

**Office of Undergraduate Studies  
Office of the Vice Chancellor  
North South University**

**Department Chair ILO Assessment Narrative Report:  
Status of Degree and Course Assessment Fall Semester 2015**

Department: English and Modern Languages

Date Submitted: March 11, 2016

Undergraduate Degree Program	Department Course	ILO Assessment being done (Y/N)	Date of Last Assessment Report submitted to the department chair	Remarks
<b>BA in English</b>		Y	4 September 2015	A degree assessment plan is in place and assessment ongoing.
<b>Sl. No.</b>				
<b>1.</b>	<b>ENG 102.1</b>	Y	1 February 2016	Please see attachment 1.
<b>2.</b>	<b>ENG 102.2</b>	Y	1 February 2016	Please see attachment 1.
<b>3.</b>	<b>ENG 102.3</b>	Y	1 February 2016	Please see attachment 1.
<b>4.</b>	<b>ENG 102.4</b>	Y	1 February 2016	Please see attachment 1.
<b>5.</b>	<b>ENG 102.5</b>	Y	1 February 2016	Please see attachment 1.
<b>6.</b>	<b>ENG 102.6</b>	Y	1 February 2016	Please see attachment 1.
<b>7.</b>	<b>ENG 102.7</b>	Y	1 February 2016	Please see attachment 1.
<b>8.</b>	<b>ENG 102.8</b>	Y	1 February 2016	Please see attachment 1.
<b>9.</b>	<b>ENG 102.9</b>	Y	1 February 2016	Please see attachment 1.
<b>10.</b>	<b>ENG 102.10</b>	Y	1 February 2016	Please see attachment 1.
<b>11.</b>	<b>ENG 102.11</b>	Y	1 February 2016	Please see attachment 1.
<b>12.</b>	<b>ENG 102.12</b>	Y	1 February 2016	Please see attachment 1.
<b>13.</b>	<b>ENG 102.13</b>	Y	1 February 2016	Please see attachment 1.
<b>14.</b>	<b>ENG 102.14</b>	Y	1 February 2016	Please see attachment 1.
<b>15.</b>	<b>ENG 102.15</b>	Y	1 February 2016	Please see attachment 1.
<b>16.</b>	<b>ENG 102.16</b>	Y	1 February 2016	Please see attachment 1.
<b>17.</b>	<b>ENG 102.17</b>	Y	1 February 2016	Please see attachment 1.
<b>18.</b>	<b>ENG 102.18</b>	Y	1 February 2016	Please see attachment 1.

<b>19.</b>	<b>ENG 102.19</b>	Y	1 February 2016	Please see attachment 1.
<b>20.</b>	<b>ENG 102.20</b>	Y	1 February 2016	Please see attachment 1.
<b>21.</b>	<b>ENG 102.21</b>	Y	1 February 2016	Please see attachment 1.
<b>22.</b>	<b>ENG 102.22</b>	Y	1 February 2016	Please see attachment 1.
<b>23.</b>	<b>ENG 102.23</b>	Y	1 February 2016	Please see attachment 1.
<b>24.</b>	<b>ENG 102.24</b>	Y	1 February 2016	Please see attachment 1.
<b>25.</b>	<b>ENG 102.25</b>	Y	1 February 2016	Please see attachment 1.
<b>26.</b>	<b>ENG 102.26</b>	Y	1 February 2016	Please see attachment 1.
<b>27.</b>	<b>ENG 102.27</b>	Y	1 February 2016	Please see attachment 1.
<b>28.</b>	<b>ENG 102.28</b>	Y	1 February 2016	Please see attachment 1.
<b>29.</b>	<b>ENG 102.29</b>	Y	1 February 2016	Please see attachment 1.
<b>30.</b>	<b>ENG 102.30</b>	Y	1 February 2016	Please see attachment 1.
<b>31.</b>	<b>ENG 102.31</b>	Y	1 February 2016	Please see attachment 1.
<b>32.</b>	<b>ENG 102.32</b>	Y	1 February 2016	Please see attachment 1.
<b>33.</b>	<b>ENG 102.33</b>	Y	1 February 2016	Please see attachment 1.
<b>34.</b>	<b>ENG 102.34</b>	Y	1 February 2016	Please see attachment 1.
<b>35.</b>	<b>ENG 102.35</b>	Y	1 February 2016	Please see attachment 1.
<b>36.</b>	<b>ENG 102.36</b>	Y	1 February 2016	Please see attachment 1.
<b>37.</b>	<b>ENG 102.37</b>	Y	1 February 2016	Please see attachment 1.
<b>38.</b>	<b>ENG 102.38</b>	Y	1 February 2016	Please see attachment 1.
<b>39.</b>	<b>ENG 102.39</b>	Y	1 February 2016	Please see attachment 1.
<b>40.</b>	<b>ENG 102.40</b>	Y	1 February 2016	Please see attachment 1.
<b>41.</b>	<b>ENG 102.41</b>	Y	1 February 2016	Please see attachment 1.
<b>42.</b>	<b>ENG 102.42</b>	Y	1 February 2016	Please see attachment 1.
<b>43.</b>	<b>ENG 102.43</b>	Y	1 February 2016	Please see attachment 1.
<b>44.</b>	<b>ENG 102.44</b>	Y	1 February 2016	Please see attachment 1.
<b>45.</b>	<b>ENG 102.45</b>	Y	1 February 2016	Please see attachment 1.
<b>46.</b>	<b>ENG 102.46</b>	Y	1 February 2016	Please see attachment 1.
<b>47.</b>	<b>ENG 102.47</b>	Y	1 February 2016	Please see attachment 1.
<b>48.</b>	<b>ENG 102.48</b>	Y	1 February 2016	Please see attachment 1.
<b>49.</b>	<b>ENG 103.1</b>	Y	2 February 2016	Please see attachment 2.
<b>50.</b>	<b>ENG 103.2</b>	Y	2 February 2016	Please see attachment 2.

