

Academic Program
Plan for Assessment of Student Learning Outcomes
College of Arts and Sciences
The University of New Mexico

A. College, Department and Date

1. College: Arts and Sciences
2. Department: English
3. Date: 10/27/2016

B. Academic Program of Study*

MA in English Language and Literature

C. Contact Person(s) for the Assessment Plan

Jonathan Davis-Secord, Associate Chair for Graduate Studies, jwds@unm.edu
Anita Obermeier, Department Chair, aobermei@unm.edu

D. Broad Program Goals & Measurable Student Learning Outcomes

1. Broad Program Learning Goals for this Degree/Certificate Program

- A. Knowledge: comprehend primary texts and master secondary texts
- B. Research: independently identify critical problems and research a contribution
- C. Composition/Presentation: formulate and present research in appropriate style
- D. Professionalization: articulate academic and professional goals

2. List of Student Learning Outcomes (SLOs) for this Degree/Certificate Program [Your program should have at least 3 and these should be aligned with the program Goals (as indicated by A, B, C, etc.) and UNM's broad learning goals]

- A.1. *Comprehension*: Students will demonstrate comprehensive understanding of primary texts in the fields of British, Irish, and/or American literature.
UNM Goals (Knowledge Skills Responsibility)
- A.2. *Hermeneutics, History, Theory*: Students will demonstrate mastery of secondary texts, including literary history, literary criticism, and theory
UNM Goals (Knowledge Skills Responsibility)
- B.1. *Independent Thinking and Critical Methods*: Students will identify critical problems in the fields of British, Irish, and/or American literature and conduct independent research that utilizes the most relevant critical methods and tools.
UNM Goals (Knowledge Skills Responsibility)

* Academic Program of Study is defined as an approved course of study leading to a certificate or degree reflected on a UNM transcript. A graduate-level program of study typically includes a capstone experience (e.g. thesis, dissertation, professional paper or project, comprehensive exam, etc.).

- B.2 *Intellectual Contribution*: Students will advance the critical knowledge of a specialized field through their independent research, which contributes to a broader ongoing intellectual dialogue.
UNM Goals (Knowledge ___ Skills Responsibility)
- C.1 *Analysis, Evaluation, Synthesis*: Students will demonstrate the ability to formulate and defend surprising, contestable, and critically significant arguments in which they analyze, evaluate, and synthesize material effectively.
UNM Goals (Knowledge Skills Responsibility)
- C.2 *Mastery of Writing Style*: Students will employ discipline-specific language in formal writing and oral presentations, including appropriate structures, form, rhetoric, style, and usage.
UNM Goals (Knowledge Skills Responsibility)
- D.1 *Professionalization*: Students will attain advanced professionalization in the study of English through their courses of study and through the articulation of their academic, professional, and/or pedagogical goals.
UNM Goals (Knowledge Skills Responsibility)

E. Assessment of Student Learning Three-Year Plan

All programs are expected to measure some outcomes and report annually and to measure all program outcomes at least once over a three-year review cycle.

1. Timeline for Assessment

Year/Semester	Assessment Activities
Year 1, Fall	
Year 1, Spring	assess: all SLOs
Year 2, Fall	discuss data from previous year
Year 2, Spring	assess: all SLOs
Year 3, Fall	discuss data from previous year
Year 3, Spring	assess: all SLOs

2. How will learning outcomes be assessed?

A. What:

- i. All SLOs will be assessed through the following three measures:
 1. The completion of the MA Portfolio, which consists of two article length-essays from separate field periods (25 pages each); one longer essay or project (45-50 pages); or other Committee On Studies approved scholarly, critical, or academic work from a variety of genres.
 2. The public defense of the MA Portfolio, which entails a presentation covering the portfolio’s argument and cohesion, followed by oral examination by the committee members and audience.
 3. An exit survey regarding the student’s experience in the program, which constitutes an indirect measure.

