ASSESSMENT REPORT FOR

English Undergraduate Degree Programs (Dept. of English + Philosophy)

REPORT for AY 2007-8   November 2008

Assessments are included for the instructional programs listed below:

Program Name	Level
English	B.A. Major
English	B.A. Minor
Professional Writing	B.A. Minor

Submitted By: Brandon Kempner   6/06/06
                    Director of Undergraduate Studies and Assessment Coordinator   Date

ASSESSMENT REPORT FOR:

English   **B.A., Major/Minor**

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Mission and Goals

Institutional Mission

The University "recognizes its special obligation to undergraduate education and to the preparation of **undergraduates** for advanced degrees or challenging professional careers. It "aspires to develop **broadly literate citizens and leaders . . . educated in analytical and critical thought** and in the **appreciation of the arts** and sciences . . . [and] is committed to **the cultivation and enrichment of the human mind and spirit."**
The College of Arts and Sciences Mission: The College has the goal of providing **"undergraduate . . . programs in the humanities** and fine arts . . . [and] imparting to its students the **knowledge, verbal and cognitive skills, and values . . . that comprise the basis of a liberal education."** (Source: NMHU Catalog)

Program's Goals in Support of Institutional Mission

The NMHU English program "endeavors to develop in students a **fluency in the use of English through critical, creative, and technical writing" and "provides foundational knowledge of literary periods, genres, theory, and language."** The University Mission, the College of Arts and Sciences Mission, and the English Outcomes Assessment Instrument are strongly linked in the following ways: (1) The mission to provide undergraduate education, (2) the mission to provide for forms of cultural literacy, and (3) the need to promote verbal and analytical skills.

Intended Student Outcomes:

Student essays will be evaluated for the following attributes, all of which are clearly linked to the mission statement(s):

1. Written Presentation
2. Use of Sources
3. Analysis

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Intended Educational Outcome 1: Written Presentation
The category evaluates the student's ability to examine a literary, linguistic, or rhetorical work or phenomenon in essay form, demonstrating mastery of the conventions of writing. This includes evaluation of essay form (coherence, focus, organization, logic) and writing ability (effectiveness of language, prose style, clarity, precision, and grammar and usage).

A. MEANS OF ASSESSMENT AND CRITERIA FOR SUCCESS
Each semester the Outcomes Assessment Coordinator will request from faculty peers a set of randomly samples essays ("products") written by English majors or minors for 300 and 400 level courses in English (Literature, Linguistics, and Rhetoric). To achieve a statistically significant sampling, the Coordinator should obtain 15-25 essays. The Coordinator, either unassisted or with the assistance of other faculty appointed by the Department Chair, will evaluate the products according to all three assessment criteria using a 1-5 scale (failing, poor, adequate, good, excellent) with 5 being the highest. Each essay will be read by two or three faculty members, and the scores of those readers will be averaged. The "Criteria for Success" is a score of 3.5 or higher.

B. DATA RESULTS:
From a sample set of 12, the average score was 3.88, which is in the "success" range. The sample size was smaller this year due to an unusually small number of Junior English majors/minors. The sample size should be larger next year, due to a larger number of Sophomores moving into 300/400 level courses.

C. USE OF RESULTS:
Results have been reported to the dean of the College of Arts and Sciences, the department chair of Humanities, the English program coordinator, and English program faculty and will be considered appropriate in any discussion of proposed programmatic change.

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Intended Educational Outcome 2: Use of Sources

This category evaluates, relative to the parameters of the essay topic, the student's ability to use effectively either primary sources (in an explication paper) or primary and secondary sources (in a research paper). Elements to be evaluated include selection of text specimens from the primary text, bibliographic selection, documentation form, and effective presentation of research (summary, paraphrase, and quotation).

A. MEANS OF ASSESSMENT AND CRITERIA FOR SUCCESS

See page for Outcome 1.

B. DATA RESULTS:

From a sample set of 12, the average score was 3.88, which is in the success range. For discussion of sample size, see above statements for Outcome #1.

This was the outcome result that we worked the hardest on over the past academic year. As a department, due to low outcomes assessment scores for the 06-07 year, we decided to further stress use and proper documentation of sources in our 200, 300, and 400 level courses. Due to the success of this result this year, we plan as a department to continue emphasizing this aspect of academic writing in these classes.

C. USE OF RESULTS: See page for Outcome 1.

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Intended Educational Outcome 3: Analysis

This category evaluates the student's ability to provide commentary and analysis informed by knowledge of the discipline, which may be literary, rhetorical, or linguistic, given the expectations of the particular assignment. This includes both textual analysis (i.e., examination of the text *qua* text, making appropriate use of the principles of literary, linguistic, or rhetorical analysis) and contextual analysis (i.e., the ability to put the text in a broader intellectual frame using ideas from humanities and social science disciplines (e.g., cultural studies, history, literary history, sociology, and psychology).

A. MEANS OF ASSESSMENT AND CRITERIA FOR SUCCESS

See page for Outcome 1.