<b>51.</b>	<b>ENG 103.3</b>	Y	2 February 2016	Please see attachment 2.
<b>52.</b>	<b>ENG 103.4</b>	Y	2 February 2016	Please see attachment 2.
<b>53.</b>	<b>ENG 103.5</b>	Y	2 February 2016	Please see attachment 2.
<b>54.</b>	<b>ENG 103.6</b>	Y	2 February 2016	Please see attachment 2.
<b>55.</b>	<b>ENG 103.7</b>	Y	2 February 2016	Please see attachment 2.
<b>56.</b>	<b>ENG 103.8</b>	Y	2 February 2016	Please see attachment 2.
<b>57.</b>	<b>ENG 103.9</b>	Y	2 February 2016	Please see attachment 2.
<b>58.</b>	<b>ENG 103.10</b>	Y	2 February 2016	Please see attachment 2.
<b>59.</b>	<b>ENG 103.11</b>	Y	2 February 2016	Please see attachment 2.
<b>60.</b>	<b>ENG 103.12</b>	Y	2 February 2016	Please see attachment 2.
<b>61.</b>	<b>ENG 103.13</b>	Y	2 February 2016	Please see attachment 2.
<b>62.</b>	<b>ENG 103.14</b>	Y	2 February 2016	Please see attachment 2.
<b>63.</b>	<b>ENG 103.15</b>	Y	2 February 2016	Please see attachment 2.
<b>64.</b>	<b>ENG 103.16</b>	Y	2 February 2016	Please see attachment 2.
<b>65.</b>	<b>ENG 103.17</b>	Y	2 February 2016	Please see attachment 2.
<b>66.</b>	<b>ENG 103.18</b>	Y	2 February 2016	Please see attachment 2.
<b>67.</b>	<b>ENG 103.19</b>	Y	2 February 2016	Please see attachment 2.
<b>68.</b>	<b>ENG 103.20</b>	Y	2 February 2016	Please see attachment 2.
<b>69.</b>	<b>ENG 103.21</b>	Y	2 February 2016	Please see attachment 2.
<b>70.</b>	<b>ENG 103.22</b>	Y	2 February 2016	Please see attachment 2.
<b>71.</b>	<b>ENG 103.23</b>	Y	2 February 2016	Please see attachment 2.
<b>72.</b>	<b>ENG 103.24</b>	Y	2 February 2016	Please see attachment 2.
<b>73.</b>	<b>ENG 103.25</b>	Y	2 February 2016	Please see attachment 2.
<b>74.</b>	<b>ENG 103.26</b>	Y	2 February 2016	Please see attachment 2.
<b>75.</b>	<b>ENG 103.27</b>	Y	2 February 2016	Please see attachment 2.
<b>76.</b>	<b>ENG 103.28</b>	Y	2 February 2016	Please see attachment 2.
<b>77.</b>	<b>ENG 103.29</b>	Y	2 February 2016	Please see attachment 2.
<b>78.</b>	<b>ENG 103.30</b>	Y	2 February 2016	Please see attachment 2.
<b>79.</b>	<b>ENG 103.31</b>	Y	2 February 2016	Please see attachment 2.
<b>80.</b>	<b>ENG 103.32</b>	Y	2 February 2016	Please see attachment 2.
<b>81.</b>	<b>ENG 103.33</b>	Y	2 February 2016	Please see attachment 2.

