year? Please be sure to address:

- Plans for sharing results and decisions as well as for celebrating noteworthy results.
- Plans for implementing change(s).
- Plans for evaluating implementation progress and impact of the changes.

During the spring of 2013, we hope to examine the results of our assessment quizzes and determine fully whether this tool can answer our questions.

We also hope to be able to determine if we need to make changes to our outcomes listed for ENG 201, 202, and 215.

Evaluation of the Assessment Project:

Please provide an overview of the quality of the assessment project. What worked well? What changes would you recommend for the future?

Challenges:

What challenges has your department/office encountered to date with your assessment project?

Finding a useful assessment tool has been challenging. We also initially hoped to use papers from the senior project workshop. That class has finally been approved and we hope to integrate papers from the workshops into our assessment project when we begin offering those classes in 2013-2014.

Additional Information:

Feel free to add additional comments or supporting documents to this report.

Upon completion, please submit the report to Becki Elkins, Box 2628.

Your Signature Date

Department Chair Signature Date