



# WEST VIRGINIA STATE UNIVERSITY

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## Academic Affairs Assessment of Student Learning Report for Academic Year 2017 - 2018

### Department/Program English

Assessment Coordinator's Name: Dr. Jeffrey Pietruszynski

Assessment Coordinator's Email Address: [jpietrus@wvstateu.edu](mailto:jpietrus@wvstateu.edu)

### 1. Which learning outcomes did you measure this past year?

Routine assessment was performed on all five outcomes (PLO's linked to Essential Graduation Competencies (ECG) :

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)

### 2. In which course(s) were assessments conducted?

Specific courses are assessed / analyzed on a rotating schedule (see appendix A), however the department attempts to collect data for all courses so that it may be analyzed during the specific cycle. In addition to the specific courses listed here as mandatory assessment points, PLO assessment data is collected from as many classes as possible according to the included charts.

#### **(Mandatory Classes for Assessment Cycle 2017-2018)**

\*English 112 - Tech Writing (PLO 3,4)

English 204 - Writing for Business (PLO 2,5)

English 250 – Introduction to English Literature (PLO 3,4)

English 303 – Expository Writing (PLO 1,4)

English 315 – Shakespeare (PLO 1,2)

English 477 – Senior Seminar (PLO 1,4)

\*Data from ENGL 112 comes from General Education Assessment. That data is not included in this assessment analysis as it has not been made available at this time.

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

### Literature Option

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

### Professional Writing Option

Program-Level Outcomes	GE Courses			Major Courses													
	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, or 401	227, 430, 431, or 432	310 or 429	477
PLO1			✓				✓			✓	✓	✓	✓				✓
PLO 2			✓				✓			✓	✓	✓	✓				✓
PLO 3		✓		✓	✓		✓				✓	✓	✓				✓
PLO 4	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓		✓	✓
PLO 5			✓	✓	✓		✓	✓	✓		✓			✓	✓	✓	✓

### Technical Writing Option

Program-Level Outcomes	GE Courses			Major Courses													
	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			✓	✓	✓	✓	✓	✓	✓	✓	✓						✓

3. **How did you assess the selected program learning outcomes?** (i.e., what did you assess – group project, skills demonstration, presentation, performance, debate, lab experiment, online discussion, etc. *and*- what tool (measure) did you use - rubric, nationally or state-normed exam, item analysis, pre-posttest design, skills inventory, survey, 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. When necessary, the rubrics have been revised according to assessment analysis.

4. **How many students were included in the assessment(s) of each PLO in a course?**

See Appendix B: Total number is reflected in the data collection charts

- 5. How were students selected to participate in the assessment of each outcome** (Helpful details might include- whether this assessment represents all students, a sample of students in a class, or a sample of students across sections)?

Classes were selected from courses all or most students take, on a rotating schedule. All students from those classes were included. One of the issues we are working with is the data from 100 level courses that are General Education. At this time, tracking individual majors in those classes is impossible.

- 6. In general, describe how each assessment tool (measure) was constructed** (i.e. in-house, national, adapted).

Department developed and refined rubrics for PLOs, adapting some features of several rubrics found online from other programs. The rubrics have been selected, revised, and voted upon by the department in order to best measure overall proficiency based on program learning outcomes. When necessary, the rubrics have been revised according to assessment analysis.

The created rubrics, especially where they connect to the Essential Graduation Competencies, were designed to track a student's knowledge through the major and into graduation. Ultimately, the department goal is to use the GE assessment tools as starting points and show how the English Major Curriculum builds upon previous courses and PLO understanding. Although we do not use the exact same rubrics as the EGC's, the English PLO rubrics correspond to the criteria deemed assessable by the EGC ones.

- 7. Who analyzed results and how were they analyzed**

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 and 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.

- 8. Provide a summary of the results/conclusions from the assessment of each measured Program Learning Outcome.** *Report scores for this assessment, as well as students' strengths and weaknesses relative to this learning outcome.*

All English Department PLO's continue to be where the department expects them to be and show "added knowledge" over the course of the major in each PLO. Although some outliers exist in each assessment, norming sessions of the department, along with creating a culture of assessment, and past decisions for revising rubrics show strong "knowledge gained" numbers (See Appendix B). The English Department has decided to stay the course with the current assessment collection as they contemplate changes in curriculum. The data currently collected and analyzed gives us a stable point for comparison as we move to the curriculum revision discussed below.

The department has been using the data from assessment to look at ways to revise the major curriculum for English. Exit assessment has shown that most English Majors begin their curriculum work after 30 hours in another major field. Given this information, the department removed many prerequisites so that students do not have to go back to lower-level courses that used to play double-duty for prerequisites and General Education requirements. The next step is to lower core-courses and present a more stream-lined major. By using the trending assessment data, the department makes the argument that we can provide the similar, or even improved, PLO assessment numbers.

