

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

**A. College, Department and Date**

1. College: *College of Arts and Sciences*
2. Department: *English Department*
3. Date: *1/31/19*

**B. Academic Program of Study<sup>1\*</sup>**  
*English BA*

**C. Contact Person(s) for the Assessment Plan**  
*Diane Thiel, dthiel@unm.edu*  
*Anita Obermeier, aobermei@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. Students will be able to use language in a strategic and meaningful way in various aspects of their professional and personal lives.

**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. demonstrate knowledge of one or more of the following: literary or rhetorical traditions, genres, critical or theoretical practices, or historical contexts.

UNM Goals (  Knowledge  Skills  Responsibility)

A.2. develop critical and/or creative insights through the analysis and/or production of a text.

UNM Goals (  Knowledge  Skills  Responsibility)

A.3. write clearly and effectively to intended audiences.

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<sup>1\*</sup> 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.).

**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	Collect sample projects from 400 level literature course
Year 1, Spring	Committee of literature faculty analyze projects for all outcomes and work on report
Year 2, Fall	Collect sample projects from 400 level rhetoric and writing course
Year 2, Spring	Committee of rhetoric and writing faculty analyze projects for all outcomes and work on report
Year 3, Fall	Collect sample projects from 400 level creative writing course
Year 3, Spring	Committee of creative writing faculty analyze projects for all outcomes and work on report

**2. How will learning outcomes be assessed?**

A. What:

All SLOs will be assessed via an evaluation of writing (essays or creative works) in 400-level courses via a rubric aligned to the SLOs. Each year, we will focus on a particular area of our major, collecting all student final writing projects in a 400-level course in the designated area. At least two faculty raters from the sub-area will be asked to review and evaluate the writing projects based on the rubric in Appendix A, which has a four-point scale: 1 Well Below Expectations; 2: Below Expectations, 3: Meets Expectations; 4: Exceeds Expectations. This is a direct measure. We expect 75% of students to score a 3 or higher in each area of the rubric.

We also plan to administer a survey (see Appendix B) to graduating students. This survey will ask about their perceptions of their learning in relation to the program SLOs, among others. This is an indirect measure. We hope 60% of students will participate. We will either attach our survey to the Arts & Sciences exit survey or we will administer it through the advisement office.

B. Who:

We aim to assess approximately 10% of our graduating majors, collecting papers from all students in one 400-level class per year, approximately 15-25 students.

**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?*

Each year, the department chair or associate chair for undergraduate studies will appoint an undergraduate assessment committee, consisting of a chair and two to three faculty members from the program area being assessed that year. The undergraduate chair will ensure that our undergraduate advisor or the advisement office will administer the survey to graduating students and will provide the results to the undergraduate assessment committee chair. The committee chair will solicit final papers from the faculty member teaching the 400-level course to be assessed and will distribute the review work among themselves and the other committee members. Two committee members will read each paper and share their scores on each paper with the committee chair, who will then compile the scores and bring the findings from this review as well as the survey results to a meeting of the program area's faculty for discussion and analysis. A third reader may be brought in if there is a discrepancy with the assessment readings. The committee chair will then write up and submit the assessment report.

**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
Student is able to demonstrate knowledge of one or more of the following: literary or rhetorical traditions, genres, critical or theoretical practices, or historical contexts.				
Student is able to develop critical and/or creative insights through the analysis and/or production of a text.				
Student is able to write clearly and effectively to intended audiences.				

## Appendix B Exit Survey

In our ongoing efforts to improve the English undergraduate 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?
  - Yes
  - No
  
2. What is your primary area?
  - Creative Writing
  - Literature
  - Rhetoric and Professional Writing
  
3. What do you plan on doing after graduation?
  - Start a graduate program
  - Continue in my current position
  - Look for a job (please specify)
  - Other (please specify)
  
4. Please rate your confidence in your ability to do the following:

	Not at all Confident	Not Confident	Confident	Very Confident
Demonstrate knowledge of one or more of the following: literary or rhetorical traditions, genres, critical or theoretical practices, or historical contexts.				
Develop critical and/or creative insights through the analysis and/or production of a text.				

Write clearly and effectively to intended audiences.				
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If you rated something Not or Not at All Confident, please explain.

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