English

MFT SCORES

Students Assessed: 14
Day: 11
Evening: 3

DAY

Mean: 150  55%tile

14 Students took the MFT during this period. Last year, 17 students took the MFT. This remains too small of a sample to make any significant conclusions. The National Mean score was 155, five points higher than CC.

Once again, scores were widely divergent; the highest score was in the 91st percentile. The lowest was at 0. The MFT for Literature in English provides area scores for eight different competency areas. Once again, our students scored better in "American Literature to 1900" and "Literature in English since 1945." Scores were notably lower in all other areas though this year only marginally lower in early 20th century British and American.

Once again we analyzed the students in terms of their emphasis, i.e., Literature or Creative Writing. For the first time, there was no notable difference between the two. Probably this is the result of curricular changes we made several years ago requiring Creative Writing students to take more basic literature courses.

Dr. Mettling's assessment of the major (ENGL 431 Senior Seminar) indicates student inexperience in research methodology and meaningful analysis and recommends that more upper level courses include it. However, she found the students to be mostly well-prepared and successful especially when they did not procrastinate.

EVENING

Mean: 149 45%tile

Only three scores, but again widely divergent. 91st to 0 percentile. Subtests score results not provided.

Philosophy and Religious Studies
Students Assessed: 1

There is no major field test for this area, and there was only one graduate. Assessment is limited to the culminating experience course: PHIL/RELI 490 Thematic Seminar in Philosophy and Religious Studies.

The one student in PHIL 490 was motivated and organized. He had the analytic skill and preparation required to succeed in the class.

Speech Communication

Students Assessed: 5

For the first time, Speech Communication utilized the ACAT. While five students is much too small of a cohort from which to draw conclusions, students did reasonably well on the exam. Strengths appear to be in public speaking and weaknesses appear to be in interpersonal communication. If we continue to use the ACAT, we can determine whether this actually indicates issues in our curriculum.