

## Eastern New Mexico University Writing Program Assessment Instrument

In order to streamline the assessment process and better focus our teaching efforts, the following three learning objectives have been defined. These objectives correspond to specific program goals for ENG 102 and ENG 104 as well as to the NM Core Competencies.

<p><b>Learning Objective #1—Critical Reading</b> The student demonstrates an ability to comprehend, analyze, and interpret a variety of print and non-print texts from a number of different perspectives, including but not limited to rhetorical, cultural, aesthetic, and historical.</p>		
<p><b>( ) Unacceptable</b></p>	<p><b>( ) Acceptable</b></p>	<p><b>( ) On Target</b></p>
<p>Student work demonstrates of lack of basic reading comprehension, or demonstrates only minimal comprehension with limited ability to interpret and analyze documents</p>	<p>Student work demonstrates a basic comprehension of texts and some ability to analyze and interpret, though it may not be applied consistently and the sophistication of interpretations may be limited.</p>	<p>Student work demonstrates a solid comprehension of texts, with the ability to analyze and interpret specifics from a variety of perspectives.</p>
<p><b>Learning Objective #2—Writing</b> The student demonstrates a basic understanding of the writing process and uses this process to compose error-free texts that express a clear purpose with relevant, appropriately documented and organized supporting points, and shows an awareness of rhetorical situations and strategies.</p>		
<p><b>( ) Unacceptable</b></p>	<p><b>( ) Acceptable</b></p>	<p><b>( ) On Target</b></p>
<p>Student work exhibits little or no evidence of a drafting process; papers are usually on-topic, but may have problems with focus, specificity, organization, and supporting detail; papers exhibit little consideration of audience as evidence by inappropriate tone or conceptual error in composition, and may often be plagued with error.</p>	<p>Student papers demonstrate some attempt to incorporate instructor and peer commentary for development of subsequent drafts; all papers are at least generally on-point, mostly organized, and demonstrate some awareness of the rhetorical situations; there may be occasional lapses in reasoning or evidentiary support, and there may be frequent errors but none that distract from reading.</p>	<p>All student papers demonstrate a meaningful drafting process informed by instructor and peer commentary and resulting in virtually error-free, organized writing that makes a convincing point appropriate to the audience, supported by well-analyzed, documented, or reasoned examples.</p>
<p><b>Learning Objective #3—Writing and Research</b> The student demonstrates a basic understanding of the research process as it supports both reading and writing activities, including how to find, evaluate (assess credibility, function, and distinguish between facts, opinions, and inferences) and appropriately use a variety of source material in written composition.</p>		
<p><b>( ) Unacceptable</b></p>	<p><b>( ) Acceptable</b></p>	<p><b>( ) On Target</b></p>
<p>Student demonstrates little to no understanding of how research supports reading and writing activities; uses mainly one tool to find sources that provide only superficial coverage of topic; rarely evaluates sources or incorporates source material correctly; contains frequent, distracting style-guide errors.</p>	<p>Student’s work shows some understanding of how research supports reading and writing activities; uses more than one tool to find sources that may not always be appropriate or effectively evaluated; incorporation of source material is sometimes awkward and often contains style-guide errors.</p>	<p>Student’s work demonstrates an understanding of how research supports both reading and writing activities; uses a variety of tools to find appropriate sources; effectively evaluates sources; incorporates source material with rhetorical sophistication and virtually no style-guide errors.</p>

## Eastern New Mexico University Writing Program Goals

The following shows the ENMU Writing Program goals Composition I and II. These goals are included on all syllabi of courses taught in the program.

### English 104 Course Goals:

Students who successfully complete the course will have achieved the following goals:

- Gain the ability to appreciate the value of reading from literary texts for purposes of inquiry, learning, thinking, communicating, and answering academic questions, and to appreciate research writing as a step-by-step process
- Gain the ability, by the end of the course, to produce between 20 and 25 pages of portfolio-quality writing, working primarily from argumentation, and to incorporate at least 3 sources for each major paper, using quotations, in text citations, and a Works Cited.
- Gain the ability to analyze, evaluate, support assertions (with concrete evidence), synthesize information from a variety of texts, and to draw logical conclusions, using the online card catalog, electronic databases, and the Internet.
- Gain the ability to understand conventions of academic writing, using factual evidence to support a claim and strategies to suit purpose and audience.
- Gain the ability to prevent, identify, and correct most errors in writing autonomously.

### Assessment Matrices

The following tables show the relationships between NM Core competencies, Goals for 102 and 104, and the assessment measures outlined in this plan.

ENG 104 Goals	NM Core Competencies
1	1, 4
2	2
3	2, 3, 6
4	2, 3, 6
5	5

Assessment Measures	NM Core Competencies
1	1
2	2, 3, 4, 5, 6
3	4, 5, 6

Assessment Measures	ENG 102	Eng 104
1	2	1, 3
2	1, 2, 3, 4, 6	2, 3, 4, 5
3	3, 5	2, 3

## **Assessment Schedule**

The ENMU Writing Program Goals require 16 – 20 (102) and 20 – 25 (104) pages of “portfolio quality” writing. Whether an instructor grades on the portfolio method or evaluated papers independently throughout the term, he or she should apply the assessment measure holistically for each student.

Thus, assessment will be conducted near the end of fall and spring terms after evaluation of all major assignments has been completed by the instructor.

The following rules will apply to which sections will be evaluated and when:

- Starting in Spring of 2008 all odd numbered sections of ENG 102 and ENG 104 will be assessed
- Thereafter, all odd-numbered sections of ENG 102 will be assessed each fall and all odd-numbered sections of ENG 104 will be assessed each spring.
- Additional assessments may be ordered in different terms as requested by the Office of Assessment, the Department Chair, or the Writing Program Director.
- In the event a scheduled section is to be taught by a Graduate Assistant, the next numbered section in the sequence taught by regular, full-time faculty will be selected for assessment instead.

## **Instructions to Faculty**

Faculty should assess only students who are actively engaged in the course. In other words, students who have exceeded absence limits, withdrawn, or simply failed to show for a substantial period of time should not be considered in this measurement. Only students who have routinely attended and turned in work ought to be considered for assessment purposes.

Instructors should apply the assessment measure holistically for each student regardless of whether the instructor employs a portfolio system or not.

Assessment measures should be completed before the end of the term, but after completion of all major papers, portfolio, or other projects.