

B.A. in English

- **Mission Statement:** The Bachelor of Arts degree in English guides students in learning about the nature and uses of language through the study of linguistics, composition, and literature. The curriculum in English, which consists primarily of literature courses, instructs students in the principles of effective communication embodied in the writing of authors whose ideas, sympathies, or literary innovations have helped shape civilization and have contributed to our understanding of people of various cultures, environments, and times; the department believes that responding to literature can strengthen the abilities of students to think critically and creatively, and to express themselves explicitly.
- **Academic Program:** BA English
- **Assessment Cycle:** 2015-2017
- **Student Learning Outcome (#1):** Students will apply advanced reading and interpretive skills.
- **Assessment Measure:** The program will evaluate student portfolios in ENGL 4350, a capstone course that requires students to complete a series of work supervised by faculty.
- **Measurable Criteria for Success:** The SLO will be assessed using criteria developed by the English department, including mastery of subject content, ability to contextualize subject material, and critical thinking. A rubric will be used to directly evaluate student performance for each of these areas. At least 75% of students assessed must obtain a score of 3 or higher on a 4-point scale in order to successfully meet the SLO.
- **Timetable for Assessment Activity:** The curriculum committee in the English department will assess the capstone course portfolios at the end of every spring semester.
- **Setting for Assessment Activity:** Collection of the portfolio will occur during the latter portion of the ENGL 4350 course. Assessment activities will be take place a semester after the collection by an assigned departmental committee.
- **Required Resources:** Tenured departmental faculty assessors & compensation time to carry out assessments.
- **Person(s) Responsible:** The assessment is conducted selected members of the English curriculum committee under the supervision of the department chair.
- **Goal Alignment:**
 - NCATE Standard 03 – Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate text.
 - SACS-COC 3.3.1.1 - Student Learning Outcomes Educational Programs

SAMPLE STUDENT LEARNING OBJECTIVES PROGRAM ASSESSMENT PLAN

- **Mission Statement:** The Bachelor of Arts degree in English guides students in learning about the nature and uses of language through the study of linguistics, composition, and literature. The curriculum in English, which consists primarily of literature courses, instructs students in the principles of effective communication embodied in the writing of authors whose ideas, sympathies, or literary innovations have helped shape civilization and have contributed to our understanding of people of various cultures, environments, and times; the department believes that responding to literature can strengthen the abilities of students to think critically and creatively, and to express themselves explicitly.
- **Academic Program:** BA English
- **Assessment Cycle:** 2015-2017
- **Student Learning Outcome (#2):** Students will be able to interpret and analyze a text using different approaches from literary, rhetorical and/or linguistic theories.
- **Assessment Measure:** Students enrolled in 3000 and 4000-level English courses and graduating in May/August or December will submit an essay completed in any upper division English class during their tenure as English majors at the University. The essay must fit one of the following descriptions:
 - a. The paper analyzes a significant issue and/or position in an area of English studies, or
 - b. It interprets or analyzes a text or texts associated with a specific area of English studies (literature, rhetoric/composition, linguistics).Students will also be advised to submit essays that represent their best work.
- **Measurable Criteria for Success:** To determine if the English program is successful in preparing students to meet this learning outcome, 80% of graduating seniors must score “satisfactory” or higher on each of the four traits in the rubric.
- **Timetable for Assessment Activity:** The curriculum committee in the English department will assess student work at the end of every spring semester.
- **Setting for Assessment Activity:** Collection of the student work will occur at the end of the semester for all 3000 and 4000-level courses. Assessment activities will be take place a semester after the collection by an assigned departmental committee.
- **Required Resources:** Tenured departmental faculty assessors & compensation time to carry out assessments.
- **Person(s) Responsible:** The assessment is conducted selected members of the English curriculum committee under the supervision of the department chair.
- **Goal Alignment:**
 - SACS-COC 3.3.1.1 - Student Learning Outcomes Educational Programs

