

Degree/Certificate Program Assessment Report
College of Arts and Sciences
The University of New Mexico

Part I: Cover Page

Name of Degree or Certificate Program	Degree Level <i>(Certificate, Associate, Bachelors, Master's, etc.)</i>
English (Rhetoric and Writing emphasis)	BA

Name of Academic Department (if not a standalone program): English

Name of College/School/Branch: Arts and Sciences

Academic Year/Assessment Period: 2014-2015

Submitted By (include email address): ---

Date Submitted to College/School/Branch for Review: ---

Date Reviewed by College Assessment and Review Committee (CARC) or the equivalent: ---

State whether ALL of the program's student learning outcomes (SLOs) are assessed over one year, two years, OR three years:

3 years

If the program's SLO's are targeted/assessed/measured within two years or three years, please state whether this assessment record focuses on SLOs from the first year, second year, or third year of your assessment cycle:

First year

Describe the program changes that were implemented during this reporting period in response to the previous period's assessment results. Please include evidence of implemented changes in an appendix:

We also developed additional curricular materials to improve the way we taught ethics across the various program's courses in response to lower scores on this outcome in our previous assessment period (see Appendix 1 for a list of new materials).

Describe any revisions to your assessment process that you made for this reporting cycle and/or plan to make for future reporting cycles:

We improved our assessment process by standardizing an assignment and an accompanying rubric across our capstone course (see Appendix 2 for assignment description and rubric).

Example

Part II: Report Body

Program Goal	SLO	UNM Student Learning Goals
A. Graduates of this program will be able to produce rhetorically effective texts.	1. Students will demonstrate and utilize an effective writing process that focuses especially on identifying, evaluating, analyzing, and synthesizing sources and revision strategies.	<input type="checkbox"/> Knowledge <input checked="" type="checkbox"/> Skills <input type="checkbox"/> Responsibility

Assessment Measures (including whether they were direct or indirect):

Direct: Final portfolios in the 400-level major capstone course. They were scored by course instructors via a standardized rubric that included a process category (see Appendix 2 for assignment and rubric). Instructors participated in a norming session earlier in the semester.

Indirect: 20 question exit survey that includes questions on how students perceived their mastery of program SLOs (see Appendix 2 for survey instrument). Students were asked to take the survey online outside of class in the last few weeks of the capstone course.

Performance Benchmark:

The criteria for success on the direct measure is at least 75% of students scoring a 4 or 5 on the area of the rubric pertaining to this SLO. The criteria for success on the indirect measure is that 80% of the students will indicate they were strong or very strong on the questions related to the writing process.

Sampled Population:

Instructors scored portfolios from all professional writing majors ($N=36$) in the capstone courses offered Spring 2015. However, only 56% of students ($N=20$) completed the exit survey.

Results:

69% of the evaluations determined that the submitted portfolios met or exceeded expectations when it came to demonstrating a mastery of the writing process, meaning these students scored a 4 or 5 on the relevant areas of the rubric. 25% of students scored a 3 and the remainder scored below 3.

90% of the students taking the exit survey felt they were strong or very strong when answering questions about their perceived mastery of the writing process.

Analysis/Faculty Discussion:

Our faculty met to discuss these results (see minutes in Appendix 3). As in previous years, this assessment shows that students struggle with mastering the writing process, despite the confidence exuded on the exit surveys and in their reflection memos accompanying the

portfolios. We found that a number of students (the majority, in fact) are performing well in terms of developing an effective writing process; however, we would still like students to exit the program being stronger revisers. In general, we felt that revisions were largely surface oriented even though the students' final products could have been stronger.

Recommendations for Improvement/Changes:

We plan to include a stronger focus on teaching the writing process, specifically revision, in our professional writing orientation at the beginning of the next academic year. We believe this will help faculty across our program better teach this skill to our majors. We will provide a copy of our orientation agenda and a presentation as evidence that we improved this aspect of our orientation.

We also plan to make the exit survey a mandatory assignment in the capstone course in order to improve our response rates. We will provide a copy of the assignment message we provide to students as evidence that we made this a class assignment.

Example

Part II: Report Body

Program Goal	SLO	UNM Student Learning Goals
A. Graduates of this program will be able to produce rhetorically effective texts.	Students will demonstrate a consideration of genre awareness, written and verbal language practices and use, and visual and textual design.	<input checked="" type="checkbox"/> Knowledge <input checked="" type="checkbox"/> Skills <input type="checkbox"/> Responsibility

Assessment Measures (including whether they were direct or indirect):

Direct: Final portfolios in the 400-level major capstone course. They were scored by course instructors via a standardized rubric that included a genre awareness category (see Appendix 2 for assignment and rubric). Instructors participated in a norming session earlier in the semester.

Indirect: 20 question exit survey that includes questions on how students perceived their mastery of program SLOs (see Appendix 2 for survey instrument). Students were asked to take the survey online outside of class in the last few weeks of the capstone course.

Performance Benchmark:

The criteria for success on the direct measure is at least 75% of students scoring a 4 or 5 on the area of the rubric pertaining to this SLO. The criteria for success on the indirect measure is that 80% of the students will indicate they were strong or very strong on the questions related to genre awareness, language use, and design.

Sampled Population:

Instructors scored portfolios from all professional writing majors (N=36) in the capstone courses offered Spring 2015. However, only 56% of students (N=20) completed the exit survey.

Results:

Faculty raters determined that 81% the submitted portfolios met or exceeded expectations when it came to demonstrating a mastery of genres, language use, and design, meaning these students scored a 4 or 5 on the rubric. 14% of students scored a 3 and the remainder scored below 3.

80% of the students taking the exit survey felt they were strong or very strong in terms of genre awareness, language use, and design.

Analysis/Faculty Discussion:

Our faculty met to discuss these results (see minutes in Appendix 3). As in previous years, this assessment shows that graduating students generally perform well in the areas covered by this SLO, with their confidence level on exit surveys matching their performance as measured by the faculty. Nonetheless, faculty found a number of ways that students might improve, especially in terms of design, which generally seemed like an afterthought in students' final projects. We

recognize that one of the challenges we face in teaching design is limited access to computer labs for our classes.

Recommendations for Improvement/Changes:

We plan to work with the appropriate people in the College to seek better technology access for our classes, since visual rhetoric and design is such an important part of our curriculum and is essential to help make students effective communicators in today's world. We will include email exchanges as evidence of our progress in this area.

We also plan to make the exit survey a mandatory assignment in the capstone course in order to improve our response rates. We will provide a copy of the assignment message we provide to students as evidence that we made this a class assignment.

Example

Appendix 1 – Evidence of changes in response to previous assessment results

Not included for this sample report.

Example

Appendix 2 – Assessment instruments

Not included for this sample report.

Example

Appendix 3 – Evidence of faculty discussion (e.g. meeting minutes)

Not included for this sample report.

Example