B. DATA RESULTS:

From a sample set of 12, the average score was 3.88, which is in the success range. For discussion of sample size, see above statements.

C. USE OF RESULTS: See page for Outcome 1.

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Additional Relevant Information and Data:

Program Enrollments, Undergraduate Majors Fall 2007:

- Freshman: 5
- Sophomores: 5
- Junior: 1
- Senior: 6

Total: 17 majors

Comments: Junior enrollment is quite low for the program; otherwise, enrollments are about standard of 5-6 per academic class. We believe junior year enrollment is an after-effect of the instability of the university in the previous 2-3 years, which discouraged students from transferring into our program. In addition, the imposition of the composition workshops on the English program discouraged some potential English majors. Undergraduates were asked, in certain cases, to lead this, placing too much of a burden on them and discouraging their participation in the field.

As a department, we have eliminated the Composition workshops, which should stabilize any enrollment issues.

In general, we feel that enrollment numbers in English could be improved by the recruitment of more students interested in becoming teachers. In particular, the number of English students interested in secondary education has continued to decline. Part of this is due to education students attending branch campuses; English is currently looking into developing a program to allow students at centers to better participate in the English program, perhaps even to the level of a major.

Graduating Student Satisfaction Survey:

These surveys are a new aspect in our outcomes assessment. Three graduating seniors completed the survey. I have divided this section into three sections, based on the questions of the survey.

Curriculum and Instruction
1. Quality of instruction in your major
2. Quality of instruction outside your major
3. Quality of academic advisement
4. Availability of courses in your major
5. Quality of intellectual challenge of your program

Survey Results on Curriculum and Instruction Question:

Id	Curriculum 1	Curriculum 2	Curriculum 3	Curriculum 4	Curriculum 5
32	Satisfied	Satisfied	Satisfied	Satisfied	Satisfied
246	Very Satisfied	Very Satisfied	Satisfied	Very Satisfied	Very Satisfied
278	Satisfied	Satisfied	Satisfied	Dissatisfied	Satisfied

In all cases save one, students were either satisfied or very satisfied with the curriculum and instruction of the English program. In the one case were a student was dissatisfied, that was with the availability of English courses. The hires we have made over the past 2-3 years will help to improve the ranges of courses offered.

Support
Adequacy of financial assistance ($)
Quality of career counseling and advisement
Contact with faculty outside of class
Adequacy of laboratory facilities and equipment
Adequacy of library facilities
Adequacy of computer facilities

Survey Results on Support Question:

Support 1	Support 2	Support 3	Support 4	Support 5	Support 6
Satisfied	Does Not Apply	Satisfied	Satisfied	Satisfied	Satisfied
Very Satisfied	Very Satisfied	Very Satisfied	Satisfied	Satisfied	Very Satisfied
Satisfied	Does Not Apply	Satisfied	Satisfied	Satisfied	Satisfied

In all cases, students indicated they were satisfied with the support received while at NMHU.

Overall Assessment				
Value of your education, relative to cost	319	97.9%	1.44	1.51
Your sense of community on campus	275	92.6%	1.94	1.73
Your preparation for work or graduate school	296	95.5%	1.71	1.65
Your satisfaction with your college experience	319	98.2%	1.50	1.54

Student Results on Overall Questions:

Overall 1	Overall 2	Overall 3	Overall 4
Satisfied	Does Not Apply	Satisfied	Satisfied
Very Satisfied	Very Satisfied	Very Satisfied	Very Satisfied
Satisfied	Does Not Apply	Dissatisfied	Satisfied

Again, all students seemed to be satisfied. The one dissatisfied was likely the student who felt course offerings were not broad enough. As stated above, we are currently working on this.

Final Comments:

Overall, students both seem satisfied with the English program—save for the breadth of course offerings—and the seem to be performing to the academic level desired by the faculty.

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Data of Student Essays Used for Assessment:

File #	Written Presentation			Use of Sources			Analysis		
	1st Reader	2nd Reader	**Average**	1st Reader	2nd Reader	**Average**	1st Reader	2nd Reader	**Average**
1	2	3	**2.5**	1	2	**1.5**	2	3	**2.5**
2	4	3	**3.5**	3	3	**3**	3	2	**2.5**
3	5	5	**5**	4	4	**4**	5	5	**5**
4	5	5	**5**	5	4	**4.5**	5	5	**5**
5	5	4	**4.5**	4	4	**4**	5	5	**5**
6	3	3	**3**	3	3	**3**	3	3	**3**
7	4	4	**4**	5	4	**4.5**	5	4	**4.5**
8	4	4	**4**	4	4	**4**	5	5	**5**
9	3	4	**3.5**	3	3	**3**	3	3	**3**
10	4	4	**4**	4	4	**4**	4	4	**4**
11	3	3	**3**	3	3	**3**	2	2	**2**
12	5	4	**4.5**	5	5	**5**	5	5	**5**
Total			**46.5**			**43.5**			**46.**
Average			**3.88**			**3.625**			**3.88**