



## English | 2013-2014 Assessment Report

1. *Please give a brief overview of the data you collected. This can be in any form you feel is appropriate, such as a table, a short narrative of results, statistical analysis, highlighting findings that were of particular interest, etc. In short, it doesn't matter how you submit your findings.*

**Course Under Consideration:**

English 212: Introduction to Creative Writing

**Course Enrollment and Meeting Times:**

25 students (full); Tuesday/Thursday Meetings for 80 minutes

**Outcome Assessed:**

Figurative Language: Understanding and Demonstration of metaphor

**Assessment Activity:**

Students were asked to answer or complete the following 6 questions:

- Define metaphor
- Write your own example of a metaphor
- Define "Vehicle" and "Tenor"
- Identify the Vehicle and Tenor in the metaphor you wrote
- Define "Connotation"
- Details the connotation(s) of the metaphor you wrote

**Assessment Scale:**

Does not meet expectations: 0-2

Meets expectations: 3-5

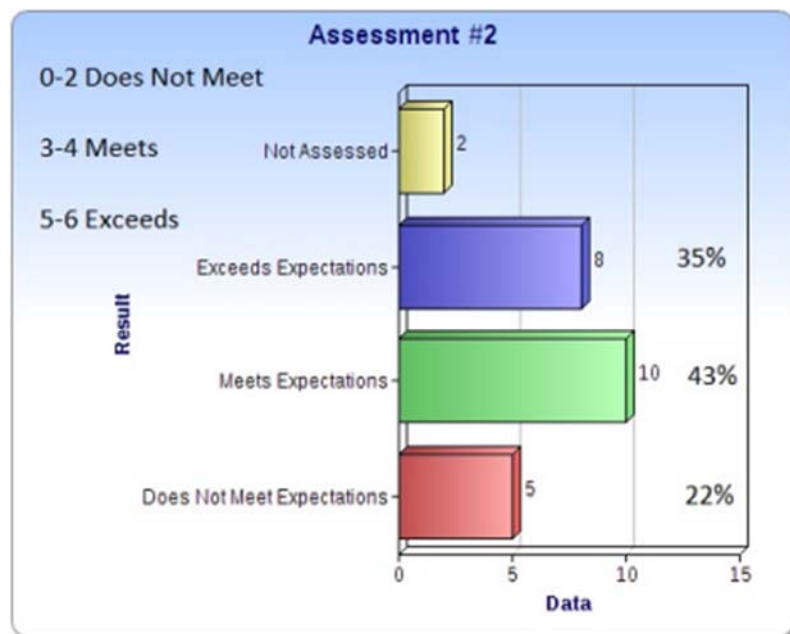
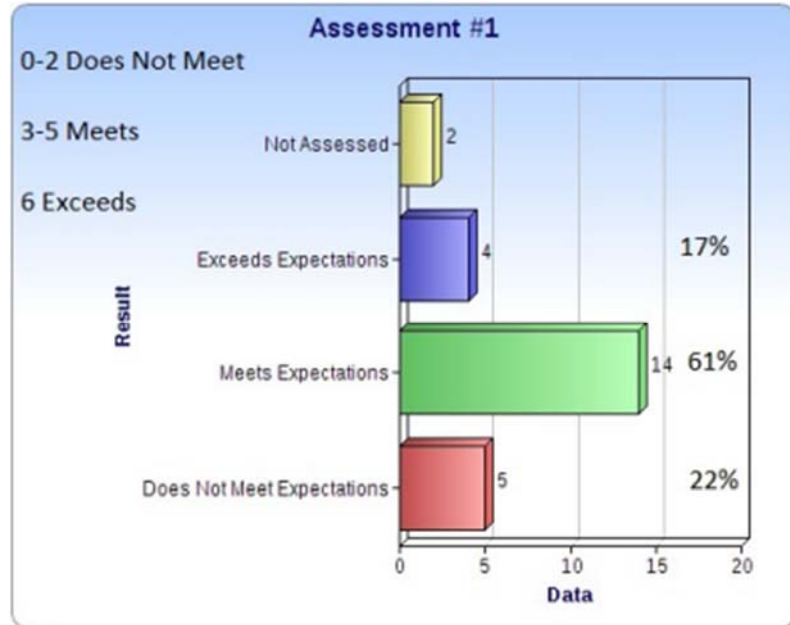
Exceeds expectations: 6

