

# Assessment Findings and Curricular Improvements

## Department of English

### Undergraduate Program

#### Assessment Measures

The Department of English uses the following measures to assess departmental learning outcomes:

Grades, course evaluations and enrollment totals for capstone seminars  
Grades, course evaluations and enrollment totals for intermediary courses  
Grades, course evaluations and enrollment totals for gateway courses  
Comprehensive Exam

#### Assessment Findings

**Senior Seminar Discussion** (Attachments ENG 431.xls, ENG 432.xls, Final Outcomes 1.xls, NSSE English 1.xls):

The Department of English analyzed course grade, evaluation, and enrollment data in ENG 431 and ENG 432 for a five-year period (Fall 2003 through Fall 2007) as well as selected data from the National Survey of Student Engagement (NSSE). Each spring, the Department of English uses the NSSE to benchmark the general education outcomes of its senior students against senior students enrolled in Catholic University, Carnegie Peers, and the entire NSSE participant group.

Satisfactory performance in Senior Seminar consists of a grade of C- or better. Over the last five academic years, enrollment remained between fifteen and thirty-four students with no consistent pattern of variation from year to year. Enrollment in individual sections is capped at ten to twelve students. We have 21 students enrolled for the Fall 2008 term, and are offering two sections. Maintaining quality is considered critical by the Department in achieving our goals, and that requires a low faculty/student ratio. Student evaluations have improved during the five year period, from lows of 6.86 for the instructor rating and of 6.54 in the Fall of 2003 to highs in the last two years of 9.0 and 8.96 for the instructor rating and of 8.83 and 8.88 for the course rating. Part of the reason for the increase likely has to do with the individuals assigned to teach the courses, but the Department also used course evaluations as a basis to re-discuss the format for Senior Seminar.

The vast number of students in Senior Seminar display good to exceptional performance, with a five year average of a B+. Over the entire period, very few students failed the course (4). Given the rubrics as explained in the program statement, the data supports the conclusion that we are achieving our departmental goals for the undergraduate program. This conclusion is reinforced by data provided by the National Survey of Student Engagement (NSSE). The survey of Spring 2007 graduates showed statistically meaningful differences in the quantity of written work demanded of our students when compared to their Carnegie Peers, the number of books read in individual courses, and assignments which required the student to “how facility in critical analysis and reasoning,” and the ability to “critically evaluate information in relation to their specified purposes.”

**Intermediary Course or Introductory Course Discussion** (Attachments ENG331.xls, ENG332.xls & ENG 333.xls)

The Department of English analyzed course grades, evaluations, and enrollment data in our sequence of genre based Junior Intensive courses (ENG 331: Lyric, ENG 332: Drama and ENG 333: Narrative) for a five year period (Fall 2003 through Fall 2007). These courses are for English majors only and majors are required to take two of the three courses. During the period reviewed, enrollment and student evaluations fluctuated widely according to who was teaching the course. The average grade for students in the courses has been relatively stable (B) during the entire period, with the exception of ENG 331 during Spring 2007, when the average grade rose to 3.60 and only four students were enrolled in the course.

**Introductory Level Course Discussion** (AttachmentsENG231.XLS, ENG232.XLS, ENG 235.XLS & ENG236.XLS):

The Department of English analyzed course grade, evaluation, and enrollment data in ENG 231 (Survey of British Literature I), 232 (Survey of British Literature II), 235 (Survey American Literature I) and 236 (Survey American Literature II) for a five year period (Fall 2003 through Fall 2007).

The number of students enrolled in these courses, which functioned as service courses as well as gateway courses for English majors, was significantly higher than in any other courses offered by the Department. Enrollments in these courses stayed fairly consistent, though evaluations differed widely and varied according to no particular pattern except for who was teaching the course.

## **Curricular Improvements**

Over the last two years, review of data has led to faculty discussions, but not to radical changes. The overwhelming factor effecting student evaluation and other measurements from semester to semester concerns who is teaching a particular course. Discussions revealed that different instructors used very similar course formats and pedagogical approaches. While the Department makes every effort to place teachers in courses for which they are best suited, analysis of the data also revealed that evaluations of individual instructors remains consistent from course to course. In other word, instructors with high evaluations in one course tend to be given high evaluations no matter what they are teaching and those with low evaluations tend to be given low evaluations no matter what they are teaching. Since it is impossible for the highest rated instructors to teach all the courses, the Department has grouped instructors in similar fields (e.g., American literature or medieval literature) and developed teaching rotations. Each group stays in close contact, and discusses developments in particular courses and teaching strategies, with the hope that closer professional teaching relationships will improve all faculty members overall performance.

Attachment: ENG431

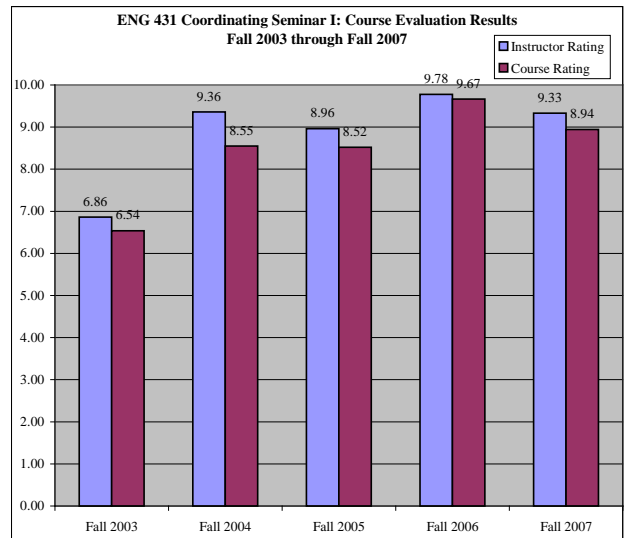
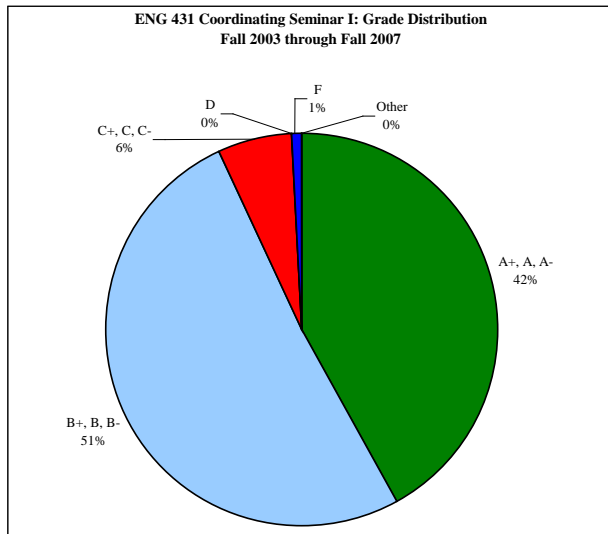
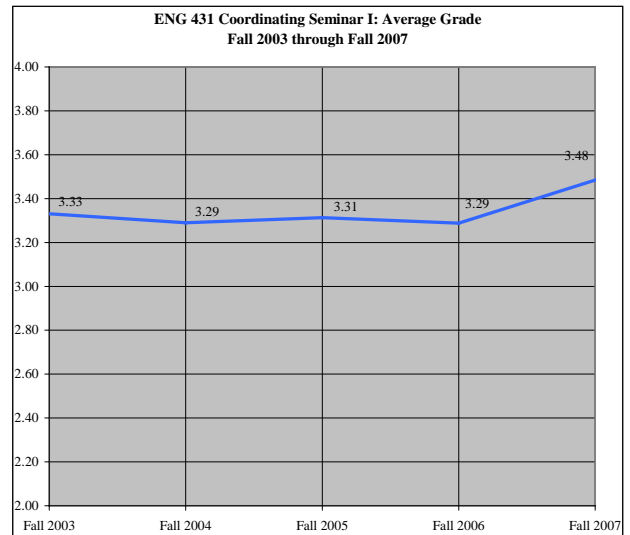
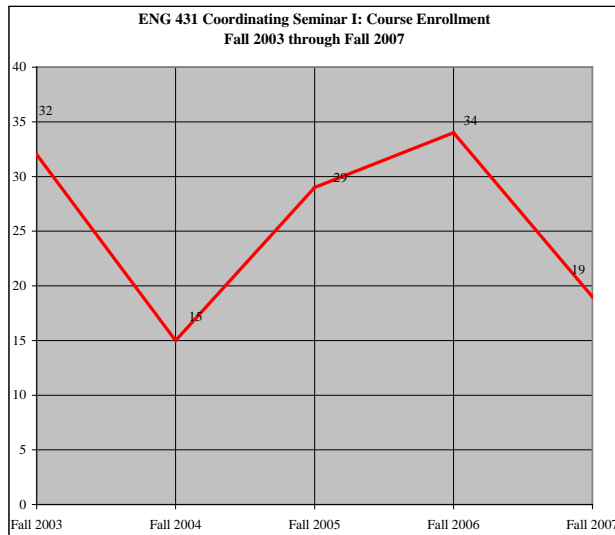
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SENIOR SEMINAR SUMMARY DATA: DEPARTMENT OF ENGLISH  
ENG 431 Coordinating Seminar I\*

