

UHCL Assessment Plan  
FY06 (or academic year 2005-06)

School of Human Sciences and Humanities  
Literature - MA

**Note: This plan is selected to illustrate clear description of the use of results which is the most important component in the entire assessment process.**

Learning Outcomes Assessment					
Learning Outcomes	ULO <sup>1</sup>	Assessment Methods	Criteria for Success	Assessment Results	Use of Results
<p>1. MA students will acquire general knowledge of literary tradition and literary genres</p> <p>2. MA students will demonstrate improved skills at critical thinking and reading</p> <p>3. MA students will demonstrate improvement as writers in areas of structure, style, and grammar</p>	a, b, e, g, h	<p>Portfolio evaluation: Evaluate early and last papers of selected students in terms of objectives 1 through 3 .</p> <p>Assess new and exiting papers on a 5 point scale measuring skill in writing, interpretation, critical thinking, drawing of inferences, logical argument, articulation of ideas about literary genres and tradition</p>	[not developed at the time this plan was put together]	<p>Portfolio were evaluated by a five point scale [1 to 5, low to high] according to each of the following six criteria. The latter break down the three learning objectives [listed in Outcomes] into more precise and measurable skills: a) overall writing skills--average score 3.5; b) originality and cogency of literary interpretation [cogency here will be measured by the degree to which the interpretation is supported by textual details]; average score 4; c) skill in critical thinking [measured by evidence of thoughtful swerves from received knowledge and cliché] score = low 3s [ranging from 3.2-3.4; d) skill in the ability to draw meaningful inferences from textual details score =4; e) logical argument [the ability to arrange paragraph sentences serially in coherent arguments; score = 4; f) demonstration of knowledge, both general and specific, of literary genres and literary history. score =3; The desired level of performance fell short of the hope that the group would average 4 on all 6 skill criteria. The average of those evaluated, for all the 6 skills, is 3.61. While this ending group failed to attain the hoped for result, they fell short by only .39 points, less than 1/2 a point. The strengths of the group lie in these areas: conceiving and working out the details of literary interpretation, presenting that interpretation with cogency of argument , and being able to draw inferences to argue their points. Areas needing more work and attention are skills in critical thinking and greater knowledge of literary periods and genres.</p>	<p>Results indicate that the curriculum needs to include, together with the assignments from primary sources, also secondary sources as a way to deepen scholarly knowledge of literary history, its historical periods and its genres. Skills in critical thinking are bound to improve because of a new provision in the program, whereby entering students will be strongly urged to take Literary Theory in their first semester of enrollment. This will give them longer to get familiar with critical strategies, some of which they will have a chance to apply in their semesters of classes afterward.</p>

## <sup>1</sup>University Learning Outcomes (ULO)

**In developing student learning outcomes, select from the list below the university level learning outcome(s) that match most closely to the learning outcomes.**

- a.** Critical Thinking - The mastery of higher order thinking skills including quantitative and qualifying analysis, synthesis, and evaluation of information, argumentation, problem solving, and creativity.
- b.** Communication - Effective written and oral expression including the use of such media as audio, video, text, and graphics.
- c.** Information Technology - The application of information technology to search for, access, retrieve, organize, interpret, and transfer information.
- d.** Interpersonal Competence - The capacity to understand many points of view and to work responsibly with others in a variety of settings.
- e.** Ethical Citizenship - The ability to make ethical decisions in person and professional societal contexts
- f.** Global Perspective - The capability to demonstrate awareness of local and global diversity, within the students chosen discipline, the international economy, and the interrelated worldwide environment.
- g.** Self-directed Learning - The ability to identify, assess, revise, and monitor learning to achieve personal and professional goals.
- h.** Other: Professional accreditation standards