

# ASSESSMENT REPORT 2015-2016

## English Undergraduate

## B.A.

### **Program 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.

### **Student Learning 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).

### **NMHU Traits Specifically Linked to Student Learning Outcome 1**

- Effective Communication Skills

### **First Means of Assessment for Outcome 1:**

Each semester the Outcomes Assessment Coordinator will request from faculty peers a set of randomly sampled 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.

### **Summary of Data:**

Number of Students Meeting Criterion:	14	Number of Students Not Meeting Criterion:	3
Total Number of Students	17	Percent of Students Meeting	82.35%

Assessed:		Criterion:	
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### **Interpretation of Results for Outcome 1:**

The percentage of students meeting the criterion is up from last year, and we are obviously pleased about that. We also were able to evaluate a slightly larger sample of papers. We would still like revise our outcomes assessment plan in order to evaluate different types of writing (analytical, creative, technical, etc.), but since we only recently changed to this system of evaluating the results, and since we are anticipating some changes to our program due to the changes in the New Mexico Common Core, we felt that maintaining a stable method of outcomes assessment would be beneficial. We will continue to use this plan for now so that we can track our outcomes in this system for a few years.

### **Student Learning 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).

### **NMHU Traits Specifically Linked to Student Learning Outcome 2**

- Effective Use of Technology
- Critical and Reflective Thinking Skills

### **First Means of Assessment for Outcome 2:**

Each semester the Outcomes Assessment Coordinator will request from faculty peers a set of randomly sampled 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.

### **Summary of Data**

Number of Students Meeting Criterion:	15	Number of Students Not Meeting Criterion:	2
Total Number of Students Assessed:	17	Percent of Students Meeting Criterion:	88.24%

### **Interpretation of Results for Outcome 2:**

The percentage of students meeting the criterion in this category is up significantly from last year, suggesting that our students are doing very well in their use of sources. We would still like to develop a rubric for evaluating the use of sources, but this would need to be part of a larger revision to our outcomes assessment plan. That is, if we change the types of essays that we are evaluating for outcome 1, then we would also need to account for the types of sources used in different types of writing.

### **Student Learning 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)).

### **NMHU Traits Specifically Linked to Student Learning Outcome 3**

- Mastery of Content Knowledge and Skills
- Critical and Reflective Thinking Skills

### **First Means of Assessment for Outcome 3:**

Each semester the Outcomes Assessment Coordinator will request from faculty peers a set of randomly sampled 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.

### **Summary of Data**

Number of Students Meeting Criterion:	14	Number of Students Not Meeting Criterion:	2
Total Number of Students Assessed:	17	Percent of Students Meeting Criterion:	82.35%

### **Interpretation of Results for Outcome 3:**

The percentage of students meeting the criterion is up slightly from last year. Again, while we are pleased with these results, we would still like to eventually revise our outcomes assessment plan so as to clarify the difference between outcomes 2 and 3. However, as stated in the interpretation of outcome 1, we want to maintain this assessment plan for a bit longer so that we can compare a few years of outcomes using one system.