Term	Course Enrollment	Course Grade		Course Grades						Course Evaluation Results					
		Avg.	StDev.	A+, A, A-	B+, B, B-	C+, C, C-	D	F	Other**	Course Eval. #	Course Eval. %	Instructor Rating Avg.	Instructor Rating StDev.	Course Rating Avg.	Course Rating StDev.
Fall 2003	32	3.33	0.47	12	18	2				28	87.50%	6.86	2.29	6.54	2.50
Fall 2004	15	3.29	0.63	7	5	3				11	73.33%	9.36	0.67	8.55	1.21
Fall 2005	29	3.31	0.73	10	18				1	25	86.21%	8.96	0.98	8.52	1.39
Fall 2006	34	3.29	0.55	14	17	3				9	26.47%	9.78	0.44	9.67	0.50
Fall 2007	19	3.48	0.42	11	8					18	94.74%	9.33	0.59	8.94	0.87

\*In semesters where more than one section of the senior seminar or thesis option was offered, aggregate data is displayed.

\*\*The "Other" category includes grades of I, W, AU, and P.



Attachment: ENG432

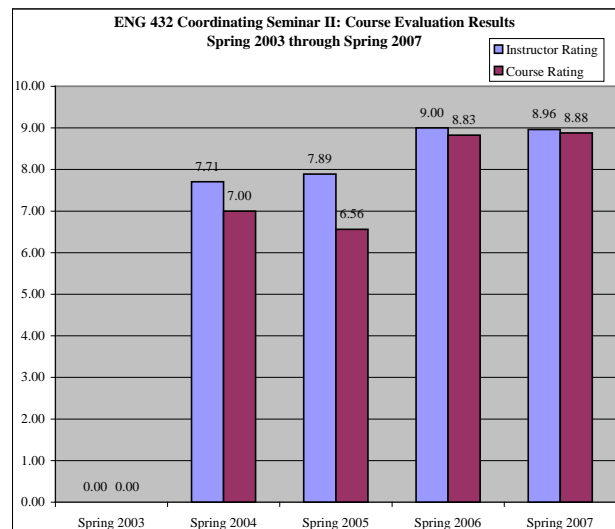
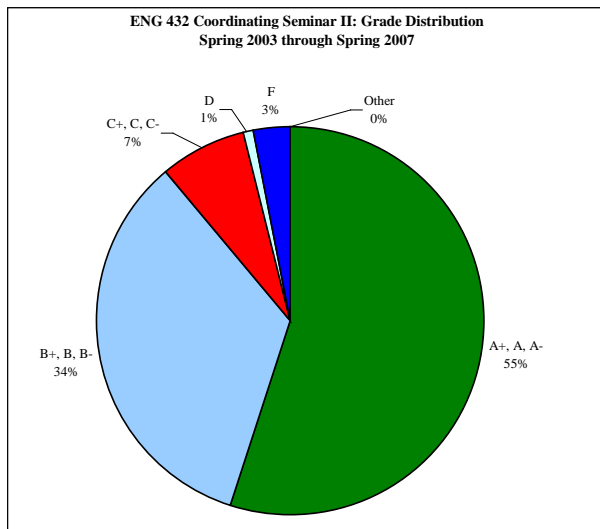
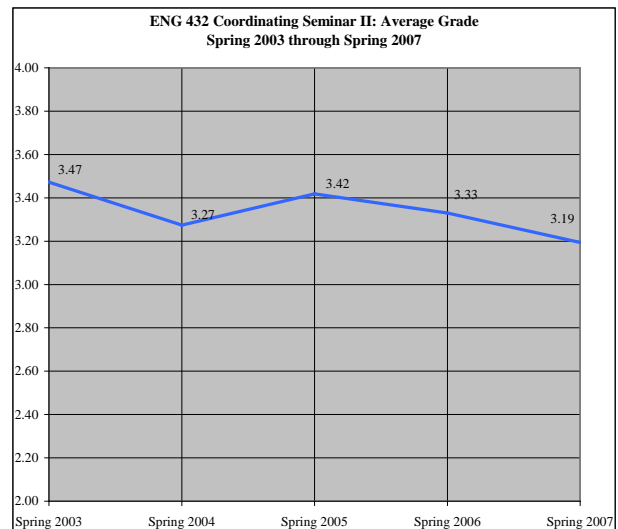
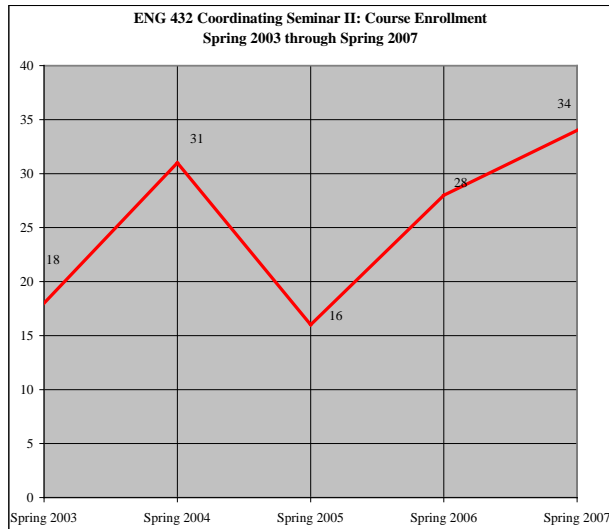
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Outcomes Assessment

SENIOR SEMINAR SUMMARY DATA: DEPARTMENT OF ENGLISH  
ENG 432 Coordinating Seminar II\*

Term	Course Enrollment	Course Grade		Course Grades						Course Evaluation Results					
		Avg.	StDev.	A+, A, A-	B+, B, B-	C+, C, C-	D	F	Other**	Course Eval. #	Course Eval. %	Instructor Rating Avg.	Instructor Rating StDev.	Course Rating Avg.	Course Rating StDev.
Spring 2003	18	3.47	0.76	12	5		1				0.00%				
Spring 2004	31	3.27	0.81	14	15	1		1		24	77.42%	7.71	2.44	7.00	3.04
Spring 2005	16	3.42	1.10	12	1	2		1		9	56.25%	7.89	1.90	6.56	3.00
Spring 2006	28	3.33	0.82	16	9	2		1		23	82.14%	9.00	0.80	8.83	0.83
Spring 2007	34	3.19	0.88	16	13	4		1		25	73.53%	8.96	1.70	8.88	1.17

\*In semesters where more than one section of the senior seminar or thesis option was offered, aggregate data is displayed.

\*\*The "Other" category includes grades of I, W, AU, and P.