This is not to say that there is not room for improvement. The department has identified several places where more points of assessment are needed (especially for PLO#5 in the 300-level courses). We can see that the rubric scores are going up between the initial major courses and the upper-level ones, but we currently are not assessing the mid-level 300 classes. The department is taking steps to find places where this rubric both fits and the PLO can be taught and assessed in these courses.

Although there has been an improvement in assessment data being collected, the department also recognizes that more should be done. The Assessment Coordinator and Chair, Dr. Jeff Pietruszynski, is currently making a "master rubric" list to electronically collect data with the hope that more faculty members will engage in the process.

The next step the department is working on is mapping our assessment data and department PLO's with WVSU's Essential Graduation Competencies and General Education outcomes. The Chair, Jeff Pietruszynski, is currently taking the reins in this area.

The final assessment "loop closing" that was done in the department came from using "beta test" assessment of the upper-level online technical writing curriculum. Dr. Kiddie reported that as he was looking at the performance, PLO assessment collected (not yet reported here), and overall course grades, he noticed that there was a big disparity in work done by students. Further investigation showed that students were not taking the courses in the proper sequence and did not have the proficiency in knowledge and skills to do well in some 400 level classes. Originally no prerequisites were placed on the courses with the understanding that students would be advised to take them in the proper order. However, since LearningHouse advises these students, they were placed into upper-level courses before they were ready. Dr. Kiddie's analysis lead to the suggestion that prerequisites added to the classes. This action was taken by the department and approved by EPC in Fall 18.

9. **What are next steps?** (e.g., will you measure this same learning outcome again? Will you change some feature of the classroom experience and measure its impact? Will you try a new tool? Are you satisfied?)

After the initial launch of some of the rubrics, changes were made in both norming of scoring as well as overall criteria. The department feels that we should maintain the current level of assessment collection in order to be able to assess across multiple semesters. The department will keep the same plan and schedule for the upcoming cycle.

10. **Please attach an example of the assessment tool used to measure your PLO(s).** These can be added as an appendix, a link to the assessment, or sent separately in email with your report.

(See Appendix C)

**APPENDIX A:**  
**Assessment Map Schedule**

## DEPARTMENT OF ENGLISH—Program Learning Outcomes & Curriculum Map

Before graduating, English majors will be able to

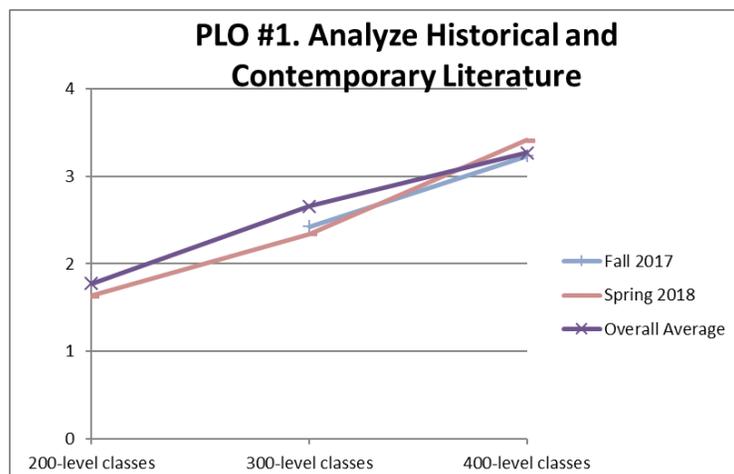
1. analyze historical and contemporary literature
2. synthesize theory with a variety of texts
3. conduct research using print and online sources
4. compose texts for specific audiences
5. evaluate language variety and development

Course	PLOs	Assessment 1 Spring 2018 Fall 2018 Spring 2019		Assessment 2 Fall 2019 Spring 2020 Fall 2020		Assessment 3 Spring 2020 Fall 2021 Spring 2021	
		What	When	What	When	What	When
112 Tech Writing	2-5	Research Paper PLO 3, 4	Spring 2019	Research Paper PLO 3, 4	Spring 2020	Research Paper PLO 3, 4	Spring 2020
204 Business Writing	2-5			Essay or Essay Exam PLO 2, 5	Fall 2019 Fall 2020	Long Report PLO 3, 4	Fall 2021
250 Intro to British Lit	1-5	Essay or Exam PLO 1, 2	Spring 2019	Essay or Exam PLO 3, 4	Spring 2020	Essay or Exam PLO 1, 5	Spring 2020
303 Expository Writing	1-5	Essay PLO 3, 5	Fall 2018	Essay PLO 1, 4	Fall 2019 Fall 2020	Essay PLO 2, 4	Fall 2021
304 Introduction to Creative Writing	4-5			Creative Text PLO 4, 5	Spring 2020	Creative Text PLO 4, 5	Spring 2020
315 Shakespeare	1-5	Group Presentation or Research Project PLO 1, 2	Fall 2018	Group Presentation or Research Project PLO 3, 4	Fall 2019 Fall 2020	Group Presentation or Research Project PLO 1, 5	Fall 2019
337, 338, 339, 340, 342, or 343 Diversity Literature		Essay Paper PLO 1, 2	Fall 2018	Essay Paper PLO 3, 5	Spring 2020	Essay Paper PLO 1, 2	Fall 2021
334 Literary Criticism	1-5			Essay or Exam PLO 3, 4	Spring 2020	Essay or Exam PLO 2, 5	Spring 2021
410 Digital Literacies	2-5	Digital Portfolio 2, 3	Spring 2018	Digital Portfolio 2, 3	Spring 2020	Digital Portfolio 2, 3	Spring 2021
Adv. Writing Workshop	4, 5	PLO 4, 5	Spring 2019	PLO 4, 5	Spring 2020	PLO 4, 5	Spring 2020
441 Contemporary Critical Theory	1-5	Essay or Exam PLO 2, 5	Spring 2019	Essay or Exam PLO 2, 5	Spring 2020	Essay or Exam PLO 1, 2	Spring 2021
477 Senior Seminar	1-5	Final Project 2, 3	Spring 2019	Final Project PLO 1, 4	Spring 2020	Final Project PLO 3, 5	Spring 2020 Spring 2018

