

Assessment: Program Four Column



Program - English BA

College or Division: Arts and Sciences & Rio Grande College

Department: Languages and Literature & Humanities

Assessment Coordinator: Dr. Laura Payne & Dr. Sarah Roche

Strategic Plan Goal(s) Supported: Strategic Goal 1 - Promote growth in academics - research - and artistic excellence

Statement of Purpose: The mission of the undergraduate English program is to provide accessible and life changing education through literature, theoretical, and writing courses that both establish a foundation and then deepen nuanced knowledge and abilities in English studies. In addition, the program will offer various professional and academic development opportunities for Sul Ross State University students and their communities at all campuses. The program offers an academic community that encourages knowledge-building and service-learning in the pursuit of a degree that represents varied and excellent learning achievements.

Annual Updates

2018 - 2019

Evidence of Improvement from Previous Assessment Cycle: During the 2018 SACSCOC Accreditation process, SRSU was directed to review the thirteen different degree plans for the same subjects that are offered at our campuses and combine each of the thirteen into one for the entire university. Therefore, the English BA offered at the off-site campuses and the English BA offered in Alpine were merged. Comparative data from 2017-2018 for this new degree plan are not available. The merged English BA program offers all SRSU students a required Portfolio Capstone course, ENGL 4300, in which students reflect on their academic progress and prepare for graduate studies or career. The faculty will use student documents in the ENGL 4300 portfolio for annual assessment. For the 2018-2019 year only three students took the course yielding few results. However, key accomplishments for the 2018-2019 academic year include the fact that the target for student engagement in publication, presentation, or scholarly programs and internships was met which faculty consider a success since this engagement is a high impact practice which changes students' lives and thus supports the SRSU mission of providing students with "life changing education through high quality teaching, research, cultural awareness, creativity and service."

Review History: Reviewer #1 Name, Date, and Comments: Dr. Tiffany Culver, August 1, 2019

Review History: Reviewer #2 Name, Date, and Comments: Dr. Alicia Trotman, August 1, 2019

Student Learning Outcomes

Assessment Methods

Results

Use of Results

SLO 1 - Students will be able to construct documents that

Written Assignment - 1a. Self-Assessment Essay (Alpine: Portfolio

Reporting Period: 2018 - 2019
Conclusion: Target Not Met

Use of Results: To help students develop strategies for developing

<i>Student Learning Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Use of Results</i>
<p>demonstrate coherence, development, organization, and appropriate/effective grammar, usage, and mechanics. Outcome Status: Active Planned Assessment Cycle: 2018 - 2019</p>	<p>Introduction; RGC: English Course Portfolio) Faculty will evaluate essays using a four point rubric that measures thesis or focus, coherence, development, organization, and language (grammar, usage, and mechanics). For the 2018-19 cycle, faculty will measure student scores for "development." Target: 1a. 70% of students will score 3 or 4 in the area of "development" on the SRSU English Program Written Communication Rubric.</p> <p>Written Assignment - 1b. Expository Essay (Alpine: Portfolio essay; RGC: English Course essay) Faculty will evaluate essays using a four point rubric that measures thesis or focus, coherence, development, organization, and language (grammar usage and mechanics). For the 2018-19 cycle, faculty will measure student scores for "development." Target: 1b. Target: 70% of students will score 3 or 4 in the area of "development" on the SRSU English Program Written Communication Rubric.</p>	<p>Two out of three students, or 66%, scored a 3 or 4 in the area of "development" for a Self-Assessment essay. Students scored 3.1, 3.5, 2.4. (05/21/2019)</p> <p>Reporting Period: 2018 - 2019 Conclusion: Target Not Met Student scores for "development" on the expository essay were 3.3, 3.7, 2.3. Two out of three, or 66%, earned the target of 3 or 4 (05/22/2019)</p>	<p>self-assessment, faculty teaching ENGL 4300, Portfolio Capstone, will create work shopping exercises on development illustrated with exemplary self-assessments written by former students. (05/21/2019)</p> <p>Use of Results: Faculty will participate in a workshop on incorporating expository writing into the curriculum as an early part of a sequence of increasingly challenging assignments. Part of the workshop will address strategies for helping students develop information. (05/22/2019)</p>
<p>SLO 2 - Students will be able to analyze and interpret literary works by applying principles of critical thinking, literary criticism, or theoretical engagement. Outcome Status: Active Planned Assessment Cycle: 2018 -</p>	<p>Written Assignment - 2a. Literary Analysis Essay (Alpine: Portfolio essay; RGC: English Course essay) Faculty will evaluate essays using a four point rubric that measures critical thinking skills, literary analysis, development, organization,</p>	<p>Reporting Period: 2018 - 2019 Conclusion: Target Not Met One of three students, or 33%, scored a 3 or 4 in the area of "development" for a literary analysis essay. (05/22/2019)</p>	<p>Use of Results: Developing literary analysis is one of English majors' most challenging tasks. To address this student need, faculty will engage in a round table discussion on pedagogical approaches to strengthening</p>