Attachment: Final Outcomes 1.xls

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**COMPREHENSIVE EXAMINATION RESULTS**  
**SCHOOL OF ARTS AND SCIENCES: DEPARTMENT OF ENGLISH**  
**AY2002-2003 to AY2006-2007**

	Fail		Pass		High Pass		Pass w/Honors		TOTAL
	#	%	#	%	#	%	#	%	
AY2002-2003	2	9.52%	17	80.95%		0.00%	2	9.52%	21
AY2003-2004	6	17.14%	27	77.14%	2	5.71%		0.00%	35
AY2004-2005	1	5.88%	15	88.24%	1	5.88%		0.00%	17
AY2005-2006	3	9.68%	26	83.87%	2	6.45%		0.00%	31
AY2006-2007	8	19.51%	31	75.61%	2	4.88%		0.00%	41
<b>TOTAL</b>	<b>20</b>	<b>13.79%</b>	<b>116</b>	<b>80.00%</b>	<b>7</b>	<b>4.83%</b>	<b>2</b>	<b>1.38%</b>	<b>145</b>

Note: Students were included in the categories High Pass and Pass with Honors if these designations were explicitly indicated within the student's milestone record. Please contact the Office of Institutional Assessment if this data can also be determined through the student's final grade in the comprehensive requirement.

Note: The category Fail in AY0304 includes two attempts by the same student.

## Attachment: NSSE English

**Standard 12: General Education** : The institution's curricula are designed so that students acquire and demonstrate college-level proficiency in general education and essential skills, including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, and technological competency.

### 2007 National Survey of Student Engagement Mean Comparisons: Selected Catholic University General Education Goals Department of English: Seniors

**Graduates will demonstrate proficiency in oral and written communication, including the argumentative essays, research papers, presentations, and creative and collaborative work employing a variety of media.**

	Department of English compared with:											
	Department of English			Catholic University			Carnegie Peers			NSSE 2007		
	Mean <sup>a</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>		
<i>During the current school year, about how much reading and writing have you done? 1=none, 2=1-4, 3=5-10, 4=11-20, 5=more than 20</i>												
Number of assigned textbooks, books, or book-length packs of course readings	3.83	3.35	.00	.46	3.08	.00	.76	3.13	.00	.70		
Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	2.51	2.24	.00	.29	2.17	.00	.36	2.17	.00	.35		
Number of written papers or reports of <b>20 pages or more</b>	2.00	1.73	.00	.37	1.59	.00	.55	1.62	.00	.50		
Number of written papers or reports <b>between 5 and 19 pages</b>	3.19	2.99	.00	.19	2.49	*	.75	2.55	*	.68		
Number of written papers or reports of <b>fewer than 5 pages</b>	3.12	3.20	.00	-.07	2.93	.00	.16	2.96	.00	.13		
<i>To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? 1=very little, 2=some, 3=quite a bit, 4=very much</i>												
Writing clearly and effectively	3.22	3.04	.00	.21	3.03	.00	.22	3.06	.00	.18		
Speaking clearly and effectively	2.83	2.94	.00	-.13	2.92	.00	-.10	2.95	.00	-.13		

**Graduates will show facility in critical thinking and reasoned analysis.**

	Department of English compared with:											
	Department of English			Catholic University			Carnegie Peers			NSSE 2007		
	Mean <sup>a</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>		
<i>During the current school year, how much has your coursework emphasized the following mental activities? 1=very little, 2=some, 3=quite a bit, 4=very much</i>												
<b>Memorizing</b> facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form	2.63	2.66	.00	-.04	2.78	.00	-.16	2.75	.00	-.13		
<b>Analyzing</b> the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth and considering its components	3.60	3.36	.00	.33	3.22	.00	.51	3.23	.00	.50		
<b>Synthesizing</b> and organizing ideas, information, or experiences into new, more complex interpretations and relationships	3.39	3.20	.00	.22	3.01	.00	.46	3.03	.00	.43		
<b>Making judgments</b> about the value of information, arguments, or methods, such as examining how others gathered and interpreted data and assessing the soundness of their conclusions	3.09	3.11	.00	-.02	2.94	.00	.17	2.96	.00	.14		
<b>Applying</b> theories or concepts to practical problems or in new situations	3.16	3.33	.00	-.21	3.18	.00	-.03	3.18	.00	-.03		
<i>In your experience at your institution during the current school year, about how often have you done each of the following? 1=never, 2=sometimes, 3=often, 4=very often</i>												
Put together ideas or concepts from different courses when completing assignments or during class discussions	2.86	2.97	.00	-.12	2.91	.00	-.06	2.90	.00	-.05		
<i>To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? 1=very little, 2=some, 3=quite a bit, 4=very much</i>												
Thinking critically and analytically	3.38	3.33	.00	.07	3.32	.00	.08	3.33	.00	.06		
Analyzing quantitative problems	2.46	2.70	.00	-.25	3.05	.00	-.68	3.04	.00	-.65		
Learning effectively on your own	3.24	2.97	.00	.30	2.99	.00	.29	3.00	.00	.27		
Solving complex real-world problems	2.24	2.53	.00	-.30	2.75	*	-.53	2.74	*	-.52		

## Attachment: NSSE English

*Department of English compared with:*

Graduates will demonstrate an understanding of scientific and quantitative reasoning.	Department of English	Catholic University			Carnegie Peers			NSSE 2007		
	Mean <sup>a</sup>	Mean <sup>a</sup>	Sig. <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig. <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig. <sup>b</sup>	Effect Size <sup>c</sup>
<i>To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? 1=very little, 2=some, 3=quite a bit, 4=very much</i>										
Thinking critically and analytically	3.38	3.33	.00	.07	3.32	.00	.08	3.33	.00	.06
Analyzing quantitative problems	2.46	2.70	.00	-.25	3.05	.00	-.68	3.04	.00	-.65

*Department of English compared with:*

Graduates will demonstrate an ability to find information effectively using appropriate resources and technologies, critically assess the validity and relevance of information, and utilize it in ethical and legal ways.	Department of English	Catholic University			Carnegie Peers			NSSE 2007		
	Mean <sup>a</sup>	Mean <sup>a</sup>	Sig. <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig. <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig. <sup>b</sup>	Effect Size <sup>c</sup>
<i>In your experience at your institution during the current school year, about how often have you done each of the following? 1=never, 2=sometimes, 3=often, 4=very often</i>										
Worked on a paper or project that required integrating ideas or information from various sources	3.23	3.41	.00	-.25	3.26	.00	-.05	3.29	.00	-.09
Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	2.61	2.70	.00	-.10	2.74	.00	-.14	2.80	.00	-.20
<i>During the current school year, how much has your coursework emphasized the following mental activities? 1=very little, 2=some, 3=quite a bit, 4=very much</i>										
Making judgments about the value of information, arguments, or methods, such as examining how others gathered and interpreted data and assessing the soundness of their conclusions	3.09	3.11	.00	-.02	2.94	.00	.17	2.96	.00	.14
<i>To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? 1=very little, 2=some, 3=quite a bit, 4=very much</i>										
Learning effectively on your own	3.24	2.97	.00	.30	2.99	.00	.29	3.00	.00	.27