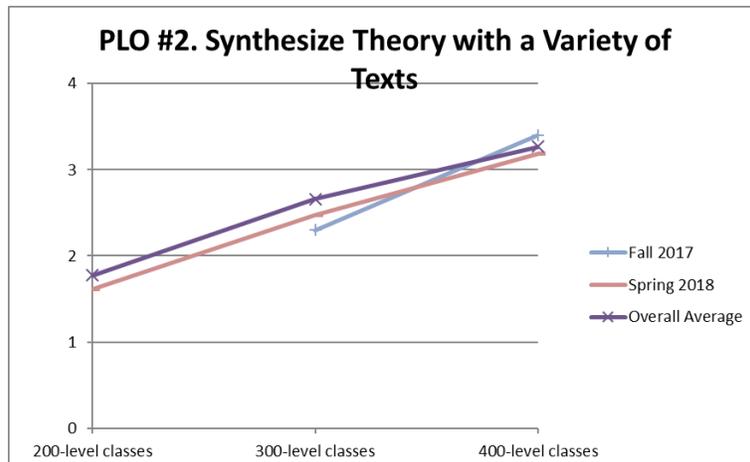
**APPENDIX B:**  
**PLO Data and Graphs**

PLO #1. Analyze historical and contemporary literature.	Fall 2017					
Assessment Area	ENG 250	ENG 315	ENG 338	ENG 403	ENG 477	
	N/A	18	12	1	8	
Idea Development		2.6	2.67	4		
Support of thesis with details and evidence		2.4	2.67	3		
Application of Literary Terms		2.1	2.1	3		
		2.366666667	2.48	3.333333333	3.125	
Fall 2017 200 average	N/A	N/A				
Fall 2017 300 average	2.423333333	30				
Fall 2017 400 average	3.229166667	9				
Total Students Fall 2018		39				

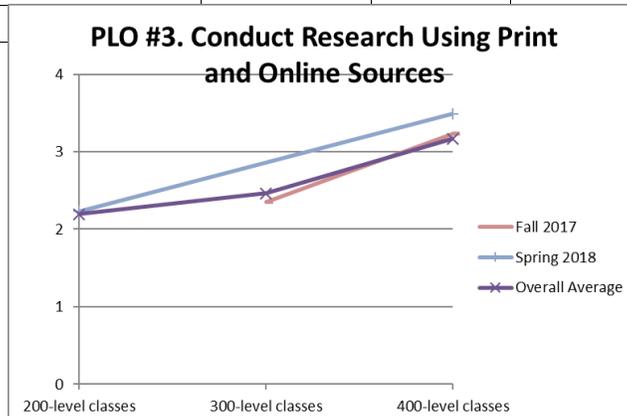
PLO #1. Analyze historical and contemporary literature.	Spring 2018					
Assessment Area	ENG 250	ENGL 316	ENGL 324	ENG 325	ENG 403	ENG 477
	7	20	24	8	10	13
Idea Development	2.1	2.6	2.5	2.5	3.75	
Support of thesis with details and evidence	1.5	2.3	2.5	2.5	3.21	
Application of Literary Terms	1.3	1.89	2	2.3	3.5	
	1.633333333	2.263333333	2.333333333	2.433333333	3.486667	3.333333
Spring 2018 200 average	1.633333333	7				
Spring 2018 300 average	2.343333333	52				
Spring 2018 400 average	3.409999833	23				
Total Students Spring 2018		82				