<b>82.</b>	<b>ENG 103.34</b>	Y	2 February 2016	Please see attachment 2.
<b>83.</b>	<b>ENG 103.35</b>	Y	2 February 2016	Please see attachment 2.
<b>84.</b>	<b>ENG 103.36</b>	Y	2 February 2016	Please see attachment 2.
<b>85.</b>	<b>ENG 103.37</b>	Y	2 February 2016	Please see attachment 2.
<b>86.</b>	<b>ENG 103.38</b>	Y	2 February 2016	Please see attachment 2.
<b>87.</b>	<b>ENG 103.39</b>	Y	2 February 2016	Please see attachment 2.
<b>88.</b>	<b>ENG 103.40</b>	Y	2 February 2016	Please see attachment 2.
<b>89.</b>	<b>ENG 103.41</b>	Y	2 February 2016	Please see attachment 2.
<b>90.</b>	<b>ENG 103.42</b>	Y	2 February 2016	Please see attachment 2.
<b>91.</b>	<b>ENG 105.1</b>	Y	4 September 2015	Please see attachment 2.
<b>92.</b>	<b>ENG 105.2</b>	Y	4 September 2015	Please see attachment 2.
<b>93.</b>	<b>ENG 105.3</b>	Y	4 September 2015	Please see attachment 3.
<b>94.</b>	<b>ENG 105.4</b>	Y	4 September 2015	Please see attachment 3.
<b>95.</b>	<b>ENG 105.5</b>	Y	4 September 2015	Please see attachment 3.
<b>96.</b>	<b>ENG 105.6</b>	Y	4 September 2015	Please see attachment 3.
<b>97.</b>	<b>ENG 105.7</b>	Y	4 September 2015	Please see attachment 3.
<b>98.</b>	<b>ENG 105.8</b>	Y	4 September 2015	Please see attachment 3.
<b>99.</b>	<b>ENG 105.9</b>	Y	4 September 2015	Please see attachment 3.
<b>100.</b>	<b>ENG 105.10</b>	Y	4 September 2015	Please see attachment 3.
<b>101.</b>	<b>ENG 105.11</b>	Y	4 September 2015	Please see attachment 3.
<b>102.</b>	<b>ENG 105.12</b>	Y	4 September 2015	Please see attachment 3.
<b>103.</b>	<b>ENG 105.13</b>	Y	4 September 2015	Please see attachment 3.
<b>104.</b>	<b>ENG 105.14</b>	Y	4 September 2015	Please see attachment 3.
<b>105.</b>	<b>ENG 105.15</b>	Y	4 September 2015	Please see attachment 3.
<b>106.</b>	<b>ENG 105.16</b>	Y	4 September 2015	Please see attachment 3.
<b>107.</b>	<b>ENG 105.17</b>	Y	4 September 2015	Please see attachment 3.
<b>108.</b>	<b>ENG 105.18</b>	Y	4 September 2015	Please see attachment 3.
<b>109.</b>	<b>ENG 105.19</b>	Y	4 September 2015	Please see attachment 3.
<b>110.</b>	<b>ENG 105.20</b>	Y	4 September 2015	Please see attachment 3.
<b>111.</b>	<b>ENG 105.21</b>	Y	4 September 2015	Please see attachment 3.
<b>112.</b>	<b>ENG 105.22</b>	Y	4 September 2015	Please see attachment 3.
<b>113.</b>	<b>ENG 105.23</b>	Y	4 September 2015	Please see attachment 3.

