

The Annual Assessment Plan

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Academic Discipline/Program:

English

Main Contact:

Josh Stroup

NOTE: Refer to the [Annual Assessment Reporting and Planning Guide](#) for details on how to complete each section of this template.

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Barrette, Cathy. (2019). Program Assessment. Retrieved from <https://wayne.edu/assessment/>

The Assessment Plan

A – C. Assessment of Outcomes

The Assessment Plan serves as a place to identify **next outcomes** to be assessed based upon the discipline/program **assessment rotation** identified in the **Academic Discipline Information** form. The Assessment Plan (due April 1st) guides the Report (due October 1st of the same calendar year).
HLC Criteria 4.B., 4.C., and 5.C.

Tips for completing Parts A – C:

- If more than one outcome is to be assessed in a category, copy and repeat the section as needed.
- Put “N/A” in any section where the topic is not applicable.
- You can find example responses from real AARPs in Falcon Nest. Links to examples for each part (A – C) are also provided below.
- When inserting links, do not copy and paste the full link. Instead, type a title or phrase to identify the link and then use the “Insert” tool to embed a link in the phrase (example: “AARP Guide” below).
- Refer to the [Guide](#) for more explanation of the items below.

A. Student Learning Outcome

[Link to example SLO responses from past assessment plans](#)

i. Outcome to be Assessed	<p>All ENG 101 Composition I Outcomes</p> <p>Outcomes and Competencies</p> <p>Upon completion of Composition I, students will be expected to</p> <ul style="list-style-type: none"> ▪ Use strategies that demonstrate critical thinking ▪ Develop flexible strategies for a writing process that includes invention, planning, drafting, and revision ▪ Create and support an original, logical argument using primary and/or secondary evidence ▪ Demonstrate the fundamentals of argument ▪ Organize content logically, crafting introductions, body paragraphs, conclusions, and utilizing transitions to link ideas ▪ Summarize and paraphrase information accurately and effectively ▪ Analyze and synthesize sources to support an argument ▪ Integrate sources/quotes accurately and effectively; use in-text citations correctly; create complete and accurate works cited; use appropriate MLA formatting ▪ Use style and voice that demonstrate command of language, sentence variety, and individuality ▪ Revise writing for content, structure, style, and cohesion ▪ Edit writing to follow the conventions of grammar, sentence structure, spelling, diction, punctuation, and mechanics
ii. Assessment Question	<p>What outcomes did students have the most and least growth between pre and post assessments in Comp I? And in turn, what outcomes should we collectively work on as a department?</p>
iii. Criteria for Success	<p>A successful score is a 3 on our 6 point rubric. We hope to have growth in each category. We will focus on whatever outcomes we are seeing little to no growth between pre and post Comp I assessments.</p>

iv. Significant Learning Opportunities	Students have been pushed to practice annotating, summarizing, quoting, and paraphrasing texts. We have spent the last few Comp Summits refreshing and norming our scoring.
v. Evidence of Student Learning	We are examining the scores on the pre and post Synthesis essay also known as the diagnostic and final Synthesis essay in ENG 101.
vi. Process to Gather Evidence	Josh will make a request for Director of Distance Learning to pull that last five years of assessment data from Comp I to review.
vii. Assessment of Evidence	Whatever outcomes have the least improvement or even decrease between pre and post assessments in Comp I, we will choose to address that in the 2026 Comp Summit.
viii. Responsible Parties	Josh Stroup and Bob Mahon
ix. Timeline	April 21, 2025- make data request from Distance Learning Director The department will evaluate this data the first four weeks of the Fall 2025 semester.
x. Resource Allocation Requirements (if applicable)	N/A

B. Student Success Outcome Link to example SSO responses from past assessment plans	
i. Outcome to be Assessed	Explore success of Dev students who take online Comp I (NOTE: Should we also examine Comp II data?)
ii. Assessment Question	Are students who complete at least one developmental English course successful in taking online Comp I?
iii. Criteria for Success	70% of students who take at least one developmental course will pass Comp I online with a C or better.
iv. Significant Opportunities to Improve Success	Developmental students have access to embedded tutors and/or success coaches in a semester of in-person instruction to develop skills. Students in online courses can take advantage of the Online Writing Center in addition to detailed instructor feedback.
v. Evidence of Success	Course success rates from IR department will provide evidence.
vi. Process to Gather Evidence	We will request five years of data for students who have completed Comp I with a C or better and took ENG 080,085 and/or 090. We will ask that the data be disaggregated into those took online Comp I vs those who took in-person Comp I.
vii. Assessment of Evidence	The English department will evaluate the data to compare success rates between the two groups.
viii. Responsible Parties	Katie Holtmeyer and John Hardecke
ix. Timeline	Data will be requested from IR by April 30. The department will evaluate the data early in Fall 2025.
x. Resource Allocation Requirements (if applicable)	N/A

C. Discipline/Program Operational Outcome Link to example OO responses from past plans	
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i. Outcome to be Assessed	There is widespread concern that plagiarism (particularly involving generative AI) rates are rapidly increasing in English courses. To be able to mitigate plagiarism and advocate for our discipline, we need to understand what is happening on a larger scale and if the tools we've relied upon are effective.
ii. Assessment Question(s)	Have advancements in generative AI resulted in changing perceptions of the value of writing and higher rates of plagiarism (both AI-generated and traditional)? Are students more likely to turn to plagiarized work in online courses than face-to-face courses? If so, what can we do to remedy this?
iii. Criteria for Attainment	How can we better understand realities and perceptions of plagiarism to help advocate for the discipline and ensure students are engaging in critical thinking and authentic writing?
iv. Significant Opportunities to Improve	We are in a moment of crisis, in regard to students using and abusing generative AI in the classroom (sometimes innocently, sometimes not). Various perceptions and permissiveness of these technologies has led to a rapid decline in the perceived value of our discipline. In order to advocate for our discipline, we need to understand and analyze various stakeholders' perceptions and practices.
v. Evidence of Attainment	Anecdotally, we know from our own experiences that plagiarism has risen exponentially since the release of Chat GPT into the public sphere. We also know that instances of plagiarism have moved towards being AI-exclusive—no one just copies a classmate's work anymore. We are hoping that in doing this research that we will find data that helps us better quantify our anecdotes.
vi. Process to Gather Evidence	Quantitative data: We plan to request reports from VP Sarah Leassner about Maxient report trends of academic dishonesty (broad and discipline-specific reports, as well as in-person vs. online); We will also talk to Chad about accessing reports from TurnItIn about AI detection. Qualitative data: We plan to publish anonymous surveys to targeted audiences (faculty, academic support staff, students) about perceptions and anecdotal evidence in regard to plagiarism rates and generative AI use.
vii. Assessment of Evidence	Gather aforementioned data into meaningful and readable reports; analyze.
viii. Responsible Parties	Aurelia VonTress and Leigh Kolb will lead, but will need the entire department
ix. Timeline	Requests for data and surveys constructed and distributed by May 1, 2025. Analysis and written report for Fall 2025.
x. Resource Allocation Requirements (if applicable)	We are uncertain of any budgetary support needed to complete the assessment; however, we will rely on Turnitin and the school's continued support in accessing this resource.