Fall 2017						
PLO #2. Synthesize theory with a variety of texts	Fall 17					
Assessment Area	ENG 250	ENG 303	ENG 315	ENG 345	ENG 403	ENG 477
Number of Students	N/A	12	16	8	1	8
Idea development		2.8	2.1	2.3	4	
Support with details and evidence		2.3	2.3	3.1	3	
Application of literary theory		2	2.1	2.7	3	
Application of literary terms		1.8	1.66666	2.4	4	
		2.225	2.041665	2.625	3.5	3.3
		Number of students				
Fall 17 200 level average	N/A	N/A				
Fall 17 300 level average	2.297222	36				
Fall 17 400 level average	3.4	9				
Number of Students		45				
Spring 2018						
PLO #2. Synthesize theory with a variety of texts	Spring 18					
Assessment Area	ENG 250	ENG 334	ENG 403	ENG 477		
Number of Students	7	17	10	13		
Idea development	1.8	2.3	3.25			
Support with details and evidence	2.175	2.5	3.15			
Application of literary theory	1.25	2.8	3			
Application of literary terms	1.25	2.3	3.1			
	1.61875	2.475	3.125	3.25		
		Number of students				
Spring 18 200 level average	1.61875	7				
Spring 18 300 level average	2.475	17				
Spring 18 400 level average	3.1875	23				
Number of Students		47				

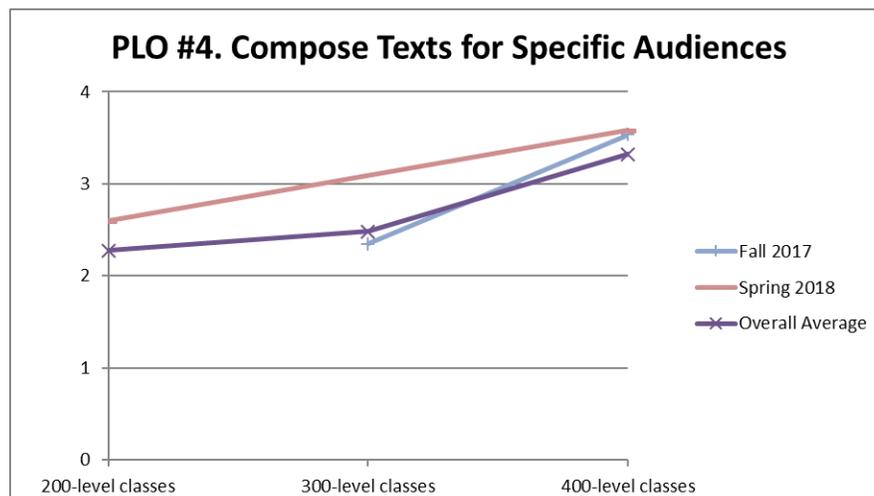


PLO #3. Conduct research using print and online sources	Fall 2017					
Assessment Area	ENG 250	ENG 315	ENG 403	ENG 477		
Number of Students	N/A	16	1	8		
Introduction		1.89	4			
Research Approach		1.5	3			
Conclusions		2.1	3			
Significance		1.5	3			
Documentation and Quality of Sources		2.75	4			
Spelling and Grammar		3.25	4			
Manuscript Format		3.5	4			
Average		2.355714	3.571429	2.9		
		Number of Students				
Fall 2017 200 average	0					
Fall 2017 300 average	2.35571429	16				
Fall 2017 400 average	3.23571429	9				
Total students Fall 2017		25				
<b>Spring 2018</b>						
PLO #3. Conduct research using print and online sources	Spring 18					
Assessment Area		ENG 228	ENG 250	ENG 401	ENG 403	ENG 477
Number of Students	17	13	7	7	10	13
Introduction	2.222222	2.333333	2.5	3.666667	3.8	
Research Approach	1.6	1.75	2.5	3.75	3.5	
Conclusions	1.8	2.1	1.8	3.12	3.1	
Significance	2.1	2.333333	2.1	3.25	2.8	
Documentation and Quality of Sources	1.75	2.1	2.5	3.333333	3.175	
Spelling and Grammar	2.3	2.4	2.5	3.75	3.75	
Manuscript Format	2.75	2.75	2.65555	3.89	3.89	
Average	2.07460317	2.252381	2.365079	3.537143	3.430714	3.5
		Number of Students				
Spring 2018 200 average	2.23068753	37				
Spring 2018 300 average						
Spring 2018 400 average	3.48928573	30				
Total students Spring 2018						