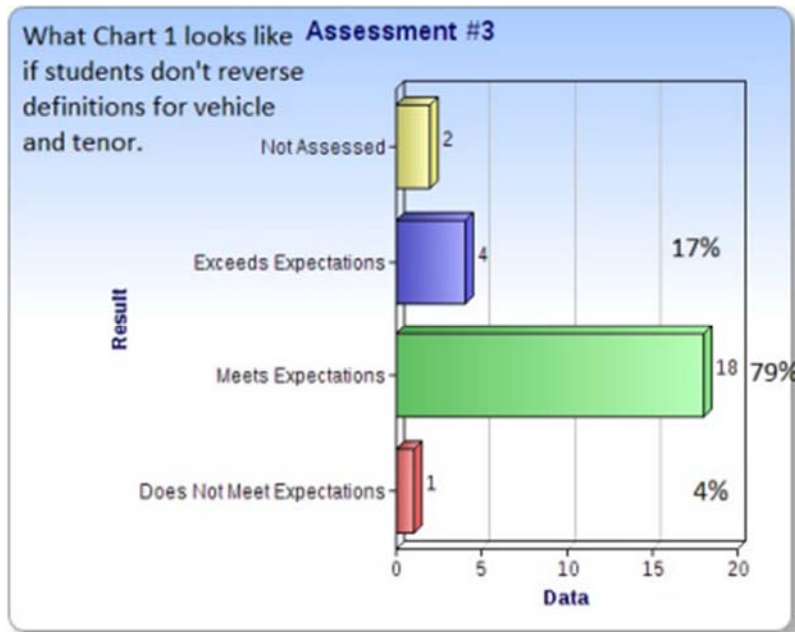
NA = Not assessed (absent or did not participate/complete assignment)

Results (Data for each student):

Student	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Not Assessed
Student 1		X		
Student 2		X		
Student 3		X		
Student 4		X		
Student 5	X			
Student 6		X		
Student 7		X		
Student 8			X	
Student 9		X		
Student 10		X		
Student 11		X		
Student 12	X			
Student 13			X	
Student 14		X		
Student 15		X		
Student 16		X		
Student 17	X			
Student 18	X			
Student 19			X	
Student 20		X		
Student 21	X			
Student 22			X	
Student 23		X		
Student 24				X
Student 25				X
Totals	5	14	4	2

## Data Visualizations





### Observations and Conclusions

This assessment demonstrates that the majority of students did effectively grasp the concept of figurative language as specifically applied to metaphor. Graphs 1 and 2 show that 78% of the students met or exceeded expectations.

It has yet to be discussed by the department as to whether only a "6" or both a "5 and a "6" would exceed expectations. If a 5 and a 6 are interpreted as exceeding, then the percentage increases from 17% exceeding to 35% exceeding.

Also of note: 100% of the students properly wrote an example of metaphor. So while there is a distinction to be made when assessing whether or not the students could properly define the terms, all of them successfully performed the concept in question.

Finally, and of most interest when analyzing the data, of the 5 student who did not meet expectations, 4 of those students received "2" out of "6" because they reversed the definitions of Vehicle and Tenor. They provided the correct definitions but applied but reversed the terms. If they had not done so, only one student would have been designated as "Not Meeting Expectations."

### Action Plan

Overall, the assessment reveals that the students do indeed grasp the concept of metaphor. Admittedly, this assessment was a little stilted in that I have it in quiz form at the end of the semester, rather than assessing the concept in a creative assignment. With that in mind:

- Numbers will further improve here by more reinforcement of terminology throughout the semester (i.e. use the terms “vehicle” and “tenor” more frequently during class discussion and assignment feedback).
  - This could signal a larger effort and analysis of how consistent terminology is when appearing in instructor feedback, especially when applied to assignments that specifically focus on figurative language.
  - Also, this assessment points to a need for the department discuss the value of performance of concepts versus the ability to define those concepts.
  - Finally, this very localized, specific assessment will give the department a chance to discuss rubrics, formats for data, and assessment categories before moving on to a larger assessment project.
2. *How will you use what you’ve learned from the data that was collected? Some examples are: a change in assessment plan for the following year because you want to drill down deeper to find more or better information, faculty will discuss the data to decide what to do with it, curricular changes, faculty development, etc.*

First of all, you will notice that this data represents a change in our assessment plan. The reason for this is that the plan we originally approved was scuttled by the fact that data from past years’ sections of ENG 290 was no longer available on D2L, so we could no longer go forward with the planned portfolio assessment. Instead, then, we decided to use this much more limited assessment technique that Professor Rybak was already using in his Introduction to Creative Writing class. In view of the technical difficulties involved in portfolio assessment, we plan to use this data as a point of departure for discussing an alternative assessment plan for next year, a plan that may involve forms of embedded assessment like this one.