*Department of English compared with:*

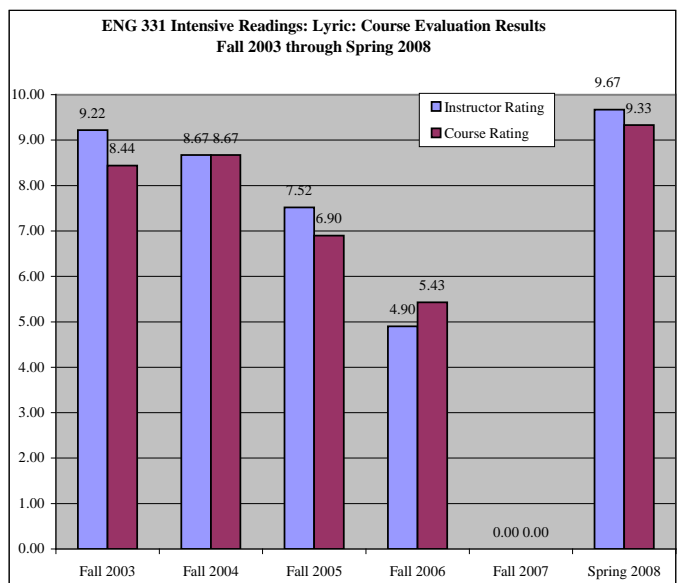
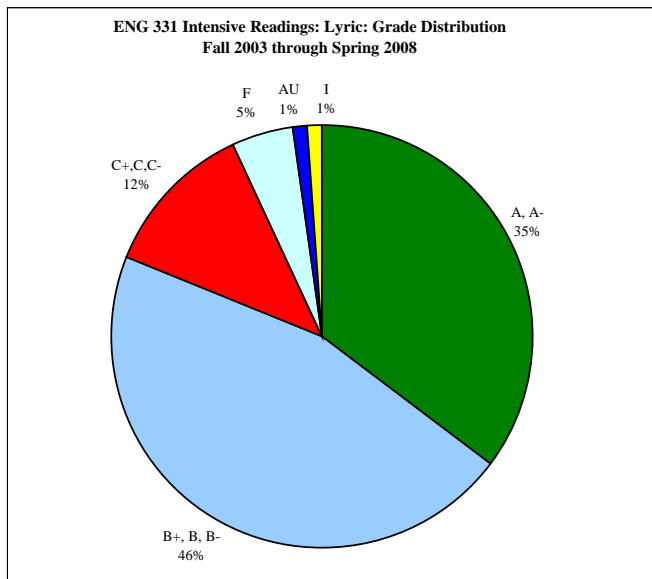
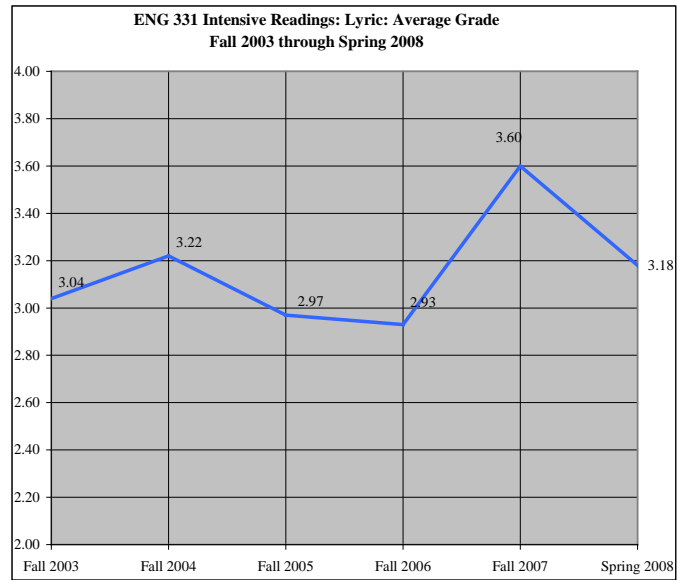
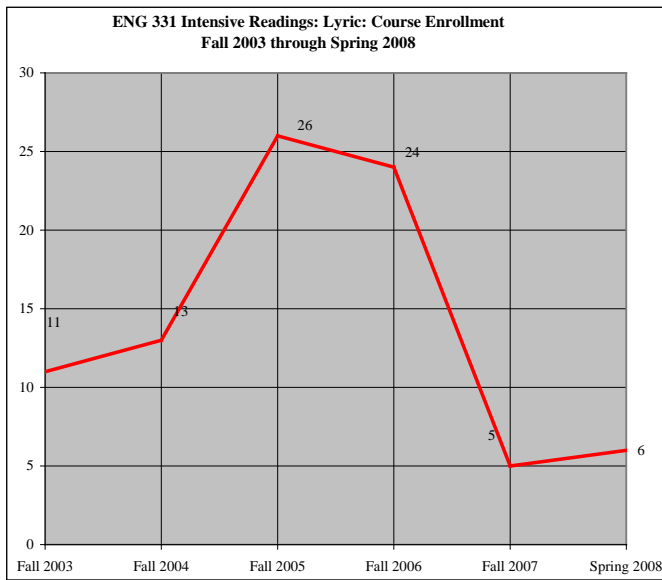
Graduates will demonstrate knowledge of and respect for different cultures and religions.	Department of English	Catholic University			Carnegie Peers			NSSE 2007		
	Mean <sup>a</sup>	Mean <sup>a</sup>	Sig. <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig. <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig. <sup>b</sup>	Effect Size <sup>c</sup>
<i>In your experience at your institution during the current school year, about how often have you done each of the following? 1=never, 2=sometimes, 3=often, 4=very often</i>										
Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	2.61	2.70	.00	-.10	2.74	.00	-.14	2.80	.00	-.20
Had serious conversations with students of a different race or ethnicity than your own	2.65	2.70	.00	-.05	2.68	.00	-.03	2.66	.00	-.01
Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	2.94	2.88	.00	.07	2.71	.00	.24	2.71	.00	.24
<i>During the current school year, about how often have you done each of the following? 1=never, 2=sometimes, 3=often, 4=very often</i>										
Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	2.99	2.85	.00	.16	2.81	.00	.21	2.82	.00	.20
<i>To what extent does your institution emphasize each of the following? 1=very little, 2=some, 3=quite a bit, 4=very much</i>										
Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	1.96	1.97	.00	-.01	2.41	.00	-.46	2.44	.00	-.49
<i>To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? 1=very little, 2=some, 3=quite a bit, 4=very much</i>										
Understanding people of other racial and ethnic backgrounds	2.41	2.20	.00	.21	2.54	.00	-.14	2.59	.00	-.19

Attachment: ENG331

THE CATHOLIC UNIVERSITY OF AMERICA  
Institutional Assessment

COURSE SUMMARY DATA: DEPARTMENT OF ENGLISH  
ENG 331 Intensive Readings: Lyric

Term	Course Enrollment	Course Grade		Course Grades Grade Distribution						Course Evaluation Results					
		Avg.	StDev.	A, A-	B+, B, B-	C+,C,C-	F	AU	I	Course Eval. #	Course Eval. %	Instructor Rating Avg.	Instructor Rating StDev.	Course Rating Avg.	Course Rating StDev.
Fall 2003	11	3.04	1.19	5	4	1	1			9	81.82%	9.22	0.97	8.44	1.51
Fall 2004	13	3.22	0.44	3	9	1				12	92.31%	8.67	0.98	8.67	0.78
Fall 2005	26	2.97	1.27	12	8	2	3	1		21	80.77%	7.52	1.99	6.90	2.45
Fall 2006	24	2.93	0.63	4	14	5			1	21	87.50%	4.90	2.32	5.43	2.46
Fall 2007	5	3.60	0.89	4		1					0.00%				
Spring 2008	6	3.18	0.54	2	4					6	100.00%	9.67	0.82	9.33	0.82