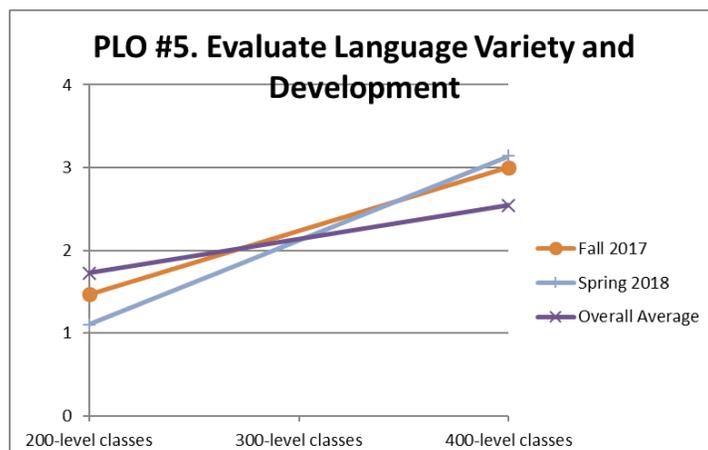


FALL 2017						
PLO #4. Compose texts for specific audiences	Fall 17					
Assessment Area	ENG 250	ENG 303	ENG 315	ENG 403	ENG 477	
Number of Students	N/A	12	16	1	9	
Thesis/Purpose/Content Cohesion		2.75	2.5	4		
Idea development / Support of Thesis		2.5	2.8	4		
Organization / Structure		2.1	1.8	3		
Mechanics and Style		1.8	2.5	4		
Sentence Fluency / Punctuation		2.15	2.5	3		
Beginnings / Endings		2.3	2.5	4		
Average	0	2.266667	2.433333	3.666667	3.4	

		Number of Students					
Fall 2017 200 average							
Fall 2017 300 average	2.35	28					
Fall 2017 400 average	3.5333333	10					
Total students Fall 2017		38					
<b>SPRING 2018</b>							
PLO #4. Compose texts for specific audiences	Spring 18						
Assessment Area	ENG 204	ENG 228	ENG 250	ENG 401	ENG 403	ENG 477	
Number of Students	17	13	7	7	10	13	
Thesis/Purpose/Content Cohesion	3.5	2.5	3.1	3.65	3.75		
Idea development / Support of Thesis	2.25	1.75	2.8	3.5	3.6		
Organization / Structure	3.1	1.8	2.666	3.1	3.75		
Mechanics and Style	2.75	2.5	3	3.25	3.75		
Sentence Fluency / Punctuation	2.1	1.666	2.8	3.1	3.5		
Beginnings / Endings	3	2.2	3.25	3.75	3.75		
Average	2.7833333	2.069333	2.936	3.391667	3.683333	3.666667	
		Number of Students					
Spring 2018 200 average	2.5962222	37					
Spring 2018 300 average							
Spring 2018 400 average	3.5805557	30					
Total students Spring 2018		67					



FALL 217				
PLO #5. Evaluate language variety and development	Fall 2017			
Assessment Area	ENG 250	ENG 315	ENG 403	ENG 477
Number of students	N/A	16	1	9
Contextual Background		1.8	3	
Applies general theories about language change		1.35	3	
Analyzes Pragmatic and sociolinguist features of speech		1.25	3	
Average	0	1.466667	3	3
		total students		
Fall 17 200 level average				
Fall 17 300 level average	1.466666667	16		
Fall 17 400 level average	3	10		
Total Students		26		
SPRING 18				
PLO #5. Evaluate language variety and development	Spring 2018			
Assessment Area	ENG 250	ENG 401	ENG 403	ENG 477
Number of students	7	7	10	13
Contextual Background	1.5	3.25	3.15	
Applies general theories about language change	1	3	2.8	
Analyzes Pragmatic and sociolinguist features of speech	0.8	3.5	2.8	
Average	1.1	3.25	2.916667	3.25
		total students		
Spring 18 200 level average	1.1	7		
Spring 18 300 level average				
Spring 18 400 level average	3.138888889	30		
Total Students		37		



**APPENDIX C:**  
**PLO Rubrics for Assessment**

**Assessment Rubric for WVSU English Department PLO #1. *Analyze historical and contemporary literature.***

<b>Assessment Area</b>	<b>MASTERY (4 pts)</b>	<b>PROFICIENT (3 pts)</b>	<b>ADEQUATE (2 pts)</b>	<b>LACKING (1 pt)</b>
<b>Idea development</b>	Content is fully related with many supporting details that progress logically and cohesively throughout.	Content is mostly related with supporting details that progress logically throughout.	Content is related with supporting details throughout but may lack cohesion or be off topic in spots.	Content is not relevant or specific.
<b>Support of thesis with details and evidence</b>	Specific textual evidence is highly supportive, significant, accompanied by detailed and insightful commentary and relevant historical/cultural context that shows a deeper understanding of the text.	Specific textual evidence is mostly supportive, significant, and accompanied by appropriate commentary and relevant historical/cultural context.	Some specific textual evidence included but may be only sparsely accompanied by commentary and relevant historical/cultural context.	Textual evidence may be “floating” without proper relevant historical/cultural context and/or commentary, or it may be missing altogether.
<b>Application of literary terms</b>	Original and accurate discussion of literary elements throughout.	Somewhat accurate discussion of literary elements though some inconsistencies occur.	Literary elements are discussed but may be unclear, inconsistent, or with little originality or insight.	Discussion of literary elements unclear, irrelevant, or missing.

