University Assessment Committee
Outcomes Assessment Summary Form

This form is to be completed by a representative from each designated program/department. The information provided in this form will be used by the University of San Diego to inform stakeholder groups about USD’s commitment to the intellectual, spiritual, and overall development of students. A Pdf version of this form will be posted on the University’s Student Outcomes Website in the Evidence of Student Learning section.

Program Information
Program Name (e.g. BA Computer Science, PhD Nursing)

English

College/School Name (e.g. CAS, KSPS, SB, SMSOE)

CAS

Assessment Overview
Briefly share how student learning outcomes assessment is conducted within your program/department (e.g. number of outcomes, examples of assignments used, and frequency of assessment). See example below.

The English department aims to develop four learning outcomes (critical thinking, writing, and research; knowledge of literature across histories and geographies; understanding of literature across cultural contexts; comprehension of literary traditions and conventions; and appreciation of the vital role artistic expression plays in society and culture. Every year, four or five faculty randomly select upper division, final papers (roughly around 30 - 40) and use a rubric to assess one of these outcomes. We assess one outcome every academic year.

Results and Actions Taken
Assessment Cycle

2018-2019

Briefly summarize your assessment results and how you are using these results to enhance student learning and improve program quality. See example below.

The assessment team found that any one course could not cover every part of even a single learning outcome. For instance, courses in our ENGL 310 series (Literary Histories), which must focus more on genre and periodization, may perhaps be weaker in the theory and/or culture, race, and gender category. We do not think that this uneven distribution indicates weakness or obstacles. Rather, it serves to highlight the diverse range of methodologies within the discipline that we would like our majors to be cognizant of, and amplifies our thinking that any one course alone need not—and perhaps cannot—aspire to student “mastery” in all of the categories stated in the rubric. We will use our results to have pointed department discussions about strategies to balance the teaching of content, writing, and rhetorical strategies with literary and cultural theory in our upper-division classes. Since this is only the second academic year since the initiation of our new curriculum, recent assessment reports will prove especially useful to guiding our discussions.