<i>Student Learning Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Use of Results</i>
2019	<p>and language (grammar usage and mechanics). For the 2018-19 cycle, faculty will measure student scores for "literary analysis."</p> <p>Target: 2a. 70% of students will score 3 or 4 in the area of "development" on the SRSU English Program Literary Analysis Rubric.</p> <p>Exam/Quiz - In Course -</p> <p>2b. Essay Examination in Literature (Alpine: Portfolio essay; RGC: English Course essay)</p> <p>Faculty will evaluate essays using a four point rubric that measures thesis (use of well-selected general statements/claims to formulate answer), development (the use of specific examples to support generalities), organization (topic sentences and paragraphing), and the use of essay conventions (usage, grammar, mechanics).</p> <p>Target: 2b. 70% of students will score 3 or 4 in the area of "development" on the SRSU English Program Essay Examination in Literature Rubric.</p>	<p>Reporting Period: 2018 - 2019</p> <p>Conclusion: Target Not Met</p> <p>33% or one out of three students scored 3 or 4 in the area of "development" for an essay examination in literature. (05/22/2019)</p>	<p>students' ability to develop literary analysis. Faculty will discuss the frustrations and challenges students encounter and then share innovative assignments and feed back strategies for helping students develop analysis. (05/22/2019)</p> <p>Use of Results: Each semester, English majors will participate in a webinar on writing timed essay examinations. The Webinar will provide students strategies for developing ideas in a stressful, timed, exam. (05/22/2019)</p>
<p>SLO 3 - Students will be able to produce researched documents that demonstrate the ability to locate a variety of credible sources, employ them effectively through quotations and paraphrases, integrate them smoothly into the writer's own prose, and document them correctly using the style appropriate to the document.</p> <p>Outcome Status: Active</p>	<p>Written Assignment - 3a. Research Paper (Alpine: Portfolio essay; RGC: English Course essay)</p> <p>Faculty will evaluate essays using a four point rubric that measures thesis or focus, coherence, development (the ability to incorporate a variety of sources into the writer's own text), organization, language (grammar usage and mechanics), and correct MLA</p>	<p>Reporting Period: 2018 - 2019</p> <p>Conclusion: Target Not Met</p> <p>66% or two out of three students earned a 3 or 4 in the area of "development" for a research paper. (05/22/2019)</p>	<p>Use of Results: Students will learn how to conduct research at the Harry Ransom Center at the University of Texas, Austin. Funded by an SRSU Institutional Effectiveness Innovation Grant, faculty will develop a pilot program to address students' challenges with developing and conducting research. When students experience a research</p>

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<p>Planned Assessment Cycle: 2018 - 2019</p>	<p>documentation. For the 2018-19 cycle, faculty will measure student scores for “development.”</p> <p>Target: 3a. Target: 70% of students will score 3 or 4 in the area of “development” on the SRSU English Program Written Communication Rubric.</p> <p>Presentation/Performance - 3b. Engagement in publication, presentation, or scholarly programs and internships Faculty will mentor students into juried publications, presentations, or scholarly programs or internships engaged in literary, creative, or theoretical research (i.e. SRSU Strategic Plan Undergraduate Research Symposium).</p> <p>Target: 3b. 25% percent or more of students will engage in the pursuit of juried research activities beyond the classroom.</p>	<p>Reporting Period: 2018 - 2019</p> <p>Conclusion: Target Met 33% or one of three students pursued juried research activities beyond the classroom. (05/22/2019)</p>	<p>process that includes hands-on work at the Harry Ransom Center, they should more deeply appreciate the value of research and apply that to their research at Sul Ross State University. (05/22/2019)</p> <p>Use of Results: Faculty will modify the English Capstone course to include an assignment requiring students to submit writing for publication or for presentation. (05/22/2019)</p>