<b>114.</b>	<b>ENG 105.24</b>	Y	4 September 2015	Please see attachment 3.
<b>115.</b>	<b>ENG 105.25</b>	Y	4 September 2015	Please see attachment 3.
<b>116.</b>	<b>ENG 105.26</b>	Y	4 September 2015	Please see attachment 3.
<b>117.</b>	<b>ENG 109</b>	N	na	Course is being phased out
<b>118.</b>	<b>ENG 109</b>	N	na	Course is being phased out
<b>119.</b>	<b>ENG 110</b>	N	na	Course is being phased out
<b>120.</b>	<b>ENG 111.1</b>	Y	1 February 2016	Please see attachment 4.
<b>121.</b>	<b>ENG 111.2</b>	Y	1 February 2016	Please see attachment 4.
<b>122.</b>	<b>ENG 111.3</b>	Y	1 February 2016	Please see attachment 4.
<b>123.</b>	<b>ENG 111.4</b>	Y	1 February 2016	Please see attachment 4.
<b>124.</b>	<b>ENG 111.5</b>	Y	1 February 2016	Please see attachment 4.
<b>125.</b>	<b>ENG 115.1</b>	Y	1 February 2016	Please see attachment 5.
<b>126.</b>	<b>ENG 115.2</b>	Y	1 February 2016	Please see attachment 5.
<b>127.</b>	<b>ENG 115.3</b>	Y	1 February 2016	Please see attachment 5.
<b>128.</b>	<b>ENG 115.4</b>	Y	1 February 2016	Please see attachment 5.
<b>129.</b>	<b>ENG 200</b>	N	Na	Course is being phased out
<b>130.</b>	<b>ENG 210</b>	N	na	Under process
<b>131.</b>	<b>ENG 212</b>	N	na	Course is being phased out
<b>132.</b>	<b>ENG 223</b>	N	na	Course is being phased out
<b>133.</b>	<b>ENG 230</b>	N	na	Course is being phased out
<b>134.</b>	<b>ENG 335</b>	N	na	Course is being phased out
<b>135.</b>	<b>ENG 490</b>	N	na	Course is being phased out
<b>136.</b>	<b>ENG 491</b>	N	na	Course is being phased out
<b>137.</b>	<b>ENG 208</b>	N	na	Course is being phased out
<b>138.</b>	<b>ENG 316</b>	N	na	Course is being phased out
<b>139.</b>	<b>ENG 320</b>	N	na	Course is being phased out
<b>140.</b>	<b>ENG 411</b>	N	na	Course is being phased out
<b>141.</b>	<b>ENG 414</b>	N	na	Course is being phased out
<b>142.</b>	<b>ENG 306</b>	N	na	Course is being phased out
<b>143.</b>	<b>ENG 326</b>	N	na	Course is being phased out
<b>144.</b>	<b>ENG 323</b>	N	na	Course is being phased out

<b>145.</b>	<b>BEN 205.1</b>	N	na	na
<b>146.</b>	<b>BEN 205.2</b>	N	na	na
<b>147.</b>	<b>BEN 205.3</b>	N	na	na
<b>148.</b>	<b>BEN 205.4</b>	N	na	na
<b>149.</b>	<b>BEN 205.5</b>	N	na	na
<b>150.</b>	<b>CHN 101.1</b>	N	na	na
<b>151.</b>	<b>CHN 101.2</b>	N	na	na
<b>152.</b>	<b>CHN 101.3</b>	N	na	na
<b>153.</b>	<b>CHN 101.4</b>	N	na	na
<b>154.</b>	<b>LBA 104.1</b>	N	na	na
<b>155.</b>	<b>LBA 104.2</b>	N	na	na
<b>156.</b>	<b>LBA 104.3</b>	N	na	na

**Attachment 1:**

**Eng102 – Introduction to Composition**  
**Student Learning Outcome Assessment – Consolidated Report**

### **ILO Course Report for ENG102: Introduction to Composition**

The instructors who submitted their SLA reports are listed below. This final ILO report for ENG102 has been prepared based on the data provided by these instructors.

Samira Aziz (Szi)

Shafayat Nazam Rasul (SNM)

Syed Mahmudur Rahman (Syu)

Munira Nasreen Khan (MNK)

Shahnaj Sultana Kaisar (KSS)

Nasrin Pervin (NPn)

Md. Mizanur Rashid (RMz)

Nazia Manzoor (NM)  
M. Shakhaowat Hossain (HSh)  
Sheema Hossain (SHs2)  
Salma Rahman (Slm)  
Mahmuda Yasmin Shaila (MYS)  
Sayma Ahmed (Sye)  
Nasreen Sultana Rahman (RNS)  
Noora Shamsi Bahar (NSB)  
Tamanna Binte Aziz (TBz)  
Qazi Arka Rahman (Qrk)  
Shohel Rana (Lna)  
Fariah Hasan (FHs)  
Md. Kasifur Rahman (Krh)