- ii. The composition and defense of the main contents of the MA Portfolio directly measure all of the listed SLOs. The MA Portfolio also requires a preface that requires the student to reflect upon their experience in the process, thus indirectly measuring their progress on the SLOs.
 - 1. The portfolio essays are evaluated by a committee of two faculty members and the Associate Chair of Graduate Studies (ACGS) through an “Outcomes Assessment Form” in which they numerically rank a set of criteria correlated with the SLOs. In addition, the form asks for evaluator comments to describe the strengths and weaknesses of each examination and offer suggestions or recommendations that the ACGS may review with the examinees.
 - 2. The portfolio defense is evaluated by two faculty members and the Associate Chair of Graduate Studies (ACGS) through an “Outcomes Assessment Form” in which they numerically rank a set of criteria correlated with the SLOs.
 - 3. Graduating students complete an exit survey regarding their experience in the program.
 - iii. Our criteria for success is for 90% of our graduate students to pass the portfolio defense.
- B. Who: Since an English Lit MA student only produces and defends the portfolios at the end of the program of study, it is not possible to assess all students in the same semester, since many have only begun their programs. A critical mass is scheduled to defend their portfolios in Fall 2016, allowing for the assessment of thirty percent of the current Lit MA students then, with another group defending their portfolios in Spring 2017.

3. What is the unit’s process to analyze/interpret assessment data and use results to improve student learning?

The ACGS collects all of the Outcomes Assessment forms for the portfolios and defenses. The ACGS and the department chair or a subcommittee of the Graduate Committee compile and compare the data from the Outcomes Assessment forms as a direct measure of student performance. The committee looks for trends in the data, and if it notices a deficiency in a particular outcome, the committee will make a recommendation to the Graduate Committee to ascertain what, if any, action should be taken to remediate the problem. In 2007, for example, a review of the data noted a slightly lower average on scores ranking the graduate students’ application of critical theory in portfolio essays and dissertation, which led to a strengthening of our requirements for theory in the program.

In the Fall semester, the ACGS and the chair or a subcommittee of the Graduate Committee will compile the Exit Survey responses and evaluate them as an indirect measure of student performance. The committee looks for trends in the data, and if it notices a deficiency in a particular outcome, the committee will make a recommendation to the Graduate Committee to ascertain what, if any, action should be taken to remediate the problem.

APPENDIX: FORMS

Outcomes Assessment Form

Please complete and return this form within 48 hours after the defense.

Date: _____

Candidate's Name: _____

Expected Graduation Date: _____

Advisor: _____

Title of Paper(s) _____

Recommendation

Accept for the Degree _____

Accept for the Degree with minor revisions _____

Do not accept for the Degree _____

Reader's Name: _____

(Reader's Signature and Date)

A. Evaluation Criteria

Score the following criteria from 1 or 2, in accordance with the following scale.

- 2 Pass (meets expectations)
- 1 Fail (does not meet expectations)

- 1. Shows basic historical and critical knowledge that advances our understanding of the topic. _____
- 2. Demonstrates basic knowledge and historical understanding of primary works in the field. _____
- 3. Demonstrates basic knowledge of theory and methods of criticism in the field. _____
- 4. Demonstrates basic understanding of secondary and critical works in the field. _____
- 5. Shows ability to think critically. (Argument, Thesis, Purpose) _____
- 6. Shows proficiency in basic research. (Evidence, Support) _____
- 7. Shows ability to write clearly and imaginatively. (Organization, Style, Clarity) _____

B. Comments

1. What are the strengths of the paper(s)?

2. What are the weaknesses of the paper(s)?

EXIT SURVEY?

