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Assessment of Student Learning Reports

Assessment of Student Learning Committee
(Inactive)

Fall 2016

English Discipline 5-Year Assessment Plan 2016-2021

English Discipline

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Academic Program: English

Academic Division: Humanities

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In the space below, list your Program Student Learning Outcomes (PSLOs):

1. Read and discuss in an analytical fashion both primary and secondary texts
2. Write a coherent argument, both with and without secondary sources
3. Demonstrate a sophisticated understanding of the English language
4. Demonstrate basic knowledge of critical approaches to literary study
5. Demonstrate basic knowledge of literary history
6. Conduct basic scholarly research and present it in a professional, scholarly setting
7. Demonstrate a solid foundation for a lifelong appreciation of literature

Enter Academic Program Name:				
Program Student Learning Outcome(s) to be assessed	How will you measure the outcome?	Where will the data be collected and by whom?	When will the data be collected?	Overlap with CSLOs?*
<p>2014-15</p> <p>Demonstrate basic knowledge of literary history</p>	<p>HOW: evaluate 2000-level surveys/papers, exams, syllabi, discussion among faculty</p> <p>WHERE: from each class by instructor</p> <p>WHEN: during the term</p>			<p>Yes.</p> <p>Knowledge of Human Cultures and the Physical and Natural World</p>
<p>2015-6</p> <p>Demonstrate basic knowledge of critical approaches to literary study</p>	<p>HOW: courses evaluated from 2011-14 plus English 2000-level surveys/papers, exams, syllabi, discussion among faculty</p> <p>WHERE: from each class by instructor, plus the previous 3 years of individual course assessments</p>			<p>Capacity for Integrative Learning, including:</p> <p>Synthesis and advanced accomplishment across general and specialized studies;</p> <p>Application of knowledge, skills, and responsibilities to new settings and progressively more complex problems</p>
<p>2016-17</p> <p>Write a coherent argument, both with and without secondary sources</p>	<p>Look at assignment sheets, revision requirements, 'transfer' for skills from one course to another via comparison of assignments and teaching practices from 2000- to 3000- level courses.</p>			<p>Yes.</p> <p>Intellectual and Practical Skills, practiced extensively across students' college experiences, including: Inquiry and analysis; Critical thinking and problem-solving ; Written, multi-media, and oral communication.</p>

<p>2017-18</p> <p>The 'skills' requirement in the English major</p>	<p>Assess the utility and range of our skills requirement and the courses that serve it through discussion of how they fit into the curriculum.</p> <p>Consider a) whether the priorities that led to the skills courses are unchanged; b) whether the courses effectively serve these priorities; and c) whether there are more advantageous directions to go for our major, workload, and the like</p>	<p>Critical thinking and problem-solving ;</p> <p>Application of knowledge, skills, and responsibilities to new settings and progressively more complex problems</p>
<p>2018-19</p> <p>Creative Writing and English Program Goals</p>	<p>HOW: Examine enrollment trends and effects on other parts of the English curriculum; assess CW program in relation to peer institution programs (via course offerings, structure, and co-curricular activities). Assess whether English PSLOS need revision to better integrate CW.</p> <p>WHO: a representative of English will gather enrollment data; a representative of English specializing in CW will gather peer data and will lead the analysis.</p>	<p>This work is partly focused on assessing whether we need to develop new PSLOS.</p> <p>Here are our Program SLOS:</p> <ol style="list-style-type: none"> (1) Read and discuss in an analytical fashion both primary and secondary texts (2) Write a coherent argument, both with and without secondary sources (3) Demonstrate a sophisticated understanding of the English language (4) Demonstrate basic knowledge of critical approaches to literary study (5) Demonstrate basic knowledge of literary history (6) Conduct basic scholarly research and present it in a professional, scholarly setting (7) Demonstrate a solid foundation for a lifelong appreciation of literature <p>Here are appropriate Campus</p>

		<p>SLOS: 2c, 2d, 2g, 3c (see below).</p> <p><i>Questions: do we have appropriate PSLOS for Creative Writing? Should new PSLOS be written? If so, which CSLOS should they be tied to?</i></p>
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*CSLOs are Campus Student Learning Outcomes. These are reprinted below for your convenience. Your PSLOs need not overlap with CSLOs, but if your PSLO does reinforce or overlap with a CSLO, please report that information.

Please report any other planned assessment for your academic program in the space below:

UMM Campus Student Learning Outcomes (CSLOs)

Approved Unanimously by the Curriculum Committee, December 10, 2009

Approved by Campus Assembly, March 3, 2010

The University of Minnesota, Morris's goal is for students to have gained, by the time of graduation:

1. Knowledge of Human Cultures and the Physical and Natural World through:

- a) Core studies in the liberal arts: arts, histories, humanities, languages, mathematics, sciences, and social sciences
- b) In-depth study in a particular field: its schools of thought, advanced theories, language, and methods of inquiry
- c) Engagement with big questions, both contemporary and enduring

2. Intellectual and Practical Skills, practiced extensively across students' college experiences, including:

- a) Inquiry and analysis
- b) Critical thinking and problem-solving
- c) Creative thinking and artistic expression
- d) Written, multi-media, and oral communication
- e) Quantitative literacy
- f) Information and technology literacy
- g) Collaboration

3. An Understanding of the Roles of Individuals in Society, through active involvement with diverse communities and challenges, including:

- a) Civic knowledge and engagement—local and global
- b) Intercultural knowledge and competence
- c) Aesthetic/artistic engagement
- d) Environmental stewardship
- e) Ethical reasoning and actions

4. Capacity for Integrative Learning, including:

- a) Synthesis and advanced accomplishment across general and specialized studies, and through coand extra-curricular activities
- b) Application of knowledge, skills, and responsibilities to new settings and progressively more complex problems
- c) Skills for sustained learning and personal development