The following instructors did not submit the SLA reports:

Kazi Ashraf Uddin (Kad)  
Nasreen Rahman (NNR)  
Nadia Kamal Al-Siraj (NKS)<sup>1</sup>

For the final ILO final report, the mean and standard deviation of the sections have been considered to demonstrate the average score and variance in the sections. Subsequently, the scores were categorized into three: students receiving 80% or above, students receiving 60%-79%, and students receiving less than 60%. Then the average, highest, and lowest scores for each category have been shown. The tabulated data will be found on the next page:

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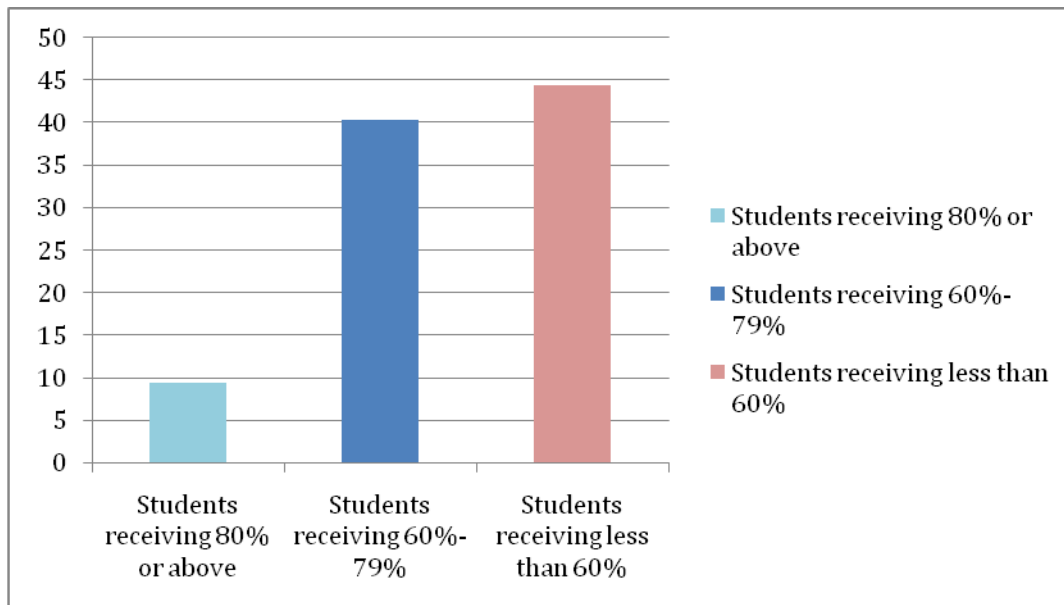
<sup>1</sup> NKS could not submit her SLA reports as the final exams for her sections were conducted separately and the students did not take this test.

Course	Sec	Initials	Mean	Standard Deviation	Students receiving 80% or above	Students receiving 60%-79%	Students receiving less than 60%
ENG102	38	FHs	5.54	1.37	9.09	45.4	45.4
ENG102	9	MNK	5.06	2.11	12.5	37.5	43.75
ENG102	2	SNm	5.45	1.79	6.16	45.82	41.64
ENG102	12	NPN	4.25	2.71	5	20	75
ENG102	22	SHs2	4.5	1.5	0	6	15
ENG102	36	QrK	6.5	1.19	15	70	15
ENG102	11	KSS	7	1.16	27.26	59.08	4.54
ENG102	37	Lna	5.6	2.25	13.63	54.54	27.22
ENG102	23	RNS	6.42	1.57	18	45	22
ENG102	3	Syu	5.25	1.8	5	35	60
ENG102	14	NM	4.71	1.67	9.09	22.72	68.17
ENG102	46	SLM	5.95	1.16	4.54	77.26	27.26
ENG102	5	Szi	4	1.8	12	12	78
ENG102	13	RMZ	4.85	1.75	9.5	19.16	71.34
ENG102	24	HSh	4.4	1.63	0	40	55
ENG102	35	TBz	6.65	1.69	27.27	54.55	22.73
ENG102	40	Krh	5.71	1.3	0	66.66	33
ENG102	28	Mys	3.87	1.8	4.54	0	94.44
ENG102	32	Sye	6.17	1.95	16.67	54.17	29.16
ENG102	25	NSB	4.47	1.74	4.35	17.39	69.54
ENG102	40	krh	5.71	1.3	0	66.66	33
ENG102			0	0	0	0	0



Average			5.336190476	1.678095238	9.504761905	40.42428571	44.34238095
Highest			7	1.678095238	27.27	77.26	94.44
Lowest			3.87	2.71	0	0	4.54

As we can see, the mean for these sections is 5.33, which is below the passing mark (6). This means that on average, the students of these sections have scored just about 50 percent, and the passing score is 60 percent. Only one section has a mean of 7, which is well above the passing score. The average standard variation is 1.67, demonstrating a very high variation in scores among the students in these sections.