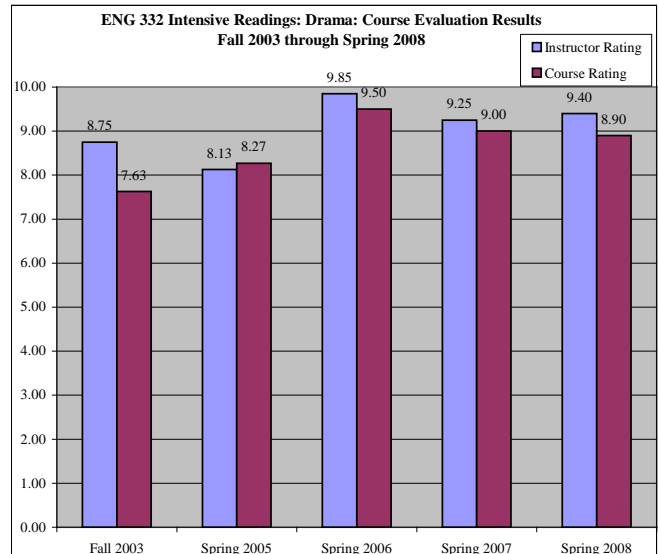
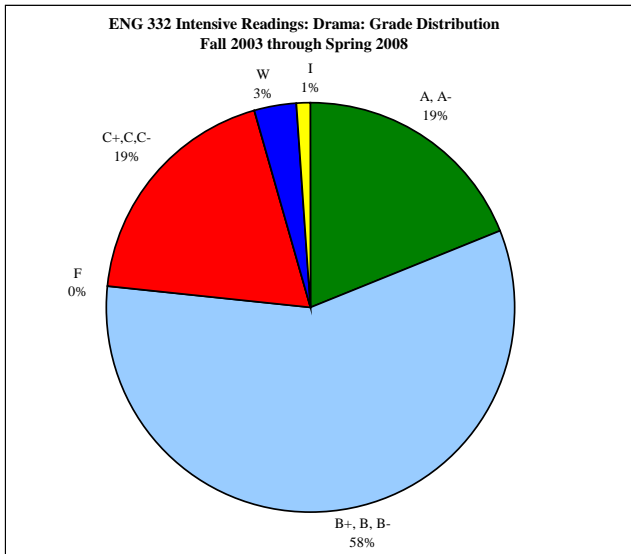
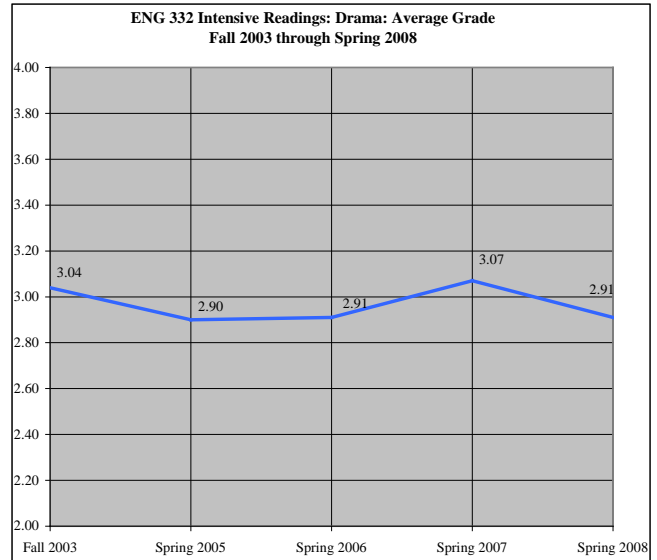
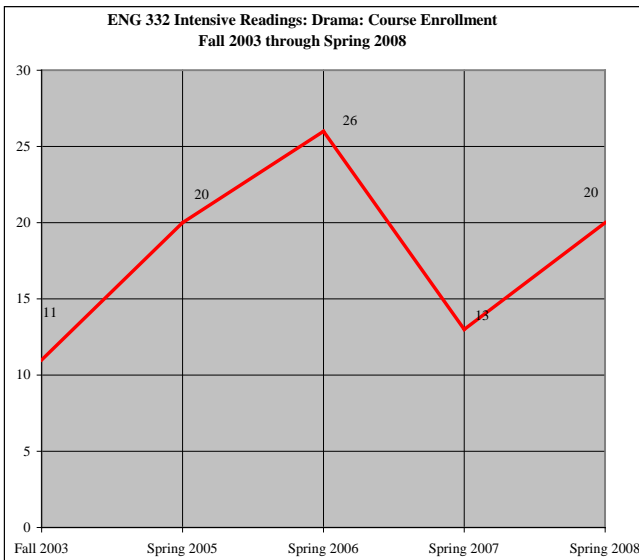


Attachment: ENG332

THE CATHOLIC UNIVERSITY OF AMERICA  
Institutional Assessment

COURSE SUMMARY DATA: DEPARTMENT OF ENGLISH  
ENG 332 Intensive Readings: Drama

Term	Course Enrollment	Course Grade		Course Grades Grade Distribution					Course Evaluation Results							
		Avg.	StDev.	A, A-	B+, B, B-	C+, C, C-	F	W	I	Course Eval. #	Course Eval. %	Instructor Rating Avg.	Instructor Rating StDev.	Course Rating Avg.	Course Rating StDev.	
Fall 2003	11	3.04	0.61	3	5	2			1		8	72.73%	8.75	1.04	7.63	0.74
Spring 2005	20	2.90	0.75	5	8	6			1		15	75.00%	8.13	2.90	8.27	2.12
Spring 2006	26	2.91	0.49	2	20	3			1		20	76.92%	9.85	0.37	9.50	0.83
Spring 2007	13	3.07	0.60	4	8	1					8	61.54%	9.25	0.89	9.00	0.76
Spring 2008	20	2.91	0.71	3	11	5				1	20	100.00%	9.40	0.88	8.90	2.07

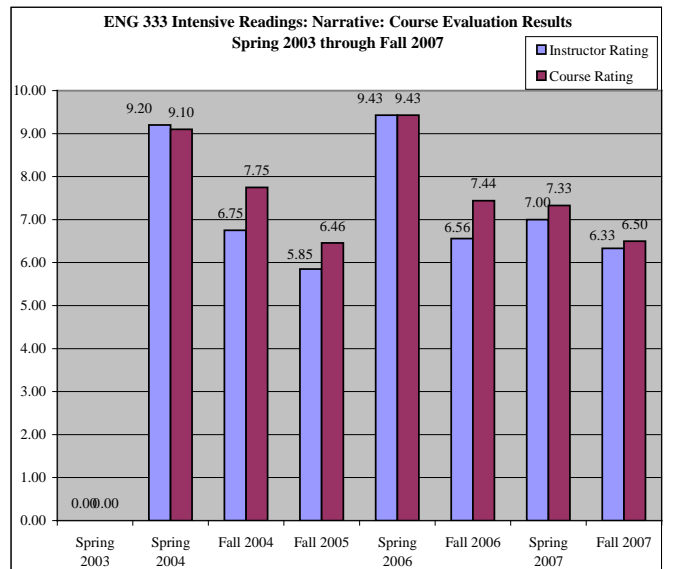
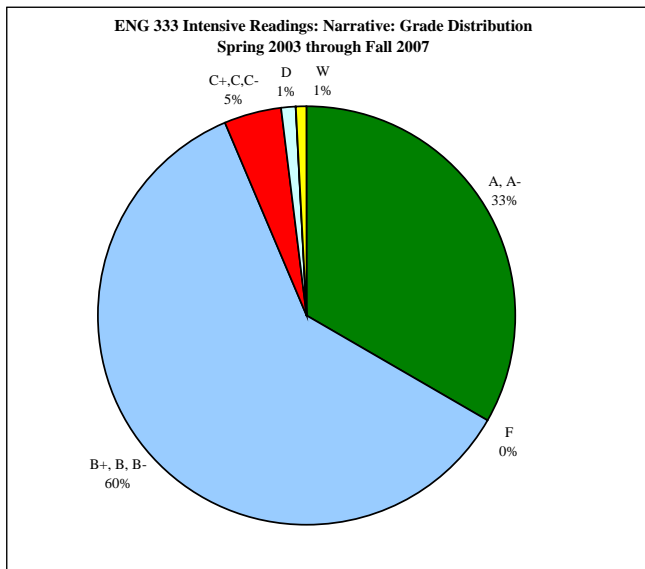
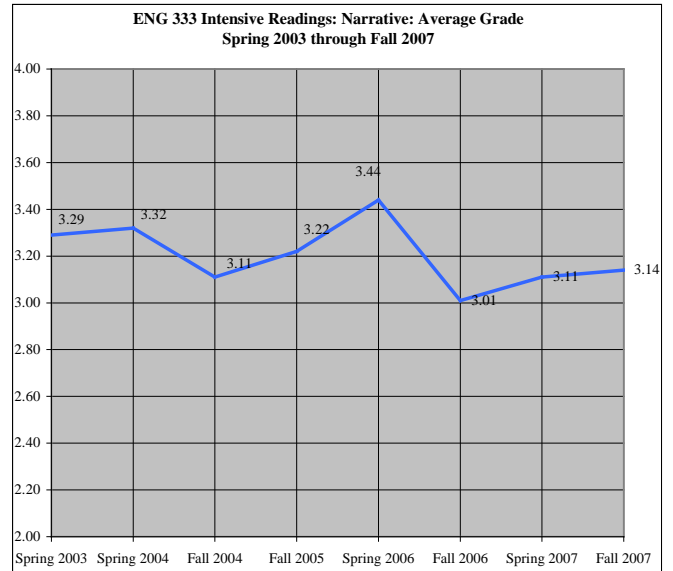
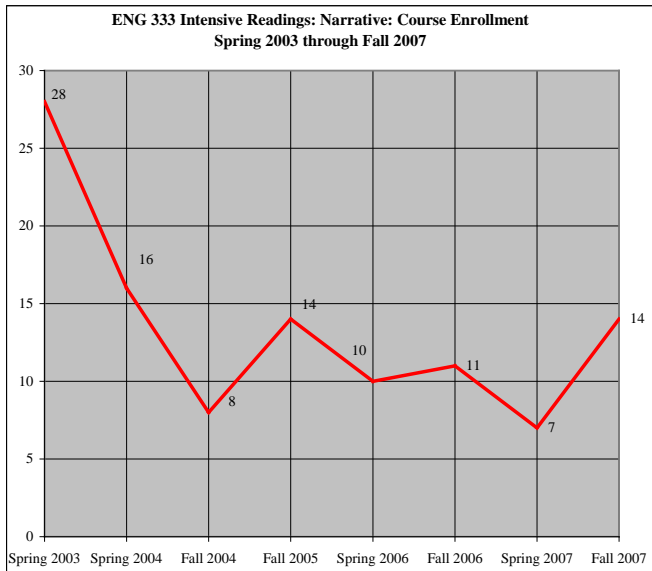


