

ASSESSMENT PLAN 2018-19

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.

Based on our discussion about past OA reports, and in an effort to evaluate student learning outcomes in different areas of our major, the faculty of the English Department have decided to revise our undergraduate outcomes assessment plan. We will evaluate SLOs for Literature classes next year, and the following year we will evaluate SLOs for Creative Writing, Composition, Literacy, and Linguistics courses. In the Fall of 2018 we will meet to decide on how to collect and assess data for the Creative Writing, Composition, Literacy, and Linguistics courses. The plan for assessing outcomes in Literature classes follows.

To create the new student learning outcomes, the English department utilized best practices in the field by drawing on the April 2014 [“Report of the ADE Ad Hoc Committee on Assessment.”](#) published by the Association of Departments of English (ADE). This report includes guidelines for effective assessment of English programs and a list of sample SLOs. The English department selected four of the most relevant SLOs and modified them to fit our student body and the four Highlands traits. By aligning our program with national standards and best practices, the English department will ensure that our students are receiving an education consistent with the latest standards of the field.

In Fall 2018, the English department will finalize its revision of our Outcomes Assessment plan by creating a scoring rubric based on ADE guidelines to ensure consistency in our data collection.

Student Learning Outcome 1:

Close reading and use of primary and secondary texts: Students will read attentively, closely, and critically, effectively using primary and/or secondary texts, drawing conclusions and generalities beyond a given text, and offering a clear critical approach in interpreting texts, including traditional written, oral, and visual as well as

Web-based texts.

NMHU Traits Specifically Linked to Student Learning Outcome 1

- Critical and Reflective Thinking 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 criterion for success is a score of 3.5 or higher.

Summary of Data:

Number of Students Meeting Criterion:		Number of Students Not Meeting Criterion:	
Total Number of Students Assessed:		Percent of Students Meeting Criterion:	
Average Score for Outcome			

Interpretation of Results for Outcome 1:

Student Learning Outcome 2:

Mastery of writing: Students will be able to write clear, grammatically consistent, and rhetorically effective texts, driven by a thesis and sustained by an ordered, coherent argument or sequence of ideas.

NMHU Traits Specifically Linked to Student Learning Outcome 2

- Effective Communication

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 criterion for success is a score of 3.5 or higher.

Summary of Data:

Number of Students Meeting Criterion:		Number of Students Not Meeting Criterion:	
Total Number of Students Assessed:		Percent of Students Meeting Criterion:	
Average Score for Outcome			

Interpretation of Results for Outcome 2:

Student Learning Outcome 3:

Mastery of content, writing, and theory: Students will respond to and produce literary, creative, rhetorical, and linguistic texts in a way that reflects an awareness of form, theory, or critical approach appropriate to the content area.

NMHU Traits Specifically Linked to Student Learning Outcome 3

- Mastery of Content Knowledge and Skills
- Critical and Reflective Thinking Skills
- Effective Communication 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 criterion for success is a score of 3.5 or higher.

Summary of Data

Number of Students Meeting Criterion:		Number of Students Not Meeting Criterion:	
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Total Number of Students Assessed:		Percent of Students Meeting Criterion:	
Average Score on Outcome			

Interpretation of Results for Outcome 3:

Student Learning Outcome 4:

Mastery of content and context: Students will understand the role of contexts in production, reception, and transmission of literature, language, and cultural texts across periods, histories, genres, geographic or national spaces, and cultural differences.

First Means of Assessment for Outcome 4:

Each semester the Outcomes Assessment Coordinator will ask faculty teaching the required literary surveys (ENGL 290: British Literature to 1700; ENGL 291: British Literature from 1700; ENGL 294: American Literature to 1865, and ENGL 295: American Literature from 1865) to submit the scores of English Majors or Minors on the final exam, or, if there is no final exam, on a final project. The criterion for success will be a score of 80% or higher.

Summary of Data

Number of Students Meeting Criterion:		Number of Students Not Meeting Criterion:	
Total Number of Students Assessed:		Percent of Students Meeting Criterion:	
Average Score for Outcome			

Interpretation of Results for Outcome 4:

Utilization of Results:

Changes to Program Based on Results:

Retention Strategies