Next, upon examining the three arbitrary categories of high achievers (80% or above), average achievers (60%-79%) and low achievers (60% or below), we see that the low achievers are the majority (44.34%), and the average achievers and high achievers also have a considerable difference, at 9.5% and 40.42% respectively. It is a concern that almost half of the students in these sections could not achieve the passing grade. The possible reasons for this are the poor ability of students with very low language proficiency in this course and their lack of concern while taking the test because it is not part of their final grade.

**Attachment 2:**

**ENG 103: Intermediate Composition**  
**Student Learning Outcome Assessment – Consolidated Report**

**ILO Course Report for ENG103: Intermediate Composition**

Teachers who submitted their SLA reports are listed below. This final ILO report for ENG 103 has been prepared based on the data provided by these teachers.

<b>Names with initials</b>
Dr. Khaliquzzaman M. Elias (KME)
Mohammad Shahedul Haque (SHq)
Mousume Akhter Flora (MkF)
Nazia Manzoor (NM)
Michelle Draper (McD)
Nasrin Pervin (NPn)
Shafayat Nazam Rasul (SNm)
Samira Aziz (Szi)
Nausheen Saba Siraj(NSj)
Nasreen Sultana Rahman (RNS)
Musharrat Hossain (MHn)
Md. Shakhaowat Hossain (HSh)
Mahmuda Yasmin Shaila (MYS)
Nazia Manzoor (NM)

Debasish Biswas (DBs)
Salma Rahman (Slm)
Raina Abu Zafar (RAZ)
Syed Mahmudur Rahman (Syu)
Md. Nurul Anwar (Nar)
Nazua Idris (Idn)

Teachers who did not submit their SLA reports:

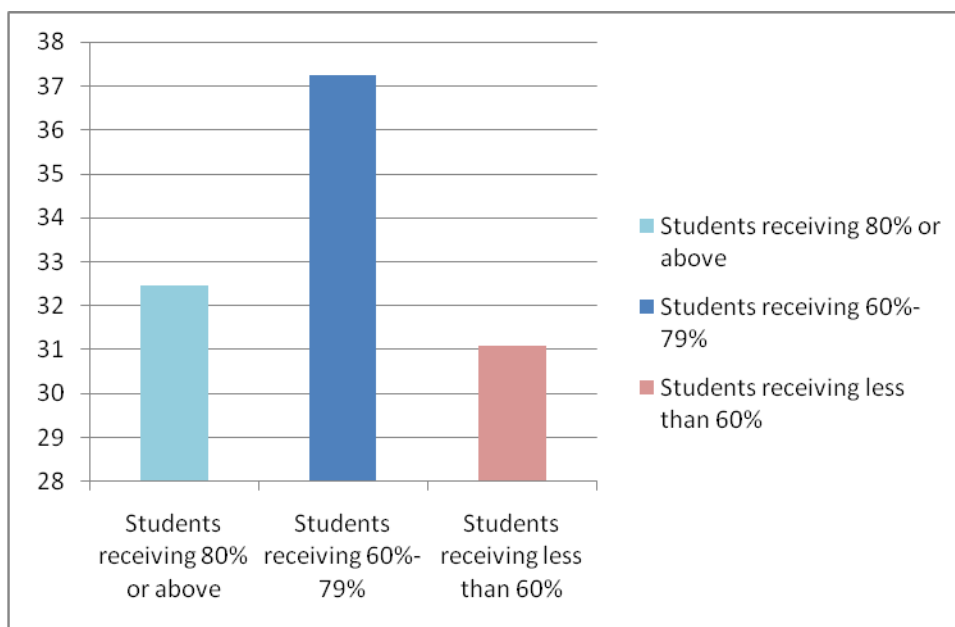
<b>Names with initials</b>
Sakiba Ferdousy (Ssy)
Musharrat Hossain (MHn)
Munira Nasreen Khan (MNK)
Arafat Noman (Nom)
FarzanaMohsin (FzM)
Rajiv Ashrafi (RAh)

