Report:	Assessment Plan Details for: Department of English
	Report Generated by TaskStream
Workspace:	Operational Plan & Assessment Report - OPAR
Assessment Plan:	2010-11Cycle: Assessment Plan and Assessment Findings
Assessment Plan Template:	OPAR Assessment Plan
Report Generated:	Wednesday, March 09, 2011

Measures and Findings

Department of English Unit Goals

1. Increase student satisfaction with advisement

Increase student satisfaction with advisement in the Department of English and Foreign Languages.

Increase the percentage of students satisfied w/ advisement

Increase the percentage of students satisfied with advisement from 80% to 90%

Mapped to:

- FSU Strategic Priorities, Initiatives, and Indicators: 1.5.2.,
- UNC Tomorrow: 4.1.1,
- USA- SACS- Comprehensive Standards (Section 3): 3.3.1.3

Measures & Findings

1 Senior Survey
Institution level; Indirect - Survey

Details/Description: Data from the Senior Survey of 2011

Acceptable Target: The overall Academic Advising score (2011)will exceed the university average for seniors in 2010.

Implementation Plan (timeline):

Key/Responsible Personnel: Dr. Eric Hyman, Assistant Chair

Supporting Attachments:

Findings for 1 Senior Survey

Summary of Findings: Data not yet available

Acceptable Target Achievement:

Recommendations :

Reflections/Notes :

Substantiating Evidence:

2. Academic Advising Survey
Indirect - Survey

Details/Description: University will administer the Academic Advising Survey and supply the department with results.

Acceptable Target: The criteria for success will be an increase of two(2) percent in students selecting Agree or Strongly Agree in response to the item " I am satisfied with the quality of academic advisement.

Implementation Plan (timeline):

Key/Responsible Personnel: Dr. Eric Hyman, Assistant Chair

Supporting Attachments:

No Findings Added to 2. Academic Advising Survey

2. Decrease SCH gap

Decrease the gap between actual and generated faculty positions.

Decrease the gap between actual and generated positions

Decrease the gap between actual and generated faculty positions from -3.85

Measures & Findings

Decrease the SCH Gap
Program level; Direct - Other

Findings for Decrease the SCH Gap

to -3.13.

Mapped to:

- FSU Strategic Priorities, Initiatives, and Indicators: 6.1.0.,
- UNC Tomorrow: 4.2.4,
- USA- SACS- Comprehensive Standards (Section 3): 3.3.1.2

Details/Description: The department will calculate the SCH taught + released time granted by the university to each faculty member in order to determine the SCH hours released for each faculty member

Acceptable Target: The criterion for success is a gap of -3.13 positions, 0.72 less than in 2009-10.

Implementation Plan (timeline): Calculations for academic year will be made in Spring 2011 Semester

Key/Responsible Personnel: Dr. Edward McShane, Chair

Supporting Attachments:

Summary of Findings: The department had 15.0221 generated positions + 5.00 positions accounted for by released time for administrative, academic and faculty development activities . The total number of positions was 20.7721. The number of full time faculty is 24.5 (25.5 if the faculty member on disability leave is counted). the gap, thus , is 3.7279 positions.

Acceptable Target Achievement: Not Met

Recommendations : The department will continue monitoring this data and will attempt to create class schedules that serve students while at the same time making most efficient use of faculty.

Reflections/Notes : Since English and Foreign languages were split beginning this academic year the department had no true baseline with which to make jusdgements about enrollments. the gap remains almost the same as in 2009-10.

Substantiating Evidence:

copyoffacgenpositions (Excel Workbook (Open XML))

3. Increase Persistence Rate in the major

Increase Persistence Rate in the major programs by 9.6%. Persistence rate to reach 90.0% froim 80.4%

Increase Persistence Rate from 80.4% to 91%

Increase Persistence Rate from 80.4% to 91%%

Mapped to:

- FSU Strategic Priorities, Initiatives, and Indicators: 1.1.5.

Measures & Findings

Increase Persistence in the major rate from 80.4 % to 91%
Program level; Direct - Other

Details/Description: Insatitutional Research will collect the data and make it available to the department in 2011

Acceptable Target: The criteria for success will be an increase in departmental persistence to 91%

Implementation Plan (timeline):

Key/Responsible Personnel: Edward McShane, Chair

Supporting Attachments:

No Findings Added to Increase Persistence in the major rate from 80.4 % to 91%

4. Decrease the D/F/W rates

Decrease the D/F/W rates in lower level English courses by 5%

Decrease the D/F/W rates in English 110 and 120 by 5 %

Decrease the D/F/W rates in English 110 and English 120 by 5 %

Mapped to:

- FSU Strategic Priorities, Initiatives, and Indicators: 1.1.5.

