Report:	Assessment Plan Details for: Department of English
	Report Generated by TaskStream
Workspace:	Operational Plan & Assessment Report - OPAR
Assessment Plan:	2009-10 Cycle: Assessment Plan and Assessment Findings
Assessment Plan Template:	OPAR Assessment Plan
Report Generated:	Friday, August 27, 2010

Measures and Findings

Department of English
Unit Goals

1. Increase student satisfaction with advisement

Increase the percentage of students satisfied w/ advisement

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 Academic Advisement Survey
Indirect - Survey

Details/Description: University will administer the Academic Advisement 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:

Supporting Attachments:

Findings for 1 Academic Advisement Survey

Summary of Findings: In 2008-2009 81,82 % of the EFL students surveyed agreed or strongly agreed with this statement " I am generally satisfied with the quality of academic advisement. In 2009-10 that percentage dropped to 80%.

Acceptable Target Achievement: Not Met

Recommendations : The department has put into place an advisement system which makes students and faculty more accountable; we will monitor advising to see if this decrease represents an actual decline.

Reflections/Notes : The Chair will make certain that new faculty receive adequate training,

Substantiating Evidence:

2 NSSE Item 12
Indirect - Survey

Details/Description: NSSE Item 12 – Overall Academic Advising – score will exceed the university average for seniors (2.81) in 2007.

Acceptable Target: NSSE Item 12 – Overall Academic Advising – score will exceed the university average for seniors (2.81) in 2007.

Implementation Plan (timeline):

Key/Responsible Personnel:

Supporting Attachments:

No Findings Added to 2 NSSE Item 12

2. Decrease SCH gap

Decrease the gap between actual and generated positions

Mapped to:

Measures & Findings

Decrease the gap between actual and generated faculty positions
Indirect - Other

Findings for Decrease the gap between actual and generated faculty positions

- 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 criterion for success will be a gap difference in Instructor Semester Credit hours by 0.72 for the department.

Acceptable Target: The criterion for success will be a gap difference in Instructor Semester Credit hours by 0.72 for the department.

Implementation Plan (timeline): During Spring 2010, the department will review the number of actual and generated faculty positions generated based on student credit hours.

Key/Responsible Personnel:

Supporting Attachments:

Summary of Findings: The gap between actual faculty positions and generated faculty positions has been reduced by almost 5 positions this year. The department now has only 3.85 more actual faculty than the number according to semester credit hours..

Acceptable Target Achievement: Exceeded

Recommendations : Continure monitoring course loads and be willing to take on more high enrollment courses and sections in order to increase average faculty SCHs.

Reflections/Notes : In a department such as ours which teaches core courses which demand small enrollment in order to aid students it is difficult to adhere to SCH limits. We have succeeded. far beyond our expectations, in reducing the gap.

Substantiating Evidence:

Increase in average load among faculty
Indirect - Survey

Details/Description: The criterion for success will be an increase in average load among faculty.

Acceptable Target: The criterion for success will be an increase in average load among faculty.

Implementation Plan (timeline): During Spring 2010, the department will review the course loads of faculty.

Key/Responsible Personnel:

Supporting Attachments:

Findings for Increase in average load among faculty

Summary of Findings: The department has lowered the gap from -9.72 to - 3.875 positions.

Acceptable Target Achievement: Exceeded

Recommendations : The department will continue to monitor the faculty load and look for opportunities to offer high enrollment courses in an effort to reduce the gap further.

Reflections/Notes :

Substantiating Evidence:

SCHworksheet(2)(1)june 14.xlsx (Excel Workbook (Open XML))

3. Increase Persistence Rate in the major

Increase Persistence Rate from 89.2% to 91.0%

Mapped to:

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

Measures & Findings

Increase persistence rate in the major
Indirect - Other

Details/Description: Institutional Research will collect the data on student persistence and make it available to the department in 2010.

Acceptable Target: The Criteria for success will be an increase in departmental persistence from 89.2 to 91%.

