

**Cornell College**  
**Departmental / Program Assessment Plan**  
Assessment Project Outline

Department / Program:	English
Person Submitting this Form:	S. Reed
Date:	May 2012

Outcome(s) Being Assessed:

Knowledge and application of key concepts and terminology related to literary periods, genre and form, prosody and figurative language, and narrative (#1).

Assessment Question(s):

*Given the outcome(s) being assessed, what do we want to find out? What information will be useful to us?*

Can English majors use the vocabulary and key concepts of literary analysis effectively?

Intended Uses of the Assessment:

*How will the results of the assessment be used? How can we ensure the information will be useful to us?*

The main goal of the assessment is curriculum improvement; it targets an internal, departmental audience. With the institution of a new, more scaffolded curriculum, we would like to determine the degree to which the foundations courses prepare students for work in the advanced courses. Should we be more specific about the pre-requirements for upper-level courses? Are FYS-type Foundations trying to do too much?

Gathering and Analyzing Evidence:

*What is the best way to get the information we need? What evidence already exists? From whom do we need to collect information? Use the grid below – or one of your own making – to outline your plan for collecting and analyzing evidence.*

Method to Collect Evidence	Method to Analyze Evidence	Assessment Question	Timeline
At the beginning of each section of ENG 411 Senior Seminar, the professor will administer a quiz on key concepts in English Studies. As part of the quiz, seniors will be asked to list the First-Year Writing Course and the Foundation course(s) in the field of English that they have taken.	The department chair (Reed) and one other member of the department will develop a rubric for analyzing the quiz results. These two members will read and analyze the quizzes according to the rubric and report back to the department.	#1	Analysis of quizzes from 2011-2012 due Sept. 2012. Analysis of quizzes from 2012-2013 due May 2013

Interpreting Evidence:

*What strategy will we use to make meaning of the results? How will we ensure we use the information? Our plan for interpreting the results and using them to inform our practice is:*

The 2011 senior class would not have had any Foundation courses, some of the 2012 seniors would have taken one or more of these courses, and all of the seniors in the 2013 class would have taken them. We would like to establish whether there is an overall gain in the knowledge of the key conceptual apparatus of the field and what areas (historical periods, genre and form, prosody and figurative language, narrative) present the greatest challenge to students. The goal is to inform the curriculum of the new Foundation courses. Using the distribution information from the cover letters, the department would also consider in what classes we should reinforce specific kinds of conceptual knowledge that students find challenging to master or apply.

Involvement:

*Who will be involved in this assessment project? What role will each of us play?*

ENG 411 instructors (Reed in 2010-11; Mouton and Hankins in 2011-12; Stavreva and Reed in 2012-2013) are responsible for collecting, storing, and analyzing the objective for their respective sections of the course. The chair (Reed) or a designate is responsible for the cumulative analysis of the trends from Spring 2011 to the Spring 2013. By the end of the Spring 2013 semester, the department as a whole will decide what adjustments in the pre-requisites, focus, and teaching methods of the Foundation and 300-level courses we would recommend.