Attachment: ENG333

THE CATHOLIC UNIVERSITY OF AMERICA  
Institutional Assessment

COURSE SUMMARY DATA: DEPARTMENT OF ENGLISH  
ENG 333 Intensive Readings: Narrative

Term	Course Enrollment	Course Grade		Course Grades Grade Distribution						Course Evaluation Results						
		Avg.	StDev.	A, A-	B+, B, B-	C+, C, C-	D	F	W	Course Eval. #	Course Eval. %	Instructor Rating Avg.	Instructor Rating StDev.	Course Rating Avg.	Course Rating StDev.	
Spring 2003	28	3.29	0.67	13	12	3					10	62.50%	9.20	0.79	9.10	0.74
Spring 2004	16	3.32	0.58	7	8	1					8	100.00%	6.75	2.12	7.75	1.58
Fall 2004	8	3.11	0.22		8						13	92.86%	5.85	2.27	6.46	1.90
Fall 2005	14	3.22	0.42	4	10						7	70.00%	9.43	0.98	9.43	0.79
Spring 2006	10	3.44	0.45	5	5						9	81.82%	6.56	1.81	7.44	2.07
Fall 2006	11	3.01	0.83	3	6		1		1		3	42.86%	7.00	1.73	7.33	0.58
Spring 2007	7	3.11	0.46	2	5						12	85.71%	6.33	2.64	6.50	1.83
Fall 2007	14	3.14	0.41	2	11	1										



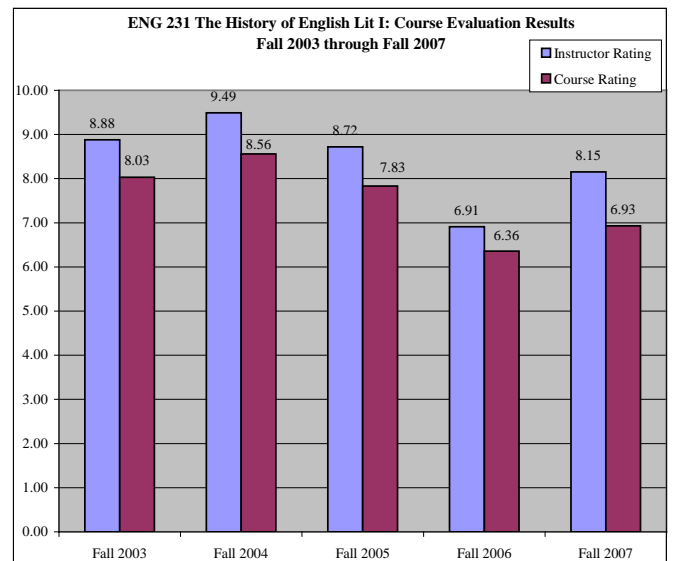
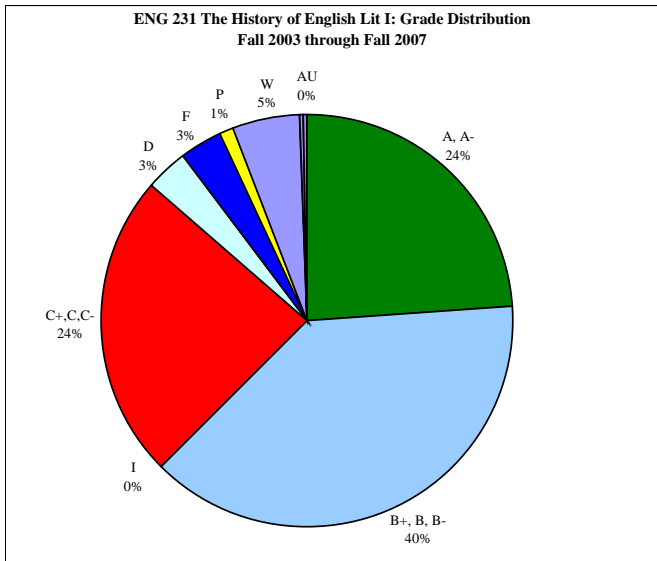
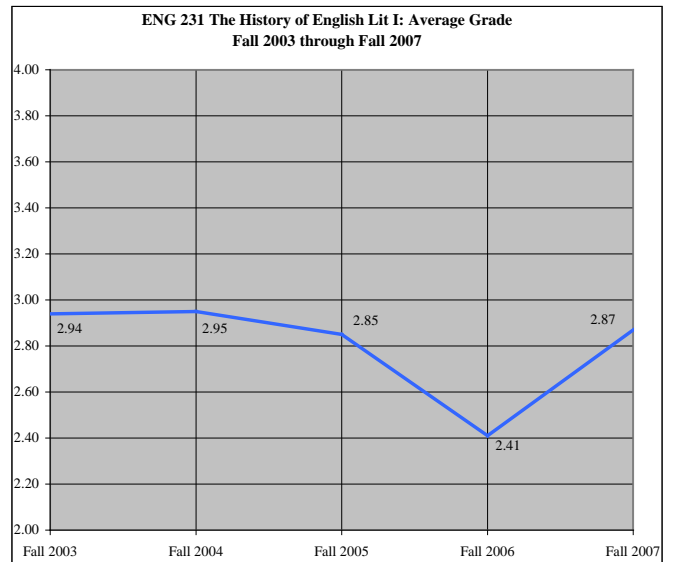
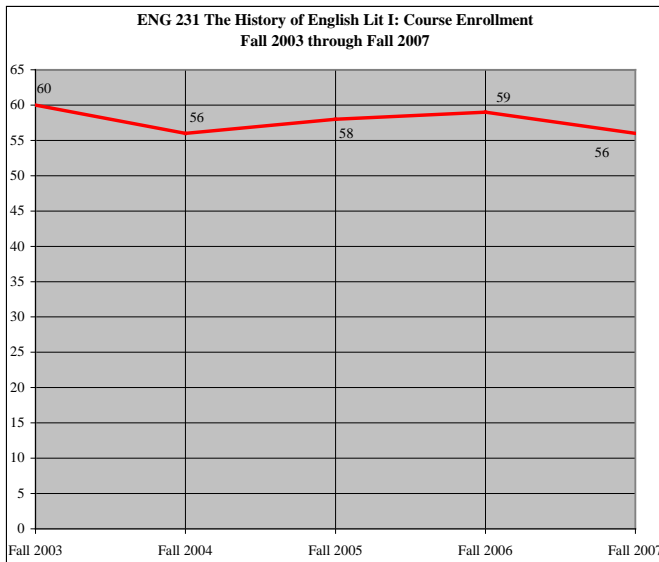
Attachment: ENG231