**Assessment Rubric for WVSU English Department PLO #2. Synthesize theory with a variety of texts**

<b>Assessment Area</b>	<b>MASTERY (4 pts)</b>	<b>PROFICIENT (3 pts)</b>	<b>ADEQUATE (2 pts)</b>	<b>LACKING (1 pt)</b>
<b>Idea development</b>	Content is fully related to appropriate theoretical concepts with many supporting details that progress logically and cohesively throughout.	Content is mostly related to appropriate theoretical concepts with supporting details that progress logically throughout.	Content is related to appropriate theoretical concepts with supporting details throughout but may lack cohesion or be off topic in spots.	Content is not relevant to appropriate theoretical concepts or specific.
<b>Support of thesis with details and evidence</b>	Specific textual evidence is highly supportive, significant, accompanied by detailed and insightful theoretical commentary and context that shows a deeper understanding of the text.	Specific textual evidence is mostly supportive, significant, and accompanied by appropriate theoretical commentary and context.	Some specific textual evidence included but may be only sparsely accompanied by theoretical commentary and context.	Textual evidence may be “floating” without proper context and/or theoretical commentary, or it may be missing altogether.
<b>Application of literary theory</b>	Clear, consistent and logical application of a distinct literary lens. The writer is fluent in the language and theory behind the perspective. Analysis and conclusions drawn are logical and support the thesis.	Mostly clear, consistent, and logical application of a distinct literary lens. The writer is using much of the language and theory behind the perspective. Analysis and conclusions drawn are strong with minor errors.	Literary lens is applied and discussed but may be unclear, inconsistent, or with little originality or insight. The writer struggles to use the language and theory behind the perspective. Analysis and conclusions drawn are somewhat questionable with a few obvious errors.	Application of literary lens unclear, irrelevant, or missing. The writer barely, or not at all, uses the language and theory behind the perspective. Analysis and conclusions drawn are inaccurate or missing.
<b>Application of literary terms</b>	Original and accurate discussion of literary elements throughout.	Somewhat accurate discussion of literary elements though some inconsistencies occur.	Literary elements are discussed but may be unclear, inconsistent, or with little originality or insight.	Discussion of literary elements unclear, irrelevant, or missing.

**Assessment Rubric for WVSU English Department PLO #3. Conduct research using print and online sources (Draft B)**

<b>Assessment Area</b>	<b>MASTERY (4 pts)</b>	<b>PROFICIENT (3 pts)</b>	<b>ADEQUATE (2 pts)</b>	<b>LACKING (1 pt)</b>
<b>Introduction[Introductory paragraph(s), literature review, hypotheses and/or propositions]</b>	Clearly identifies and discusses research focus. Research focus is clearly grounded in previous research/theory. Significance of research is clearly identified.	Limited discussion of research focus. Research focus is less well-grounded in previous research/ theory. Significance of the research is not as clearly identified.	Minimal discussion of research focus. Research focus is not well-grounded in previous research/ theory. Significance of the research is not clearly identified.	Little or no discussion of research focus. Research focus not grounded in previous research/theory. Significance of the research is not identified.
<b>Research Approach</b>	Provides clear description of source materials, their relevance, and research context.	Provides adequate description of source materials, their relevance, and research context.	Provides confusing or not clearly articulated description of source materials, their relevance, and research context.	Provides very confusing or not clearly articulated description of source materials, their relevance, and research context.
<b>Conclusions</b>	Interpretations/analysis of sources are thoughtful and insightful and thoroughly address how they support, refute, and/or inform the (working) thesis.	Interpretations/ analysis of sources are sufficient but less thoughtful or insightful and do not as thoroughly address how they support, refute, and/or inform the (working) thesis.	Interpretations/ analysis of sources lack thoughtfulness and insight, are not clearly informed by the study's results, and do not adequately address how they support, refute, and/or inform the (working) thesis.	Interpretations/ analysis of sources are severely lacking in thoughtfulness and insight, and do not address how they support, refute, and/or inform the (working) thesis.
<b>Significance</b>	Insightful discussion of the significance of the research paper. Suggestions, if appropriate, for further research in this area are insightful and thoughtful.	Adequate discussion of the significance of the research paper. Suggestions, if appropriate, for further research in this area are adequate.	Limited discussion of the significance of the research paper. Suggestions, if appropriate, for further research in this area are very limited.	Severely limited or absent discussion of the significance of the research paper. Suggestions, if appropriate, for further research in this area are absent.