Measures & Findings

Decrease the D/F/W final grades in English 110 and 120 by 5%
Program level; Direct - Other

Details/Description: Institutional research will provide the D/F/W rates for the English 110 and 120 courses

Acceptable Target: The criterion for success will be a decrease of 5% in the number of D/F/W final grades in English 110 and 120 courses by increasing the use of support services by students who are not

No Findings Added to Decrease the D/F/W final grades in English 110 and 120 by 5%

doing well in these courses.

Implementation Plan (timeline):

Key/Responsible Personnel: Edward McShane, Chair

Supporting Attachments:

5. Assess 5 program objectives for B.A. and B.S,

Assess programmatic objective per program in 2010-11

Assess 5 program objectives for the B.A. and the B.S.

Assess the following five programmatic objective in 2010-11:
1.Describe characteristics of literature in English from diverse literary historical periods and cultures.(test and focus group)
2.Correctly apply literary terminology for narrative, poetic, and dramatic genres.(test and focus group)
3.Use literary critical perspectives to generate original analyses of literature in English.(test and focus group)
4.Compose diverse researched and/or original texts in varied genres and formats, using various composing processes, technologies, and/or multimodal formats.(Use rubric to assess skill of students in selected 300 and 400 level classes in fall 2010 and Spring 2011) 5. Locate and evaluate discipline-specific sources, and incorporate and cite sources according to the MLA style manual. Test and sample papers.)

Mapped to:

- FSU Strategic Priorities, Initiatives, and Indicators: 1.2.3.

Measures & Findings

Create and apply writing rubric to selected research papers to assess outcome #4:

Program level; Direct - Student Artifact

Details/Description: The Assessment Committee will develop a rubric to assess program Objective #4 (above). The assessment committee will collect twenty final research papers or final projects from English 300 and English 400 level class in fall 2010 and collect final research papers or final projects from similar English classes in spring. The rubric will be applied to the fall semester papers in March and the spring semester papers in May The committee will prepare a report to the department before May 13.

Acceptable Target: At least 70 percent of students will meet or exceed expectations.

Implementation Plan (timeline): December 2010: collect papers from selected classes
April 2011:collect papers from selected classes .Fall papers will be assessed in March, 2011; spring papers will be assessed in May,2011. the rubric will be developed by February 15, 2011.

Key/Responsible Personnel: Assessment Committee: Eric Hyman; Sonya Brown;Micki Nyman;Jeff Sychterz

Supporting Attachments:

Assessment Rubric (Word Document (Open XML))

Findings for Create and apply writing rubric to selected research papers to assess outcome #4:

Summary of Findings: These are not complete findings. The rubric has been applied to 8 reaearch papers from Fall 2010. Another norming session is planned where more papers will be examined using the rubric . Preliminary findings are attached.

Acceptable Target Achievement: Not Met

Recommendations : The rubrioc will be applied to more fall 2010 in late marxch. The rubic will be appllied to Spring 2011 ppaers in early May.

Reflections/Notes : The assessment committee wil continue the process for 2011-12 and withe the goal of 75% of the paers meeting expectations.

Substantiating Evidence:

Department generated major field test

Program level; Direct - Exam

Details/Description: This test measures objectives 1,2,3, and 5.It includes open-ended questions and graders will be normed.

Acceptable Target: 70 to 100 percent

Implementation Plan (timeline): The test will be revised in all 2010 and deployed in Spring 2011.

Key/Responsible Personnel: Assessment Committee: Eric Hyman, Chair ; Ji-Young Kim, Jeffrey Sychterz , Micki Nyman, Sarah Frantz, Judy Fowler and Sonya Brown,and Brenda Hammack

Supporting Attachments:

No Findings Added to Department generated major field test

Student focus group

Program level; Indirect - Focus Group

No Findings Added to Student focus group

Details/Description: Ask students about programattic objectives 1 through 4

Acceptable Target: At least 20% of the English majors will be involved in the group.

Implementation Plan (timeline): Spring 2011-

Key/Responsible Personnel: Assessment Committee

Supporting Attachments: