

College of Letters and Science
Annual Survey and Report of Departmental Assessment Practices

Please return to: Associate Dean Herbert Wang by May 25, 2001
c/o Associate Academic Planner Elaine Klein
307 E. South Hall, 1055 Bascom Mall, Madison WI 53706

Department Name: English

I. Assessment Plan

- Q1. The department has an assessment plan for the undergraduate program.
- Q2. The department has an assessment plan for the graduate program.
- Q3. The assessment plan/s is/are linked to the departmental mission.

(Y) N
 Y (N) — But we engage
 (Y) N in a pretty
 continuous proc
 of assessment
 & fine-tuning
 of the grad
 programs:

Please identify the types of tools in the assessment plan(s); if possible, indicate the academic years in which they have been or are intended to be employed:

Tools used to directly assess student learning:	Undergraduate Program	Graduate Program
National Exams		
Local Exams		
Capstone Courses**	1997-98	
Embedded Testing		
Student Portfolios*	1997-98	
Theses, Dissertations		
Performance Evaluations		
Pre & Post Testing		
Tools used to indirectly assess student learning:	Undergraduate Program	Graduate Program
Student Surveys	1997-98	
Exit Interviews		
Alumni Surveys		
Employer Surveys		
External Reviews		

**for students in the Creative Writing program

* random sample of papers & exams written by seniors in upper-level English courses (literature)

- Q5. Of the tools used to directly assess student learning, which provide the most useful information?
We found the student papers very useful in assessing their skills in writing & in the analysis of literary texts.
- Q6. Of the tools used to directly assess student learning, which provide the least useful information?
The samples from examinations proved to differ so much from course to course that they provided little useful information.
- Q7. Of the tools used to indirectly assess student learning, which provide the most useful information?
We only tried using one tool (student surveys).
- Q8. Of the tools used to indirectly assess student learning, which provide the least useful information?
" "
- Q9. Please elaborate on any of the responses given above (please attach additional pages as needed).

II. Assessment Processes

Q10. Responsibility for assessment has been assumed by ___ an individual X a committee

If responsibility is delegated to an individual, this person is:

the chair / tenured faculty / untenured faculty / academic staff / short term staff / other: _____

If responsibility is delegated to a committee, this group is:

Specially constituted to address assessment of student learning Y N

Part of the Curriculum Committee Y N

Part of the Executive Committee Y N

Part of the Undergraduate/Graduate Education Committee Y N

Other: _____

Q11. The department has requested funds from the University Assessment Council (UAC) to help the department assess student learning. Y N

If "yes", did the UAC award the department funds? Y N

Were those funds useful? Y N

Q12. The department has sought professional assistance to conduct assessment.

Y N

If "yes", from whom has the department has sought professional assistance? (For example, the LEAD Center, the Office of Quality Improvement, the UW Survey Center, etc.)

Additional Information

Please attach any assessment reports you may have submitted to the University Assessment Council in compliance with the UAC's funding support requests.

In the interest of streamlining our requests for assessment information, please identify an assessment contact person: Sherry Ramos (Associate Chair)

Do you have any suggestions for workshops or learning opportunities in the area of student outcomes assessment?

Thank you for taking time to complete this report.

Please return this form to the Associate Dean's Office by May 25, 2001.