<b>Documentation of Sources, Quality of Sources</b>	Cites all material obtained from other sources. MLA citation style is accurately used in both text and bibliography. Sources are all scholarly and clearly relate to the research focus.	Cites most material obtained from other sources. MLA citation style is used in both text and bibliography. Sources are primarily scholarly and relate to the research focus.	Cites some material obtained from other sources. Citation style is either inconsistent or incorrect. Sources are not primarily scholarly and relate tangentially to the research focus.	Does not cite sources. Sources are predominantly non-scholarly and do not clearly relate to the research focus.
<b>Spelling &amp; Grammar</b>	No spelling & grammar mistakes	Minimal spelling & grammar mistakes	Noticeable spelling and grammar mistakes	Excessive spelling and/or grammar mistakes
<b>Manuscript Format</b>	Title page has proper MLA formatting Used correct headings & subheadings consistently, if needed.	Title page approximates MLA formatting If needed, used correct headings & subheadings almost consistently.	Title page deviates a bit more from MLA formatting Headings & subheadings, if needed, less consistent	Title page completely deviates from MLA formatting Any headings and subheadings completely deviate from suggested formatting or are absent altogether, though needed.

Assessment Rubric for WVSU English Department PLO #4. Compose texts for specific audiences.

Assessment Area	MASTERY (4 pts)	PROFICIENT (3 pts)	ADEQUATE (2 pts)	LACKING (1 pt)
<b>Thesis/Purpose/Content Cohesion</b>	Clearly and effectively and fully presents the thesis or main <u>idea</u> . Has an engaging and meaningful main idea appropriate to the intended audience that has a clear presence in all parts of the <u>text</u> .	<u>Fully</u> articulates, the thesis or main <u>idea</u> . Has a meaningful main idea appropriate to the intended audience that may be implied but not clearly stated. Main idea has presence throughout most of the <u>text</u> .	Somewhat articulates the thesis or main idea. — may be marginally appropriate to the intended audience, lack originality, and/or may not be clearly stated. Main idea may only have a presence in some parts of the <u>text</u> .	Does not provide needed information to articulate the thesis or main idea. Main idea and purpose are inappropriate to the intended audience, very unclear or missing; has little or no presence throughout <u>text</u> .
<b>Idea development/Support of thesis with details and evidence</b>	Content is fully related with many supporting details appropriate to the intended audience that progress logically and cohesively throughout. Evidence is appropriate to the intended audience.	Content is mostly related with supporting details appropriate to the intended audience that progress logically throughout. Evidence is mostly appropriate to the intended audience.	Content is related with supporting details appropriate to the intended audience throughout but may lack cohesion or be off topic in spots. Evidence included but may be only somewhat appropriate to the intended audience.	Content is not appropriate to the intended audience, relevant, or specific. Evidence included but only slightly appropriate to the intended audience.
<b>Organization/Structure</b>	Logical and fluent structure enhances the overall meaning and intent of the essay, making use of sophisticated transitions appropriate to the intended audience.	Paragraphs follow a clear organization pattern appropriate to the intended audience. Paragraph transitions are used to create good overall flow.	Structure is evident but may be difficult to follow in places due to errors in organization; transitions are evident, yet obvious or forced. Organization may distract from meaning and appropriateness to the intended audience.	Weak or random organization causing confusion for the intended audience. Transitions are poorly chosen, misplaced, or missing.
<b>Mechanics and Style</b>	Essay is flawlessly written with a flair for style appropriate to the intended audience. Excellent word choice appropriate to the audience that clarifies the purpose. Tone is consistent and appropriate to the audience.	Essay is well written with a solid style appropriate to the intended audience. Some strong word choice although the essay may contain some inappropriate choices. Tone is consistent though somewhat appropriate to the audience.	Essay is acceptably written with some style appropriate to the intended audience. Word choice is ordinary and uninteresting, not selected for the audience. May include several inaccurate or clichéd word choices that create a vague or confusing tone in appropriate to the audience.	Essay is poorly written with little style appropriate to the intended audience. Word choice is rarely appropriate to the audience. The essay may exhibit extremely repetitive or clichéd word choices that conflict appealing to the audience; tone is inconsistent or inappropriate to subject audience.

<b>Sentence Fluency/ Punctuation</b>	Appropriate, near flawless punctuation and grammar; sentences flow well; wide variety of structures used to add depth and appeal to the intended audience.	Minor punctuation or grammatical errors present but do not distract from reader understanding and appeal. Variety in sentence structure throughout.	More frequent punctuation and/or grammatical errors distract from understanding. Some attempt at sentence fluency and variety to appeal to the audience is evident.	Significantly erroneous punctuation and/or grammar that severely detract from meaning and audience appeal. Sentences lack variety
<b>Beginnings/Endings</b>	Engaging and creative title and opening that hook the reader/audience and relate convincingly to the main idea of the essay. Closing leaves a lasting impression and connects meaningfully to the opening/the essay as a whole.	Mildly engaging title and opening that introduce topic. Closing somewhat satisfies reader/audience but may be less obviously related to the opening/essay as a whole.	Title, opening hook, and conclusion present but connection to main idea and audience appeal unclear.	Title, hook and/or conclusion are confusing, missing, or unrelated to main theme and audience appeal.