THE CATHOLIC UNIVERSITY OF AMERICA  
Institutional Assessment

COURSE SUMMARY DATA: DEPARTMENT OF ENGLISH  
ENG 231 The History of English Lit I

Term	Course Enrollment	Course Grade		Course Grades Grade Distribution										Course Evaluation Results									
		Avg.	StDev.	A, A-	B+, B, B-	C+, C, C-	D	F	P	W	I	AU	Course Eval. #	Course Eval. %	Instructor Rating Avg.	Instructor Rating StDev.	Course Rating Avg.	Course Rating StDev.					
Fall 2003	60	2.94	0.97	17	20	15		2				6					33	55.00%	8.88	1.08	8.03	1.57	
Summer 2004	5	3.14	0.83	2	2	1												0.00%					
Fall 2004	56	2.95	0.75	13	28	12		1				1				1	45	80.36%	9.49	0.76	8.56	1.39	
Summer 2005	6	3.07	0.33	1	5													0.00%					
Fall 2005	58	2.85	0.68	7	35	10		1	3	2						29	50.00%	8.72	1.65	7.83	1.69		
Fall 2006	59	2.41	1.14	12	17	17	7	4		2						47	79.66%	6.91	1.75	6.36	1.81		
Fall 2007	56	2.87	1.08	20	12	15	2	2		4	1					41	73.21%	8.15	1.67	6.93	2.03		

Note: Graphs do not include summer data.



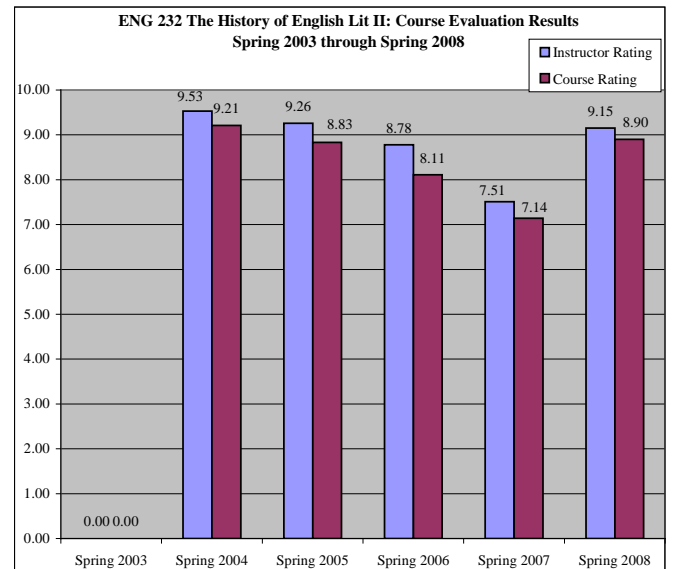
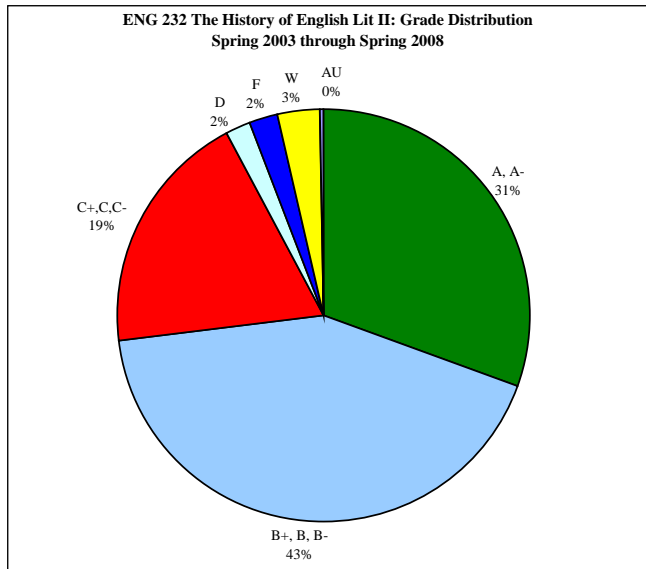
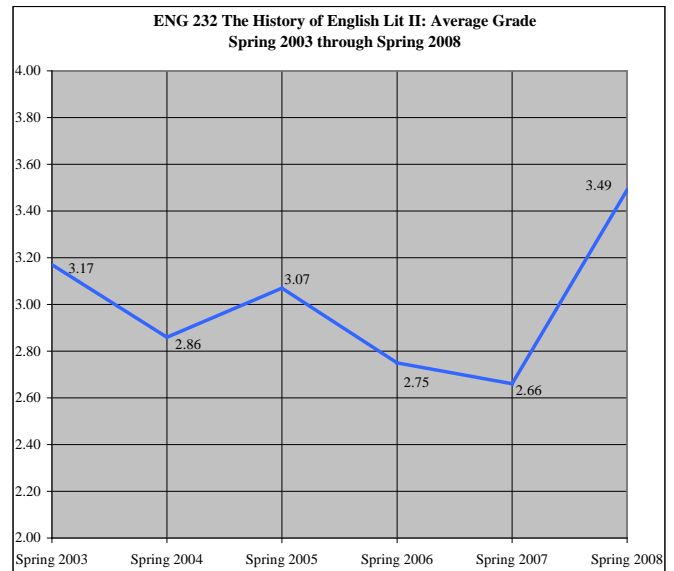
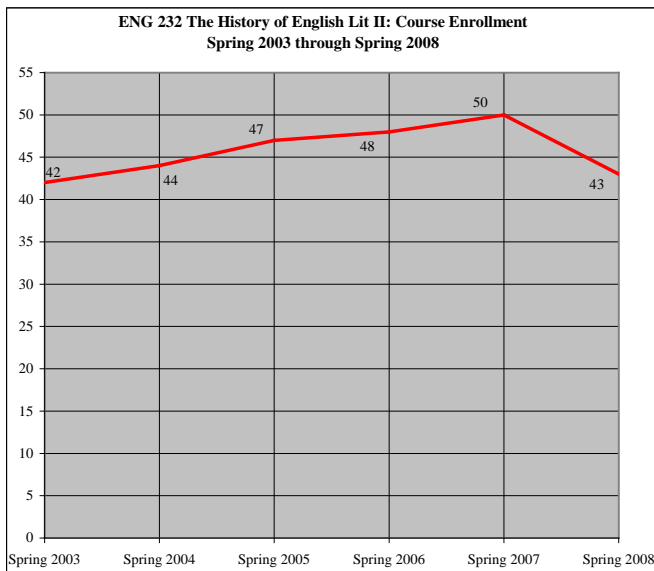
Attachment: ENG232

THE CATHOLIC UNIVERSITY OF AMERICA  
Institutional Assessment

COURSE SUMMARY DATA: DEPARTMENT OF ENGLISH  
ENG 232 The History of English Lit II

Term	Course Enrollment	Course Grade		Course Grades Grade Distribution							Course Evaluation Results						
		Avg.	StDev.	A, A-	B+, B, B-	C+, C, C-	D	F	W	AU	Course Eval. #	Course Eval. %	Instructor Rating Avg.	Instructor Rating StDev.	Course Rating Avg.	Course Rating StDev.	
Spring 2003	42	3.17	0.54	12	25	3				1	1	19	43.18%	9.53	0.70	9.21	0.63
Spring 2004	44	2.86	0.94	11	19	8	2	1		3		23	48.94%	9.26	1.18	8.83	1.19
Spring 2005	47	3.07	0.78	18	19	9	1						0.00%				
Summer 2005	8	2.79	0.76	1	4	3							0.00%				
Spring 2006	48	2.75	0.94	8	22	13		3		2		37	77.08%	8.78	1.25	8.11	1.84
Summer 2006	3	3.00	0.30		3								0.00%				
Spring 2007	50	2.66	1.01	12	15	17	2	2		2		37	74.00%	7.51	2.70	7.14	2.74
Spring 2008	43	3.49	0.55	23	16	3				1		39	90.70%	9.15	1.25	8.90	1.27

Note: Graphs do not include summer data.