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The University of New Mexico

A. College, Department and Date

1. College: Arts and Sciences
2. Department: English
3. Date: 10/27/2016

B. Academic Program of Study*

MA in Medieval Studies

C. Contact Person(s) for the Assessment Plan

Jonathan Davis-Secord, Associate Chair for Graduate Studies, jwds@unm.edu
Anita Obermeier, Department Chair, aobermei@unm.edu

D. Broad Program Goals & Measurable Student Learning Outcomes

1. Broad Program Learning Goals for this Degree/Certificate Program

- A. Knowledge: comprehend primary texts and master secondary texts
- B. Research: independently identify critical problems and research a contribution
- C. Composition/Presentation: formulate and present research in appropriate style
- D. Professionalization: articulate academic and professional goals

2. List of Student Learning Outcomes (SLOs) for this Degree/Certificate Program [Your program should have at least 3 and these should be aligned with the program Goals (as indicated by A, B, C, etc.) and UNM's broad learning goals]

- A.1. *Comprehension*: Students will demonstrate comprehensive understanding of medieval English primary texts and historical context(s).
UNM Goals (Knowledge Skills Responsibility)
- A.2. *Hermeneutics, History, Theory*: Students will demonstrate mastery of secondary texts, including literary history, literary criticism, and theory
UNM Goals (Knowledge Skills Responsibility)
- B.1. *Independent Thinking and Critical Methods*: Students will identify critical problems in the field of medieval literature and conduct independent research that utilizes the most relevant critical methods and tools.
UNM Goals (Knowledge Skills Responsibility)

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- B.2 *Intellectual Contribution*: Students will advance the critical knowledge of a specialized field through their independent research, which contributes to a broader ongoing intellectual dialogue.
UNM Goals (Knowledge Skills Responsibility)
- C.1 *Analysis, Evaluation, Synthesis*: Students will demonstrate the ability to formulate and defend surprising, contestable, and critically significant arguments in which they analyze, evaluate, and synthesize material effectively.
UNM Goals (Knowledge Skills Responsibility)
- C.2 *Mastery of Writing Style*: Students will employ discipline-specific language in formal writing and oral presentations, including appropriate structures, form, rhetoric, style, and usage.
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- D.1 *Professionalization*: Students will attain advanced professionalization in the study of English through their courses of study and through the articulation of their academic, professional, and/or pedagogical goals.
UNM Goals (Knowledge Skills Responsibility)

E. Assessment of Student Learning Three-Year Plan

All programs are expected to measure some outcomes and report annually and to measure all program outcomes at least once over a three-year review cycle.

1. Timeline for Assessment

Year/Semester	Assessment Activities
Year 1, Fall	
Year 1, Spring	assess: all SLOs
Year 2, Fall	discuss data from previous academic year
Year 2, Spring	assess: all SLOs
Year 3, Fall	discuss data from previous academic year
Year 3, Spring	assess: all SLOs

2. How will learning outcomes be assessed?

A. What:

- i. All SLOs will be assessed in two ways:
 1. the completion of the MA Portfolio, which consists of two article length-essays from separate field periods (25 pages each); one longer essay or project (45-50 pages); or other Committee On Studies approved scholarly, critical, or academic work from a variety of genres.
 2. the medieval MA exam, consisting of identifications of passages from medieval literature, informational questions, and essay questions based on three reading lists of twenty items each, covering Old English, Middle English, and Medieval History.
 3. an exit survey regarding the student's experience in the program, which constitutes an indirect measure.

- ii. The composition of the main contents of the MA Portfolio directly measure all of the listed SLOs. The MA exam directly measures all SLOs except D.1. The MA Portfolio also requires a preface that requires the student to reflect upon their experience in the process, thus indirectly measuring their progress on the SLOs. The exit survey also indirectly assesses all SLOs.
 - 1. The portfolio essays are evaluated by a committee of three faculty members through an “Outcomes Assessment Form” in which they numerically rank a set of criteria correlated with the SLOs. In addition, the form asks for evaluator comments to describe the strengths and weaknesses of the essays and offer suggestions or recommendations that the ACGS may review with the examinees.
 - 2. The Medieval MA exam is evaluated by the three members of a student’s Committee on Studies (COS), two of whom are the medievalists in the English Department and one of whom is a medievalist from the History Department. The committee members complete an “Outcomes Assessment Form” in which they numerically rank a set of criteria correlated with the SLOs. Additionally, the form asks for evaluator comments to describe the strengths and weaknesses of the exam responses.
 - 3. Graduating students complete an exit survey regarding their experience in the program.
- iii. Our criteria for success is for 90% of our graduate students to pass the portfolio defense and MA exam and to consider their time in the program a success.

