

College of Letters and Science
2002 Annual Survey and Report of Departmental Assessment Practices

Please return to Dean Certain by May 24, 2002
 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.

Y N

Q2. The department has an assessment plan for the graduate program.

Y N

Q3. The assessment plan/s is/are linked to articulated outcome goals for your majors.

Y N

But we engage in a pretty continuous process of assessing & fine-tuning the graduate 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 senior-level upper-level lit courses.*

Q5. Of the tools used to directly assess student learning, which provide the most useful information?

the student papers (provided info on their skills in writing & literary analysis)

Q6. Of the tools used to directly assess student learning, which provide the least useful information?

the samples from examinations (too much variation from course to course)

Q7. Of the tools used to indirectly assess student learning, which provide the most useful information?

we tried only one tool (the 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

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	<input checked="" type="radio"/>	N
Part of the Curriculum Committee	<input type="radio"/>	N
Part of the Executive Committee	<input type="radio"/>	N
Part of the Undergraduate/Graduate Education Committee	<input type="radio"/>	N
Other: _____		

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

Y

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

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.)

1 Additional Information

1. Please attach a brief description of any changes in curriculum, advising, or procedures that were the result of your assessment findings so we may include this information in our annual report to the Provost. If your department has received funds from the University Assessment Council, you may attach the assessment report submitted to the UAC in compliance with its funding support requirements.

In the interest of streamlining our requests for assessment information, please identify an assessment contact person: the Associate Chair (Sherry Reames until 7/1/02; then Betsy Draine)

3. 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 report by May 25, 2002.