B.S. in Computer Science

- **Mission Statement:** The mission of Computer Sciences (CS) Department is to provide computing education, research, and service of excellence that can benefit the society. We strive to graduate outstanding leaders in the field with breadth and depth for immediate productivity in careers within a wide range of areas in theoretic and applied computing.
- **Academic Program:** BS Computer Science
- **Assessment Cycle:** 2015-2017
- **Student Learning Outcome (#1):** Students are able to design a computer system, including designing the computer architecture and software for an industry problem, demonstrating proficiency in problem solving, critical thinking, and programming.
- **Assessment Measure:** Senior projects in the capstone course COSC 4190 will be used to directly assess student learning of the expected outcome listed above. The project requires students to demonstrate mastery of the skills taught throughout the program including problem solving, critical thinking, and programming.
- **Measurable Criteria for Success:** A departmental committee will develop a rubric to evaluate every component of the SLO listed above. The minimum standard for acceptable performance among students in our program is an average score of 4 or greater in a 5-point scale.
- **Timetable for Assessment Activity:** The Computer Science Department will collect the student senior projects during the capstone course, which is to be offered at the end of every spring semester.
- **Setting for Assessment Activity:** Collection of the senior project will occur during the latter portion of the COSC 4190 course. Assessment activities will be take place a before the semester culminates as compliance with this project is also a requirement for graduation.
- **Required Resources:** No additional resources are required to carry out this assessment.
- **Person(s) Responsible:** All faculty teaching a capstone course and other faculty selected to facilitate project evaluation.
- **Goal Alignment:**
 - ABET Standard for Computing Programs 3C –The program must enable students to attain, by the time of graduation an ability to design, implement, and evaluate a computer-based system, process, component, or program to meet desired needs
 - SACS-COC 3.3.1.1 - Student Learning Outcomes Educational Programs

SAMPLE STUDENT LEARNING OBJECTIVES PROGRAM ASSESSMENT PLAN

- **Mission Statement:** The mission of Computer Sciences (CS) Department is to provide computing education, research, and service of excellence that can benefit the society. We strive to graduate outstanding leaders in the field with breadth and depth for immediate productivity in careers within a wide range of areas in theoretic and applied computing.
- **Academic Program:** BS Computer Science
- **Assessment Cycle:** 2015-2017
- **Student Learning Outcome (#2):** Students will be able to analyze a computing problem and identify resources required for its solution.
- **Assessment Measure:** At the end of courses COSC 3355, and COSC 3345 students will be provided with a computing problem that will require students to write a narrative on how they would use their knowledge of current computing technologies to analyze and solve a technology issue. Additionally, an indirect measure will be used to assess students' perception of their own learning using survey comprised of multiple statements in which students will agree or disagree via a Likert scale. This artifact will ask students to reflect on their knowledge of current computing technologies and how this has changed since the beginning of the semester. Both artifacts will be developed and reviewed by a departmental committee to assess the extent to which program students are meeting the SLO.
- **Measurable Criteria for Success:** To determine if students are proficient in analyzing and solving computing problems, faculty members will create a rubric which to assess the previously mentioned areas. The rubric will consist of a 4-point scale in which and used to evaluate the assignment developed at the end of the semester. At least 75% of students will report an average of 3 or greater in each of the rubric items to achieve compliance with the learning outcome. The information gathered will also be supplemented with the results of the indirect assessment. At least 90% of students will agree with statements which proclaim an improvement in their knowledge regarding computing technologies since the beginning of the course.
- **Timetable for Assessment Activity:** The faculty member for the assigned courses (COSC 3355, and COSC 3345) will collect & assess the student narratives at the end of the course. Survey will also be disseminated around the same time period and output results will be generated via survey software.
- **Setting for Assessment Activity:** N/A
- **Required Resources:** No additional resources a required
- **Person(s) Responsible:** Assigned faculty member (s) for the COSC 3355, and COSC 3345 courses.
- **Goal Alignment:**
 - ABET Standard for Computing Programs 3C –The program must enable students to attain, by the time of graduation an ability to design, implement, and evaluate a computer-based system, process, component, or program to meet desired needs
 - SACS-COC 3.3.1.1 - Student Learning Outcomes Educational Programs