B. Who: Since a Medieval Studies MA student only produces and defends the portfolio at the end of the program of study, it is not possible to assess all students in the same semester, since many have only begun their programs. Similarly, students take the Medieval MA exam on an individually-appropriate basis; nonetheless, in 2013, a critical mass of students took Medieval MA exams, allowing the department to assess approximately 50% of the Medieval MA students.

3. What is the unit’s process to analyze/interpret assessment data and use results to improve student learning?

The ACGS collects all of the Outcomes Assessment forms for the examinations and portfolios. The ACGS and the department chair or a subcommittee of the Graduate Committee compile and compare the data from the Outcomes Assessment forms as a direct measure of student performance. The committee looks for trends in the data, and if it notices a deficiency in a particular outcome, the committee will make a recommendation to the Graduate Committee to ascertain what, if any, action should be taken to remediate the problem. The three members of the COS evaluate all of a student’s exam responses and confer regarding the responses’ quality and the value of the assessment. In 2013, this process led to a redesign of the exam itself in recognition of its imperfect design; this process will be discussed in detail in an assessment report.

In the Fall semester, the ACGS and the chair or a subcommittee of the Graduate Committee will compile the Exit Survey responses and evaluate them as an indirect measure of student performance. The committee looks for trends in the data, and if it notices a deficiency in a

particular outcome, the committee will make a recommendation to the Graduate Committee to ascertain what, if any, action should be taken to remediate the problem.

APPENDIX: FORMS

Outcomes Assessment Form

Please complete and return this form within 48 hours after the defense.

Date: _____

Candidate's Name: _____

Expected Graduation Date: _____

Advisor: _____

Title of Paper(s) _____

Recommendation

Accept for the Degree _____

Accept for the Degree with minor revisions _____

Do not accept for the Degree _____

Reader's Name: _____

(Reader's Signature and Date)

A. Evaluation Criteria

Score the following criteria from 1 or 2, in accordance with the following scale.

- 2 Pass (meets expectations)
- 1 Fail (does not meet expectations)

- 1. Shows basic historical and critical knowledge that advances our understanding of the topic. _____
- 2. Demonstrates basic knowledge and historical understanding of primary works in the field. _____
- 3. Demonstrates basic knowledge of theory and methods of criticism in the field. _____
- 4. Demonstrates basic understanding of secondary and critical works in the field. _____
- 5. Shows ability to think critically. (Argument, Thesis, Purpose) _____
- 6. Shows proficiency in basic research. (Evidence, Support) _____
- 7. Shows ability to write clearly and imaginatively. (Organization, Style, Clarity) _____

B. Comments

1. What are the strengths of the paper(s)?

2. What are the weaknesses of the paper(s)?

exit survey

Academic Program
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College of Arts and Sciences
The University of New Mexico

A. College, Department and Date

1. College: *Arts and Sciences*
2. Department: *English*
3. Date: *10/27/16*

B. Academic Program of Study*

M.A. English, Rhetoric and Writing Emphasis

C. Contact Person(s) for the Assessment Plan

Chuck Paine, cpaine@unm.edu

D. Broad Program Goals & Measurable Student Learning Outcomes

[Attach Cover Sheet for Student Learning Outcomes and associated materials.]

OR

[List below:]

1. Broad Program Learning Goals for this Degree/Certificate Program

A. Graduates will have the knowledge and experience to productively and ethically engage as citizen scholars with the academic, professional, and civic worlds they encounter.

2. List of Student Learning Outcomes (SLOs) for this Degree/Certificate Program [Your program should have at least 3 and these should be aligned with the program Goals (as indicated by A, B, C, etc.) and UNM's broad learning goals]

A.1. Recognize and respond to ethical challenges, including social justice issues, related to rhetoric and its use, framing responses with principles from contemporary and classical rhetoric and composition texts.

