



## English Composition | 2015-2016 Assessment Plan

1. Please review last year's assessment results (2014-2015) with the faculty in your program. How does your program plan to take these results into consideration in future programmatic planning?

We discussed the results at two meetings of the English Composition teachers: an after-dinner discussion during the English Composition Teachers' Summer Reading Group (attended by almost all teachers in the program, despite taking place in summer) and a Comp teachers' meeting during October. Although the assessment results didn't reveal severe problems in the area being assessed (students' control of standard essay structure), we discussed a number of teaching techniques and exercises designed to improve students' command of essay structure. Thus, the main result was a sharing of teaching techniques and exercises, with the various teachers in the program learning from and borrowing from one another.

2. Which outcome will you assess this year (2015-2016)?

We're assessing a specific skill within programmatic outcome #4: "Inquiry - Students will formulate research questions appropriate for the assignment, locate and evaluate appropriate sources, and synthesize material from those sources, while adequately paraphrasing, carefully quoting when appropriate, and correctly citing." Specifically, we're assessing how well students can integrate summaries, paraphrases, and quotations into their papers.

3. Which technique will you use to assess this outcome?

Embedded assignments.

4. Which course or group of students will you assess on the outcome chosen above and when?

We'll be collecting one paper from each section of English Composition taught during the 2015-16 school year, excluding the summer semester. For each section, instructors are to ask the tenth person on the course roster (in alphabetical order) if he or she is willing to allow his or her paper to be used for program assessment, with all identifiers of the student removed from the paper. If that student is unwilling, the instructor is to ask the eleventh person on the course roster, and so on, until a willing participant is found. (For online classes, where enrollment is smaller, instructors are simply asked to start halfway down the roster in alphabetical order, and keep asking until they find a willing participant.) Thus, we expect to get a random sample of student work. Participants sign an informed consent form created in cooperation with the IRB. We have a four-person committee of English Comp teachers who will evaluate the essays for the outcome being assessed. Part of the assessment will be

simple tabulation (e.g., “How many quotations in the paper are less than a sentence and are integrated into the student’s own sentence structure? How many are a full sentence or more and are introduced with a signal phrase making clear the identity of the source and perhaps the source’s credentials or the circumstances of the quotation? How many are a full sentence or more and are simply dropped into the paper with no introductory signal phrase?”). The rest of the assessment will be more subjective, and guided by a rubric (“How clearly does the student establish the purpose the quotations serve in the paper and the connections between the ideas in the quotation and the student’s own ideas in the paper?”)