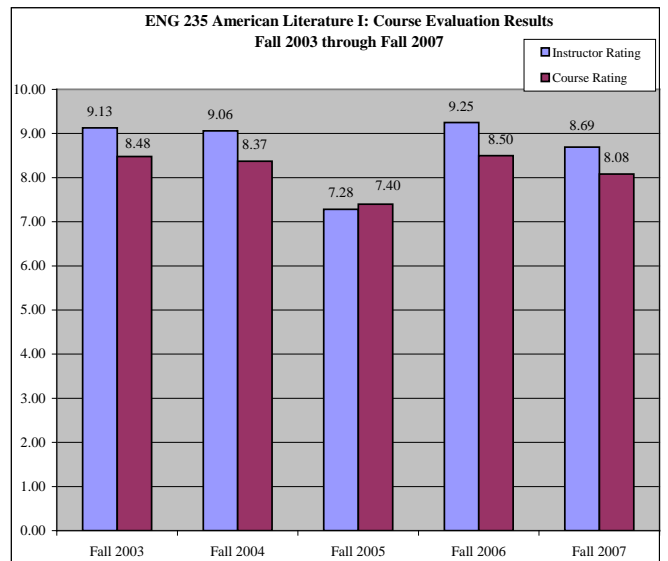
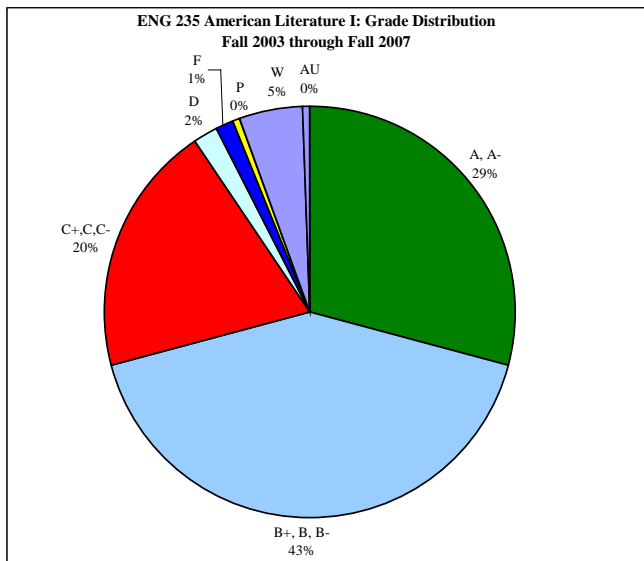
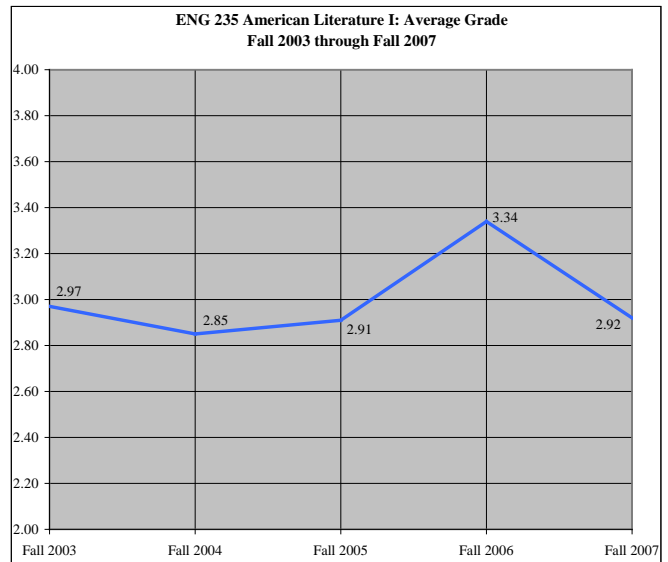
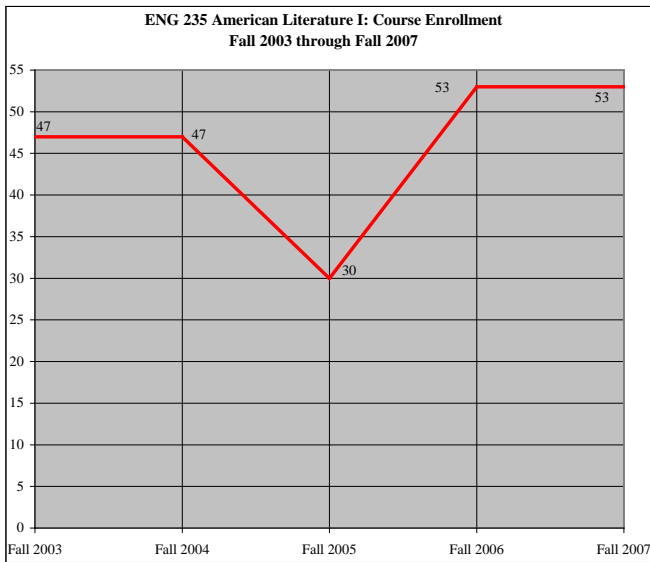


Attachment: ENG235

THE CATHOLIC UNIVERSITY OF AMERICA  
Institutional Assessment

COURSE SUMMARY DATA: DEPARTMENT OF ENGLISH  
ENG 235 American Literature I

Term	Course Enrollment	Course Grade		Course Grades Grade Distribution								Course Evaluation Results					
		Avg.	StDev.	A, A-	B+, B, B-	C+, C, C-	D	F	P	W	AU	Course Eval. #	Course Eval. %	Instructor Rating Avg.	Instructor Rating StDev.	Course Rating Avg.	Course Rating StDev.
Fall 2003	47	2.97	0.82	12	25	5	2	1	1	1	1	40	85.11%	9.13	1.16	8.48	1.38
Fall 2004	47	2.85	0.65	7	22	15					2	36	76.60%	9.06	0.75	8.37	1.14
Fall 2005	30	2.91	0.55	3	18	6					3	25	83.33%	7.28	1.43	7.40	1.41
Fall 2006	53	3.34	0.88	29	12	7	1	1			3	40	75.47%	9.25	1.15	8.50	1.52
Fall 2007	53	2.92	0.93	16	19	12	2	1			3	36	67.92%	8.69	1.80	8.08	1.79



Attachment: ENG236

THE CATHOLIC UNIVERSITY OF AMERICA  
Institutional Assessment

COURSE SUMMARY DATA: DEPARTMENT OF ENGLISH  
ENG 236 American Literature II

Term	Course Enrollment	Course Grade		Course Grades Grade Distribution							Course Evaluation Results						
		Avg.	StDev.	A, A-	B+, B, B-	C+, C, C-	D	F	W	P	Course Eval. #	Course Eval. %	Instructor Rating Avg.	Instructor Rating StDev.	Course Rating Avg.	Course Rating StDev.	
Summer 2003	4	3.53	0.57	3	1								0.00%				
Spring 2003	34	2.80	0.77	6	19	7		1			1		0.00%				
Spring 2004	43	3.18	0.93	18	19	3		2		1			0.00%				
Spring 2005	33	3.28	0.79	15	13	3	1			1			0.00%				
Spring 2006	22	3.04	0.72	7	10	5						16	72.73%	7.94	1.61	8.06	1.34
Summer 2006	5	2.82	1.01	2	1	2							0.00%				
Spring 2007	18	3.38	0.80	11	6		1					16	88.89%	5.44	2.94	7.00	2.07
Spring 2008	38	3.05	0.83	15	14	7	2					27	71.05%	8.41	1.37	7.74	2.16

Note: Graphs do not include summer data.

