

UNIT EFFECTIVENESS PROCESS
PHASE 1 – ASSESSMENT PLAN for STUDENT LEARNING OUTCOMES
2006-2007

Unit Name: English

Degree Program (For Academic Instructional Units)
Please use a separate Form B for each degree program
B. A.

Student Competencies (Statements of knowledge, skills, attitudes, behaviors that program majors should be able to demonstrate upon completion of the degree program.)

1. At graduation, English majors are able to write a clear, coherent, persuasive, and correct essay demonstrating their ability to analyze and interpret texts, to apply secondary criticism to them, and to explain their contexts..
 2. Students completing the English Department's First-Year English program will be able to closely read and interpret texts, to recognize and describe the ideas they convey, and to write clear and correct expository essays and arguments.
 3. Senior-level English majors in upper-division literature classes are able to identify authors, place them in their historical periods, identify the literary genre(s) that they generally produce, and know titles of their important works.
 - 4.
 - 5.
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Intended Outcome 1

80% of a sample of senior-level English majors in in upper-division literature classes will be able to score at least 70% on a test designed to measure their success in identifying authors, in placing them in their historical periods, in identifying the literary genres that they produce, and in knowing the titles of their major works.

Related Student Competency (If intended outcome is derived from student competency)
Competency 3.

Action Steps to Achieve Intended Outcome

The Department will offer a variety of courses in which students will be taught interpretation of texts, literary history, literary theory, rhetoric, composition, and other concepts and skills related to English studies.

Assessment Methodology

Include the following:

- *full description of the planned assessment activity*
- *the criteria for success*
- *the timetable for assessment activity*
- *responsible persons (by job title, not name) and specific duty*

The Department will construct a test to measure the students' ability to recognize authors, to place them in their historical periods, to associate them with their characteristic genres, and to identify their major works. This test will be given to a sample of English majors in junior- and senior-level classes.

The sampled students will be asked to identify the total number of hours they have completed and the number of advanced English hours that they have passed. This will allow us to disaggregate junior-level and senior-level students. This test will be given to samples in the Fall of 2006 and the Spring of 2007.

Intended Outcome 2

85% of senior English majors enrolled in ENGL 4399: Senior Seminar will be able to write a clear, persuasive and correct essay demonstrating the ability to analyze and interpret texts, apply secondary criticism to them, and to explain their contexts.

Related Student Competency (If intended outcome is derived from student competency)

Competency 1.

Action Steps to Achieve Intended Outcome

The English Department will offer and require students to pass with a grade of C or better a curriculum which will be capped by the Senior Seminar. In this class, students will be taught in an active-learning seminar context to synthesize their skills in analysis, interpretation, composition, and research.

Assessment Methodology

Include the following:

- *full description of the planned assessment activity*
- *the criteria for success*
- *the timetable for assessment activity*
- *responsible persons (by job title, not name) and specific duty*

The Department will develop a rubric that the instructors of ENGL 4399: Senior Seminar will use is evaluating the seminar papers produced by students.

Intended Outcome 3

Students in ENGL 1301 classes that participate in the UTA OneBook/Conversations '06 program will demonstrate active learning and collaborative skills in interpreting and writing about the text.

Related Student Competency (If intended outcome is derived from student competency)

Competency 2

Action Steps to Achieve Intended Outcome

Participating ENGL 1301 instructors will incorporate the text into the ENGL 1301 curriculum, guide their students' discussions of it, and assign and direct the students' writings related to the text.

Assessment Methodology

Form B – Student Learning Outcomes

Include the following:

- *full description of the planned assessment activity*
- *the criteria for success*
- *the timetable for assessment activity*
- *responsible persons (by job title, not name) and specific duty*

Participating ENGL 1301 instructors will develop a rubric for assessing the students in-class exploration of the work and the essays that emerge from those explorations.

Intended Outcome 4

Related Student Competency (If intended outcome is derived from student competency)

Action Steps to Achieve Intended Outcome

Assessment Methodology

Include the following:

- *full description of the planned assessment activity*
 - *the criteria for success*
 - *the timetable for assessment activity*
 - *responsible persons (by job title, not name) and specific duty*
-

Intended Outcome 5

Related Student Competency (If intended outcome is derived from student competency)

Action Steps to Achieve Intended Outcome

Assessment Methodology

Include the following:

- *full description of the planned assessment activity*
 - *the criteria for success*
 - *the timetable for assessment activity*
 - *responsible persons (by job title, not name) and specific duty*
-

Intended Outcome 6

Related Student Competency (If intended outcome is derived from student competency)

Action Steps to Achieve Intended Outcome

Assessment Methodology

Include the following:

- *full description of the planned assessment activity*
 - *the criteria for success*
 - *the timetable for assessment activity*
 - *responsible persons (by job title, not name) and specific duty*
-

Intended Outcome 7

Related Student Competency (If intended outcome is derived from student competency)

Action Steps to Achieve Intended Outcome

Assessment Methodology

Include the following:

- *full description of the planned assessment activity*
 - *the criteria for success*
 - *the timetable for assessment activity*
 - *responsible persons (by job title, not name) and specific duty*
-

Intended Outcome 8

Related Student Competency (If intended outcome is derived from student competency)

Action Steps to Achieve Intended Outcome

Assessment Methodology

Include the following:

- *full description of the planned assessment activity*

- *the criteria for success*
- *the timetable for assessment activity*
- *responsible persons (by job title, not name) and specific duty*