Implementation Plan (timeline):

Key/Responsible Personnel:

Supporting Attachments:

Findings for Increase persistence rate in the major

Summary of Findings: Persistence rate declined from 89.2% (fall 2008 to Fall 2009)to 80.4% (Spring 09-Spring '10) The data is that which is available in May 2010. Traditionally the spring to spring statistics tend to be lower. Data available in Fall 2010 may lead to a more positive outcome.

Acceptable Target Achievement: Not Met

Recommendations : The department will cobntinue monitoring the retention and persistence rates and develop strategies to improve them.

Reflections/Notes : These data suggest to some that changes in prerequisites for courses and a revision of the curriculem in both the English and Foreign Language major and minor programs may be indicated.

Substantiating Evidence:

4. Decrease the D/F/W rates

Decrease the D/F/W rates by 5 %

Mapped to:

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

Measures & Findings

Decrease the D/F/W final grades
Indirect - Other

Details/Description: The criterion for success will be a decrease in the number of D/F/W final grades in English and Foreign Language courses by increasing the number variable credit support sections by offering the option in selected English 110 and 120 courses.

Acceptable Target: The criterion for success will be a decrease in the number of D/F/W final grades in English and Foreign Language courses by increasing the number variable credit support sections by offering the option in selected English 110 and 120 courses.

Implementation Plan (timeline):

Key/Responsible Personnel:

Supporting Attachments:

Findings for Decrease the D/F/W final grades

Summary of Findings: The DFW rate for EFL for Spring 2010 was 16.5208; in Spring 2009 it was 22.46, a difference of 5.9392% therefore the target was exceeded.

Acceptable Target Achievement: Exceeded

Recommendations : Continue to encourage students and find strategies to increase their use of the support systems in place for students.

Reflections/Notes : Many students responded to increased emphasis on support services; however, there still are many who need further encouragement

Substantiating Evidence:

Decrease the D/F/W rates in English& Foreign Language courses
Indirect - Survey

Details/Description: The criterion for success will be a decrease in the number of D/F/W grades in English& Foreign Language courses by the use of variable credit sections of 110 and 120 for students needing support.

Acceptable Target: During Spring 2009, 22.46 % of students in English & Foreign Language courses earned a D, F, or W as a final grade. Hope to decrease this percentage in Sprin 2010

Implementation Plan (timeline):

Key/Responsible Personnel:

Supporting Attachments:

Findings for Decrease the D/F/W rates in English& Foreign Language courses

Summary of Findings: DFW rate was reduced to 16.46 %. Target met.

Acceptable Target Achievement: Exceeded

Recommendations :

Reflections/Notes :

Substantiating Evidence:

5. Increase learning community participation

Develop upper division Learning Communities

Mapped to:

- FSU Strategic Priorities, Initiatives, and Indicators: 1.2.5.

Measures & Findings

EFL upper division courses
Indirect - Other

Details/Description: The criterion for success will be an increase in EFL upper division courses included in learning communities.

Acceptable Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

Supporting Attachments:

Findings for EFL upper division courses

Summary of Findings: There has been no substantial action on this matter because of problems with scheduling, enrollment, and faculty load.

Acceptable Target Achievement: Exceeded

Recommendations : The department will create a committee which will attempt to develop strategies to involve more faculty in this endeavor.

Reflections/Notes :

Substantiating Evidence:

Instructors in a learning community
Indirect - Other

Details/Description: The criterion for success will be to identify courses and instructors that would be appropriate for inclusion in a learning community.

Acceptable Target:

Implementation Plan (timeline):

No Findings Added to Instructors in a learning community

Key/Responsible Personnel:

Supporting Attachments:

7. Plan to assess programmatic objectives

Assess at least one programmatic objective

Mapped to:

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

Measures & Findings

Develop and deploy rubrics in foreign language courses

Direct - Other

Details/Description: Develop and deploy rubrics in foreign language courses at all levels to assess student skill in speaking, listening, reading and writing in Fall 2009.

Acceptable Target: Develop and deploy rubrics in foreign language courses at all levels to assess student skill in speaking, listening, reading and writing in Fall 2009.

Implementation Plan (timeline):

Key/Responsible Personnel:

Supporting Attachments:

Findings for Develop and deploy rubrics in foreign language courses

Summary of Findings: Common rubrics have been develioped to be used in all Spanish Language courses and are attached

Acceptable Target Achievement: Exceeded

Recommendations : The department will continue the use of the riubrics and revise and refine as needed.