While preparing the final ILO final report, mainly mean and standard deviation of the sections have been considered to project the average score and variance in the sections. To have a deeper understanding of students' performance, their scores were then divided into three groups/categories, namely students receiving 80% or above, students receiving 60%-79%, and students receiving less than 60%. The tabulated data are given below:

Course	Sec	Initials	Mean	Standard Deviation	Students receiving 80% or above	Students receiving 60%-79%	Students receiving less than 60%
ENG103	1	HSh	6.6	1.1902	16	68	16
ENG103	2	McD	6.4555	2.6498	32	24	44
ENG103	3	NSj	6.77	2.02	50	22.73	27.27
ENG103	10	MkF	5.65	2.03	10	50	40
ENG103	15	SHq	5.12	1.4784	4	36	60
ENG103	17	RNS	5.6316	1.7705	18.1818	40.9091	36.3637
ENG103	21	Szi	5.15	1.9818	10	35	60
ENG103	22	SNm	6.0909	2.3484	27.2728	27.2728	45.4544
ENG103	28	Syu	5.71	2.09	21.4286	21.4286	57.1429
ENG103	29	DBs	6.24	1.3647	12	60	28
ENG103	32	Slm	6.92	1.8009	54.5455	45.4545	13.6363
ENG103	34	NPn	8.0741	1.476	70.37	25.92	3.7
ENG103	37	NM	6.2727	1.8043	22.7273	40.9091	36.3636
ENG103	38	RAZ	6.68	1.8049	36	44	20
ENG103	39	MYS	7.27	1.98	45.4555	40.9091	13.6364
ENG103	41	Idn	8.9048	1.34	85.7142	14.2857	0
ENG103	42	Nar	6.8636	1.55	36.37	36.36	27.27

<b>Average in each category</b>	<b>6.50</b>	<b>1.80</b>	<b>32.47</b>	<b>37.25</b>	<b>31.11</b>
<b>Highest in each category</b>	<b>8.90</b>	<b>2.65</b>	<b>85.71</b>	<b>68</b>	<b>60</b>
<b>Lowest in each category</b>	<b>5.12</b>	<b>1.19</b>	<b>4</b>	<b>14.29</b>	<b>0</b>

If we look at the compiled data sheet above, we can see that the average received score across the sections is 6.50 which is a D+ (65%) for this course vis-à-vis any course at NSU. However, there are sections that could achieve a very high mean of 8.90 or close to it, while there are sections receiving a very low mean of 5.12 or around. The average standard variation is 1.80, which shows there is a very high variation in scores among the students across the sections.



Next, if we consider the three arbitrary categories of high achievers (80% or above), average achievers (60%-79%) and low achievers (60% or below), we find that the average achievers are the majority (37.25%), while high achievers and low achievers are very close to each other with 32.47% and 31.1% respectively. It shows a substantial accomplishment in the course as more than 32% students mastered the course objective with a score of 80% or above, which is indeed impressive. Having said that, the 31.1% of students who have failed to achieve at least a passing grade in the SLA is still a concern. The reasons that probably contributes to this is the presence of poor ability students with very low language proficiency in this course, the very nature (short in length) of the assessment and students' perceived indifference while taking the test as it is not part of their final grade.

**Attachment 3:**

**ENG 105: Advanced Composition**  
**Student Learning Outcome Assessment – Recommendation**

**Recommendation:**

Overall, higher test validity can be achieved if these test scores and students' own course scores can be compared. In order to understand and contextualize the data gathered, that can be a good step. As this was only the second time that such a test was administered in the department, and the first time in such a large scale, some students may not have taken the SLO test seriously, which may lead to a possible distortion of the results. It may be possible to weave the questions into the final examination. Scores may have varied if students were told that the SLO test would be part of their final grade.

