Humanities Program Assessment AY 2010-2011

English

All Students Assessed: (16 students assessed)
Day: 6
Evening: 10
Mean 150.3
National Percentile Rank 39%

Day Students (6 students assessed)
Mean: 144.3
National Percentile Rank: 28%

Evening Students (10 students assessed)
Mean: 153.9
National Percentile Rank: 46%

16 Students took the MFT during this period. The National Mean score was 154.5 (4.5 points higher than Columbia College).

Percentile for Day Students’ scores ranged from 10% to 60% percent.
Percentile for Evening Students’ scores ranged from 1% to 90% percent.

However, these data remain too small of a sample to make any significant conclusions.

The MFT for Literature in English provides area scores for eight different competency areas.

<table>
<thead>
<tr>
<th>Test</th>
<th>Day % Correct</th>
<th>Evening % Correct</th>
</tr>
</thead>
<tbody>
<tr>
<td>British Literature Pre-1660</td>
<td>39</td>
<td>49</td>
</tr>
<tr>
<td>British Literature 1660-1900</td>
<td>37</td>
<td>43</td>
</tr>
<tr>
<td>American Literature to 1900</td>
<td>46</td>
<td>64</td>
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<tr>
<td>British and American Literature to 1945</td>
<td>49</td>
<td>52</td>
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<td>Literature in English Since 1945</td>
<td>56</td>
<td>59</td>
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<td>Literary History</td>
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<td>49</td>
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<tr>
<td>Identification</td>
<td>42</td>
<td>42</td>
</tr>
<tr>
<td>Literary Theory</td>
<td>51</td>
<td>54</td>
</tr>
</tbody>
</table>

It is notable that the Evening students scored higher than the Day Students in all areas, but the sample size is too small to make meaningful conclusions.
Tracks
We also analyzed the Day students in terms of their emphasis, i.e., Literature or Creative Writing (data wasn’t given on Evening student tracks). While last year, there was no notable difference between the two tracks, this year the literature students performed roughly twice as well as the creative writing students.

Literature students’ scores ranged from 10% to 60% and the creative writing students ranged from 15% to 25%. On some level, however, this distinction is meaningless because the sample size is six students total, with only three students in each track.

General Commentary:
The students in English 431 (Senior Seminar) struggled all semester with demonstrating scholarly and critical skills at or near the level of achievement expected of entry-level graduate students in literature or creative writing. Their final papers for the class were barely (if that) entry-level graduate work. The students also struggled to show mastery of basic critical and theoretical concerns in the English discipline; to recognize the terminology of major schools of literary criticism; to demonstrate mastery of canonical literature in multiple genres; to demonstrate advanced revisionary capabilities; and to demonstrate complete mastery of MLA citation and research methodology. Our students also struggled with: identifying a valid research question; generating a defensible thesis, and using basic research skills to find sources to develop and support their thesis; writing a comprehensible paper and revising it. They also struggled with correctly formatting citations and bibliographies.

As it stands, English 431 does not seem to actually function as a “culminating” course for the major. Dr. Campbell and Dr. Denzin are currently discussing what Senior Seminar should be attempting to do – and what it can achieve. The English department last year changed the rotation of English 490 Literary Theory and Criticism so this course precedes English 431. This was one move made to try and build a progression that would prepare students for Senior Seminar as a culminating course. This fall Dr. Campbell changed the structure of the second eight weeks of English 490 so as to include a graded prospectus and annotated bibliography looking toward the Senior Seminar project. This model was based on some success the History major has had in preparing students in a research methods course prior to its Senior Seminar. Results on this will be covered in next year’s assessment. Additionally, changes approved by CAP to the Creative Writing Track (requiring English 490 of Creative Writing students) are expected to be approved by Faculty Association and the Board this year. We believe this move should aid in increasing Creative Writing track student performance in Senior Seminar and on the MFT. The department remains committed to addressing the weakness and problem areas identified by our assessment using the MFT. We continue to evaluate the current state of the degree program and the extent to which it prepares students for the graduate level expectations measured by Senior Seminar and the MFT.
Speech Communication

Due to quality issues with ACAT, the College decided to cut ties with this program. Currently, ACAT is the only assessment program with a Speech Communication device. Therefore, we did not administer a standardized test in the 2010-2011 academic year, instead opting to use the culminating experience course COMM 495 as the assessment tool.

This assessment includes student completion of a major research project and a formal public presentation of that project. Of students enrolled, 50% (3 students) achieved completion at a level equal to an A or B; 33% (2 students) passed at the minimum level of a C, and 17% (1 student) failed to demonstrate average level knowledge base for the culminating experience.

Based on the program review for the Speech Communication Major, the faculty will deliver a departmental-created assessment device in the Spring of 2012. Students will still complete COMM 495 with previous standards intact. However, the departmental-created assessment device will formally assess the entire major.

Philosophy and Religious Studies

There is no major field test for this area. Assessment is limited to the culminating experience course: PHIL/RELI 490 Thematic Seminar in Philosophy and Religious Studies. One student took PHIL 490. However, it turns out that the student didn't graduate and isn't going to graduate until this spring, so this assessment has been postponed until next year.