UNM Goals (X Knowledge ___ Skills _X_ Responsibility)

A.2. Compose traditional and multimodal texts for a variety of audiences across communities.

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UNM Goals (X Knowledge X Skills ___ Responsibility)

A.3. Design and implement successful writing pedagogies in academic and/or workplace environments.

UNM Goals (X Knowledge X Skills ___ Responsibility)

A.4. Evaluate and apply major concepts in composition pedagogy and rhetorical theory.

UNM Goals (X Knowledge X Skills ___ Responsibility)

E. Assessment of Student Learning Three-Year Plan

All programs are expected to measure some outcomes and report annually and to measure all program outcomes at least once over a three-year review cycle.

1. Timeline for Assessment

In the table below, briefly describe the timeframe over which your unit will conduct the assessment of learning outcomes selected for the three-year plan. List when outcomes will be assessed and which semester/year the results will be discussed and used to improve student learning (e.g., discussed with program faculty, interdepartmental faculty, advisory boards, students, etc.)

Year/Semester	Assessment Activities
Year 1, Fall	Assess SLO A.1 through 542/543 paper evaluation
Year 1, Spring	Assess SLO A.1 through 542/543 paper evaluation Assess SLOs A.2 and A.3 through thesis portfolios Assess all SLOs through exiting student survey Discuss data at program meeting
Year 2, Fall	Assess SLO A.3 through plans and observations in 538
Year 2, Spring	Assess SLOs A.2 and A.3 through thesis portfolios Assess all SLOs through exiting student survey Discuss data at program meeting
Year 3, Fall	None planned
Year 3, Spring	Assess SLOs A.2 and A.3 through thesis portfolios Assess all SLOs through exiting student survey Discuss data at program meeting

2. How will learning outcomes be assessed?

A. What:

- i. *For each SLO, briefly describe the means of assessment, i.e., what samples of evidence of learning will be gathered or measures used to assess students' accomplishment of the learning outcomes in the three- year plan?*
- ii. *Indicate whether each measure is **direct** or **indirect**. If you are unsure, contact assessment@unm.edu for clarification. You should have **both direct and indirect measures** and at least **half of the assessment methods/measures program wide will be direct** measures of student learning.*
- iii. *Briefly describe the **criteria for success** related to each direct or indirect measures of assessment. What is the program's performance target (e.g., is an "acceptable or better" performance by 60% of students on a given measure acceptable to the program faculty)? If scoring rubrics are used to define qualitative criteria and measure performance, include them as appendices.*

SLO A.1. will be assessed through evaluation of final student papers in ENGL 542 and 543. Course instructors will be asked to evaluate how well each paper meets the SLO expectations using a four-point scale: 1-Well Below Expectations, 2-Below Expectations, 3-Meets Expectations, 4-Exceeds Expectations. If at least 90% of papers are rated at a 3 or 4, then we will have met our goal. For any papers scores below a 3 or 4, the instructor will provide some comments which will be used to improve the curriculum in future semesters. This is a direct measure of student learning.

SLO A.2. will be assessed through an evaluation of student thesis portfolios. Each thesis committee member will be asked how well the portfolio meets the SLO expectations using a four-point scale: 1-Well Below Expectations, 2-Below Expectations, 3-Meets Expectations, 4-Exceeds Expectations. If at least 90% of papers are rated at a 3 or 4, then we will have met our goal. For any portfolios scoring below a 3 or 4, the committee will provide comments which will be used to analyze areas where the program could be improved. This is a direct measure of student learning.

SLO A.3. will be assessed through an evaluation of RW MA student lesson plans and observations in ENGL 538. Course instructors will be asked to evaluate how well each plan and observation meets the SLO expectations using a four-point scale: 1-Well Below Expectations, 2-Below Expectations, 3-Meets Expectations, 4-Exceeds Expectations. If at least 90% of the RW MA TAs are rated at a 3 or 4, then we will have met our goal. For any scoring below a 3 or 4, the instructor will provide some comments which will be used to improve the curriculum in future semesters. This is a direct measure of student learning.