**Attachment 4:**

**ENG 111: Public Speaking**  
**Student Learning Outcome Assessment – Sample Reports are available with the department**

**Attachment 5:**

**ENG 115: Literature**  
**Student Learning Outcome Assessment – Consolidated Report**

**Fall 2016**

**Distribution of scores:**

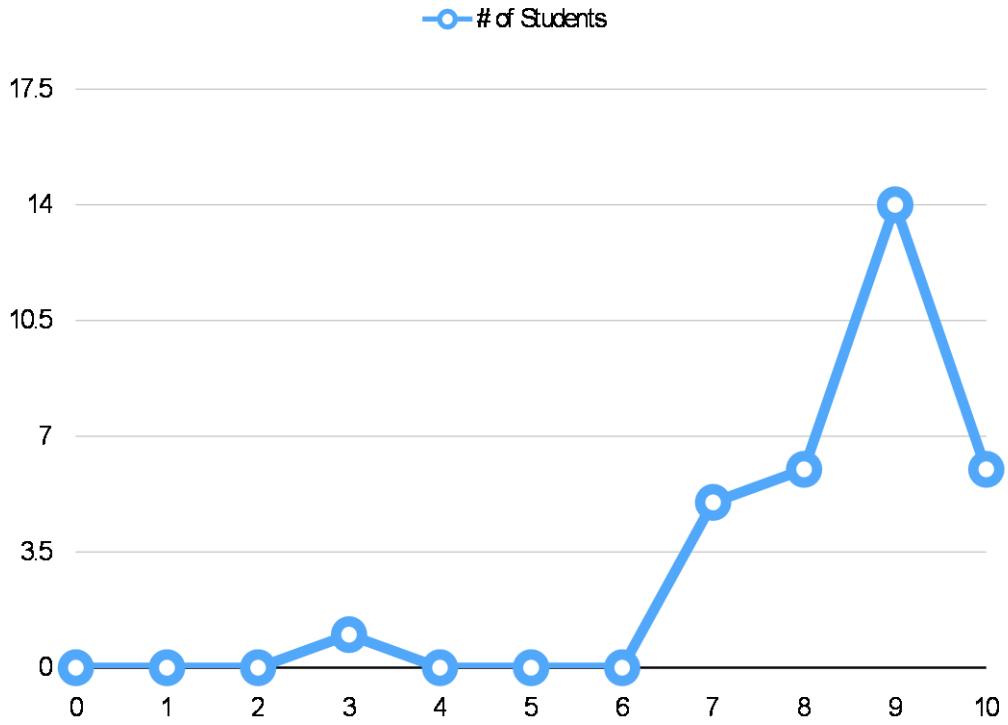


Table 1

Score	Number of Students	Percentage
3	1	3.2
7	4	12.9
8	6	19.4

## **Result Analysis**

SLA results for ENG115 in the Fall 2015 are quite positive, with almost all students earning the equivalent of a passing grade, and the large majority earning at least the equivalent of a B (8/10). The average score (mean) is 8.55, equivalent to a B and very close to a B+ on the English Department grading scale. 64.5% of students earn the equivalent of an A on the assessment, while 19% earn the equivalent of a B, and 12.9% earn the equivalent of a C. 1 student earned just 3 out of 10, a clear F, but this appears to be an anomaly.

As can be seen, the results for this assessment were surprisingly strong. This is likely due to certain factors in enrollment for ENG115 in the Fall 2015 semester. ENG115 is designed as a course for all NSU students across all departments, and so is designed to primarily cater to non-English majors, although English majors are also required to take the class. However, since Fall 2015 was the first semester the course was offered, very high percentages of students enrolled (well over 50%) were English majors, as many non-English majors preferred to delay taking the course, which they may perceive as difficult, until later in their NSU tenure. Non-English majors who took the course in the first semester it was available are disproportionately likely to either have a special interest in literature, or to be extremely motivated students. As a result, it is natural for results to skew high.

These results suffer from several key limitations. First of all, since this was the first semester the course was offered, there may be room for improvement in the questions asked on the assessment. Additionally, this being a literature class, the focus of the syllabus is on critical thinking, reading, essay writing, and analysis skills. These are extremely difficult if not impossible to measure on a simple MCQ test. As a result, it will be extremely challenging if not impossible to meaningfully measure student learning for ENG115. However, it is likely that at least marginal improvements can be made on the assessment in future semesters.

The most significant limitation is a lack of response. While the instructors of all four sections of ENG115 were repeatedly asked to submit SLA results, results were only submitted for two sections. Apparently, attendance was unusually low in both sections on the day the SLA was given. For one section, only 15 (of 26 total students enrolled) were present when SLA was given. In the other section, only 17 students (unknown total enrollment) were present when SLA was given. As a result, the sample size is extremely small, limiting the validity of the data collected.