

**Academic Affairs Assessment of Student Learning**

 **Assessment Plan for Academic Years \_2020-2021 and \_\_2021-2022\_\_**

**Instructions:**

* Please submit a copy of this assessment plan to the Coordinator of Academic Program Assessment (Aaron Settle – asettle1@wvstateu.edu)
* Please be sure to keep a copy of the assessment plan in your department office.

**Identifying Information:**

College: Arts and Humanities

Department/Program: English

Assessment Coordinator’s Name: Jeff Pietruszynski

Assessment Coordinator’s Email Address: jpietrus@wvstateu.edu

Academic Year: 2020-2021

 **Program Learning Outcomes (**Please list**)**

Before graduating, English majors will be able to

1. analyze historical and contemporary literature (ECG 1, 2 a b, 3 b.)

2. synthesize theory with a variety of texts (ECG 1, 2 a.b.d.)

3. conduct research using print and online sources (ECG 2 a-d, 3 c., 4.)

4. compose texts for specific audiences (EGC 2 a.-e., 3 a.-c., 4)

5. evaluate language variety and development (ECG 1,2,4)

 (PLO’s linked to Essential Graduation Competencies (ECG))

 **Curriculum Assessment Map** (Please provide a curriculum assessment map identifying the course(s) that each PLO is assessed. Make a special note of assessments that the departmental assessment coordinator collects data from to analyze overall learning of the PLO’s.

**Department of English—Program Learning Outcomes & Curriculum Map**

Before graduating, English majors will be able to

1. analyze historical and contemporary literature

2. synthesize theory with a variety of texts

3. conduct research using print and online sources

4. compose texts for specific audiences

5. evaluate language variety and development

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Course** | **PLOs** | **Assessment 1****Spring 2021 Fall 2022Spring 2022** | **Assessment 2****Fall 2023 Spring 2023 Fall 2024** | **Assessment 3****Spring 2020 Fall 2021 Spring 2021** |
| **What** | **What** | **What** |
| **112 Tech Writing** | **2-5** | **Research PaperPLO 3, 4** | **Research PaperPLO 3, 4** | **Research PaperPLO 3, 4** |
| **204 Business Writing** | **2-5** |  | **Essay or Essay ExamPLO 2, 5** | **Long ReportPLO 3, 4** |
| **250 Intro to British Lit** | **1-5** | **Essay or ExamPLO 1, 2** | **Essay or ExamPLO 3, 4** | **Essay or ExamPLO 1, 5** |
| **303 Expository Writing** | **1-5** | **EssayPLO 3, 5** | **EssayPLO 1, 4** | **EssayPLO 2, 4** |
| **304 Introduction to Creative Writing** | **4-5** |  | **Creative TextPLO 4, 5** | **Creative TextPLO 4, 5** |
| **315 Shakespeare** | **1-5** | **Group Presentation or Research ProjectPLO 1, 2** | **Group Presentation or Research ProjectPLO 3, 4** | **Group Presentation or Research ProjectPLO 1, 5** |
| **337, 338, 339, 340, 342, or 343 Diversity Literature** |  | **Essay Paper PLO 1, 2** | **Essay Paper PLO 3, 5** | **Essay Paper PLO 1, 2** |
| **334 Literary Criticism** | **1-5** |  | **Essay or ExamPLO 3, 4** | **Essay or ExamPLO 2, 5** |
| **410 Digital Literacies** | **2-5** | **Digital Portfolio2, 3**  | **Digital Portfolio2, 3** | **Digital Portfolio****2, 3** |
| **Adv. Writing Workshop** | **4, 5** | **PLO 4, 5** | **PLO 4, 5** | **PLO 4, 5** |
| **441 Contemporary Critical Theory** | **1-5** | **Essay or ExamPLO 2, 5** | **Essay or ExamPLO 2, 5** | **Essay or ExamPLO 1, 2** |
| **477 Senior Seminar** | **1-5** | **Final Project2, 3** | **Final ProjectPLO 1, 4** | **Final ProjectPLO 3, 5** |

**BA in English Curriculum Map by PLOs – Course Alignment Matrix**

**(Courses that have mandatory assessment reporting are highlighted)**

 **Literature Option**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | GE Courses |  | Major Courses |  |
| **Program-Level Outcomes** | 101 | 102 | 150 |  | 230 | **250** | 303 | 334 (or 441) | **315** | **316, 317 or 408** | **337, 338, 339, 340, 342, or 343** | 320, 321, 350, 0r 351 | 401 | 4 300/400-level literature courses  | **477** |
| PLO1 |  |  | 🗸 |  |  | 🗸 |  | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 |  | 🗸 | 🗸 |
| PLO 2 |  |  |  |  |  | 🗸 |  | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 |  | 🗸 | 🗸 |
| PLO 3 |  | 🗸 |  |  | 🗸 | 🗸 |  |  | 🗸 | 🗸 | 🗸 |  |  |  | 🗸 |
| PLO 4 | 🗸 | 🗸 |  |  |  | 🗸 | 🗸 |  | 🗸 | 🗸 | 🗸 | 🗸 |  | 🗸 | 🗸 |
| PLO 5 |  |  | 🗸 |  | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 |  | 🗸 |  | 🗸 |