SLO A.4 will be assessed through an evaluation of student thesis portfolios. Each thesis committee member will be asked how well the portfolio meets the SLO expectations using a four-point scale: 1-Well Below Expectations, 2-Below Expectations, 3-Meets Expectations, 4-Exceeds Expectations. If at least 90% of papers are rated at a 3 or 4, then we will have met our goal. For any portfolios scoring below a 3 or 4, the committee will provide comments

which will be used to analyze areas where the program could be improved. This is a direct measure of student learning.

All SLOs will be evaluated indirectly via a student exit survey, which will be required of all students before defending their thesis portfolio. The exit survey is listed in Appendix TBD.

B. Who: State explicitly whether the program's assessment will include evidence from all students in the program or a sample. Address the validity of any proposed sample of students. Please note that you are recommended to sample all students in your program; however, sampling approx. 20% of the student population is acceptable if the course's total student population (or student enrollment) exceeds 99 in an academic year. A valid explanation should be provided for samples that are less than 20% of the total student population.

Because we will be assessing in courses and/or stages required of all students, we anticipate collecting assessment data from all students in our program.

3. What is the unit's process to analyze/interpret assessment data and use results to improve student learning?

Briefly describe:

1. *who will participate in the assessment process (the gathering of evidence, the analysis/interpretation, recommendations).*
2. *the process for consideration of the implications of assessment for change:*
 - a. *to assessment mechanisms themselves,*
 - b. *to curriculum design,*
 - c. *to pedagogy**...in the interest of improving student learning.*
3. *How, when, and to whom will recommendations be communicated?*

All faculty will participate in the assessment process. Anyone teaching 538, 542, or 543 or serving on a thesis committee will be involved in data collection. The results from the rubrics and survey will be shared with the entire faculty annually at a program meeting for discussion. These meetings will especially focus on the comments provided as part of the assessment process as these will help provide a more detailed view of what might be lacking in individual classes and/or across the program curriculum. The program director will compile a report annually which will be shared with the larger department and submitted to the College Assessment Review Committee.

**Appendix A
SLO Rubric**

The applicable part of this rubric will be used for direct assessment of SLOs 1-4.

	1-Well Below Expectations	2-Below Expectations	3-Meets Expectations	4-Exceeds Expectations
Recognize and respond to ethical challenges, including social justice issues, related to rhetoric and its use, framing responses with principles from contemporary and classical rhetoric and composition texts.				
Compose traditional and multimodal texts for a variety of audiences across communities.				
Design and implement successful writing pedagogies in academic and/or workplace environments.				
Evaluate and apply major concepts in composition pedagogy and rhetorical theory.				

Appendix B
Exit Survey

In our ongoing efforts to improve the Rhetoric and Writing Master’s Program, we ask every graduating student to tell us how we did and how we could do better. Please take a few minutes to complete the following survey. The survey is anonymous and we will not link your name to your responses. We thank you in advance for your time, effort, and ideas!

1. Do you expect to graduate or did you graduate this academic year? (ADD YEAR)
 - Yes
 - No

2. What do you plan on doing after graduation?
 - Enter a PhD program
 - Seek a two-year college teaching position
 - Seek a K-12 teaching position
 - Continue in my current position
 - Seek a job outside education (please specify)
 - Other (please specify)

3. Please rate your confidence in your ability to do the following:

	Not at all Confident	Not Confident	Confident	Very Confident
Recognize and respond to ethical challenges, including social justice issues, related to rhetoric and its use, framing responses with principles from contemporary and classical rhetoric and composition texts.				
Compose traditional and multimodal texts for a variety of audiences across				

communities.				
Design and implement successful writing pedagogies in academic and/or workplace environments.				
Evaluate and apply major concepts in composition pedagogy and rhetorical theory.				

If you rated something Not or Not at All Confident, please explain.

4. What was your favorite aspect about the program?
5. What was your least favorite aspect?
6. Is there anything else you would like to say or add?