Reflections/Notes :

Substantiating Evidence:

Common_Rubrics_for_Spanish_degree.docx (Word Document (Open XML))

Major Area Test

Direct - Exam

Details/Description: English and Foreign Language will administer a faculty developed Major Area Test in Literature in Fall 2009 to English Majors

Acceptable Target: English and Foreign Language will administer a faculty developed Major Area Test in Literature in Fall 2009 to English Majors

Implementation Plan (timeline):

Key/Responsible Personnel:

Supporting Attachments:

Assessment report fall 2009 .docx (Word Document (Open XML))

Results of testing and focus groups 2009-10

ENGL BA BS test for objective 2.docx (Word Document (Open XML))

Department constructed test of three program outcomes(direct measure)

Findings for Major Area Test

Summary of Findings: We assessed for the first three program outcomes and found no substantial difference between sophomore, junior and senior students' scores.

Acceptable Target Achievement: Met

Recommendations : WE held student workshops on using critical terms and developing more sophisticated literay analysis. the department has decided to infuse more literary termoinology into the curriculum.

Reflections/Notes :

Substantiating Evidence:

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Acceptable Target: English and Foreign Language will administer a faculty developed Major Area Test in Literature in Fall 2009 to English Majors

Implementation Plan (timeline):

Key/Responsible Personnel:

Supporting Attachments:

Assessment report fall 2009 .docx (Word Document (Open XML))

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Recommendations : WE held student workshops on using critical terms and developing more sophisticated literay analysis. the department has decided to infuse more literary termoinology into the curriculum.

Reflections/Notes :

Substantiating Evidence:

ENGL BA BS test for objective 2.docx (Word Document (Open XML))

Department constructed test of three program outcomes(direct measure)

8. Assess prerequisites

Assess prerequisites

Mapped to:

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

Measures & Findings

Prerequisites will be identified when they are obstacles

Details/Description: Prerequisites will be identified when they are obstacles to potential student progression.

Acceptable Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

Supporting Attachments:

Findings for Prerequisites will be identified when they are obstacles

Summary of Findings: The department examined the prrequisites for both English and Spanish courses and sent proposals forward to eliminate some of the 100 level prerequisites for 200 level English courses as well as eliminating prerequisites which sometimes were obstacles to students completing their degrees in a timely manner.

Acceptable Target Achievement: Met

Recommendations : Continue working on methods to make all programs in the department graduate students in a timely manner and , perhaps, increase enrollment in the major

Reflections/Notes :

Substantiating Evidence:

1.Foreign_Language_Placement_Test[1].doc (Microsoft Word)

10._Tables_comparing_current_majors_and_minor_with_proposed_ones[1].docx (Word Document (Open XML))

11.Spanish_Program_Outcomes_Assessment[1].doc (Microsoft Word)

12.Progress_Report_on_BA_and_BS_in_Spanish[1].doc (Microsoft Word)

2.Modify_Prerequisites_SPAN_120,211,212[1].docx (Word Document (Open XML))

3.Create_SPAN_230[1].doc (Microsoft Word)

4.Create_SPAN_240[1].doc (Microsoft Word)

5.Create_SPAN_350[1].doc (Microsoft Word)

6.Modify_SPAN_311[1].doc (Microsoft Word)

7.Modify_SPAN_312[1].doc (Microsoft Word)

8.Modify_SPAN_481[1].doc (Microsoft Word)

AcademicProposalForm_211[1].docx (Word Document (Open XML))

AcademicProposalForm_211[1].docx (Word Document (Open XML))

AcademicProposalForm_212[1].docx (Word Document (Open XML))

AcademicProposalForm_220[1].docx (Word Document (Open XML))

Coursereq_-_Micki[1].doc (Microsoft Word)

Curriculum changes directed to EFL curriculum committee.docx (Word Document (Open XML))

ENGL240[1].docx (Word Document (Open XML))

Spanish_Programs_Requirements_Redistribution[1].docx (Word Document (Open XML))