**Professional Writing Option**

|  |  |  |  |
| --- | --- | --- | --- |
|  | GE Courses |  | Major Courses |
| **Program-Level Outcomes** | 101 | 102 | 150 |  | **112** | **204** | 225 | **250** | 303 | 304 | 334 (or 441) | **315** | 316, 317 or 408 | 337, 338, 339, 340, 342, or 343 | 230, 255, 306, or 401 | 227, 430, 431, or 432 | 310 or 429 | **477** |
| PLO1 |  |  | 🗸 |  |  |  |  | 🗸 |  |  | 🗸 | 🗸 | 🗸 | 🗸 |  |  |  | 🗸 |
| PLO 2 |  |  | 🗸 |  |  |  |  | 🗸 |  |  | 🗸 | 🗸 | 🗸 | 🗸 |  |  |  | 🗸 |
| PLO 3 |  | 🗸 |  |  | 🗸 | 🗸 |  | 🗸 |  |  |  | 🗸 | 🗸 | 🗸 |  |  |  | 🗸 |
| PLO 4 | 🗸 | 🗸 | 🗸 |  | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 |  | 🗸 | 🗸 | 🗸 | 🗸 |  | 🗸 | 🗸 |
| PLO 5 |  |  | 🗸 |  | 🗸 | 🗸 |  | 🗸 | 🗸 | 🗸 |  | 🗸 |  |  | 🗸 | 🗸 | 🗸 | 🗸 |

**Technical Writing Option**

|  |  |  |  |
| --- | --- | --- | --- |
|  | GE Courses |  | Major Courses |
| **Program-Level Outcomes** | 101 | 102 | 150 |  | **112** | 160 | 204 | **228** | **310** | 311 | 410 | 412 | Comm 285 | 250. 315, 402, 403, 405, 406, 407, 409 | 316, 317 or 408 | **337, 338, 339, 340, 342, or 343** | 320, 321, 350, 351, 4113, 414, 415 | **477** |
| PLO1 |  |  | 🗸 |  |  |  |  |  |  |  |  |  |  | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 |
| PLO 2 |  |  | 🗸 |  |  |  |  |  |  |  |  | 🗸 |  | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 |
| PLO 3 |  | 🗸 |  |  | 🗸 |  | 🗸 |  | 🗸 |  |  |  |  | 🗸 | 🗸 | 🗸 |  | 🗸 |
| PLO 4 | 🗸 | 🗸 | 🗸 |  | 🗸 |  | 🗸 | 🗸 | 🗸 |  | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 |
| PLO 5 |  |  | 🗸 |  | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 |  |  |  |  |  | 🗸 |

1. Outline which learning outcomes and where you expect to conduct measures over the next 2 academic years (falls and springs) Include rationale, e.g., trending data, planned/ongoing follow-up from previous assessments or program review cycle, etc.)

Over the next two-year cycle, ALL PLO’s will be reviewed. The Department has create a cycle of PLO assessment where 2-3 PLO’s are analyzed each semester, and, by the end of the cycle, each PLO will have analysis at least once. Our last assessment cycles have produced data that shows we have reached a point though norming that we are getting consistent data and, therefore, are not planning to change the process.

1. How are you planning to measure the learning outcomes (s)? (What object, i.e., test, project, presentation, etc., and with what tool, e.g., rubrics, item analysis, sampling, benchmarks, national norms, exams, juried review, etc.)

Individual faculty members are responsible for collecting data using departmentally designed rubrics. Although the specific instrument might vary between instructors, general guidelines limit what artifact is assessed. For example, PLO 3 (conduct research using print and online sources) may be assessed in a formal essay or final project. The instructor has leeway as long as the assignment can fairly be judged according to the rubric criteria. The rubrics have been selected, revised, and voted upon by the department in order to best measure overall proficiency based on program learning outcomes.

1. Who will be responsible for the analysis and how will results be analyzed? When will results be available?

Once the rubrics are applied, the raw data is given to the department assessment coordinator (Dr. Jeff Pietruszynski) who compiles it to be reviewed by a four-member assessment committee. The raw and compiled data is stored in the department office and the department Chair’s office. After the assessment committee meeting, recommendations are reported to the department at the next scheduled department meeting. The English Department reviews the committee recommendation sand votes on actions that will improve performance. After the department has decided a course of action, the department assessment coordinator writes the annual report, provides a copy to the department chair, and presents the report to Academic Affairs via a meeting of assessment coordinators.