**Assessment Rubric for WVSU English Department PLO #5. Evaluate language variety and development**

<b>Assessment Area</b>	<b>MASTERY (4 pts)</b>	<b>PROFICIENT (3 pts)</b>	<b>ADEQUATE (2 pts)</b>	<b>LACKING (1 pt)</b>
Contextual Background	Targeted performance is evidenced by an analysis that demonstrates candidate’s awareness of impact of a full range of contextual factors on language development, e.g., age, language background, educational background, quality of input, and exposure.	Acceptable performance is evidenced by an analysis that demonstrates candidate’s awareness of the impact of contextual factors on language development.	Performance is evidenced by an analysis that demonstrates candidate’s awareness of the impact of some contextual factors on language development.	Unacceptable performance is evidenced by an analysis that lacks sufficient detail of contextual information related to language development.
Applies general theories about how and why language changes	Targeted performance is evidenced by specific evidence that is highly supportive, significant, accompanied by detailed and incorporates knowledge of causes of language change	Acceptable performance is evidenced by textual evidence is mostly supportive, significant, and incorporates knowledge of causes of language change	Performance is evidenced by textual evidence that is supportive and accompanied by and incorporates knowledge of causes of language change. Evidence may be sparse.	Unacceptable performance is evidenced by a lack of support, and sparsely incorporates knowledge of causes of language change, or it may be missing altogether.
Analyzes Pragmatic and sociolinguistic features of speech.	Targeted performance is evidenced by an analysis that demonstrates the candidate’s ability to analyze several pragmatic or sociolinguistic features of language.	Acceptable performance is evidenced by an analysis in which the candidate identifies and analyzes pragmatic or sociolinguistic features of language	Performance is evidenced by an analysis in which the candidate identifies and analyzes some pragmatic or sociolinguistic features of language	Unacceptable performance is evidenced by an analysis that lacks sufficient detail concerning pragmatic and sociolinguistic features, is partly inaccurate, and fails to discuss relationship of features to communicative competence.

## I. Appendix B: Portfolio Instructions / Rational

### Purpose

As the Program Learning Outcomes (PLOs) indicate, students completing our program will be able to

1. Analyze historical and contemporary literature.
2. Synthesize theory with a variety of texts.
3. Conduct research using appropriate sources and evidence.
4. Compose texts for specific audiences.
5. Evaluate language variety and development.

To strengthen the program and students in the program options of Literature, Professional Writing, Technical Writing, and English Education, we want to document the learning development of our majors. For this documentation, we use a four-stage process to assess progress and achievement through portfolios, interviews, and surveys. Two of the three papers for the portfolio must be nonfiction prose.

### Portfolio Contents

1. Students submit a paper from a 100-level class to the instructor of their English 250 course. They also complete the self-assessment by writing a paragraph describing (1) the purpose of the paper, (2) how the paper was prepared, and (3) their view of the paper's strengths and weaknesses. (Lacking a paper from that first year, submit the earliest one from your college career that you can).
2. Students submit three additional papers from a 200-, 300-, or 400-level class to their advisors. **For each paper**, students will complete a self-assessment by writing a paragraph describing (1) the purpose of the paper, (2) how the paper was prepared, and (3) their view of the paper's strengths and weaknesses. In the portfolio, students must include:
  - One paper that demonstrates the ability to analyze literature
  - One paper that includes a research component

Aside from those two requirements (which could potentially be met in the same paper), students may choose the papers they feel best reflect their course of study in the English Department.

3. Students submit a final reflection paragraph and the exit survey. The final reflection should compare the earliest paper in the portfolio to later work in order for the student to assess the development of his or her skills over time. The paragraph should refer to the specific ways the portfolio demonstrates improvement and enhanced grasp of the Program Learning Objectives (PLOs).

## **Evaluation**

Two faculty members will assess the students' portfolios. Using the appropriate form, these faculty members will evaluate the students' samples by completing the PLO Rubric. Scores from the rubrics and exit surveys will produce outcome data for graduates.

Data about the English Department graduates will be retrieved from the surveys administered by the Office of Student Assessment to all graduating seniors. Data will also be retrieved from alumni surveys. This data will include self-assessments and measures of satisfaction with the program and faculty, as well as post-graduation status (e.g., employment, graduate studies, etc.).

## **Using the Results**

Material created by these assessments will enable students to measure their own progress in meeting departmental PLOs as students assemble and comment on their own work. (Please note that—although the Department requires student assessment—this assessment is not part of any student's grades.) The assessment will also allow the Department to advise students more effectively, individually and collectively, and to determine whether the curriculum enables students to meet those objectives.

## PLO Assessment Rubric: Senior Seminar Portfolio

Student:

Student ID #A00:

Evaluator's Signature:

Date:

Option (circle one): Literature; Professional Writing; Technical Writing; or English Education.

Please rate the student on each of the Program Learning Outcomes (PLOs) by circling the description that most closely matches the student's scholarship and writing in the four submitted papers.

<i>PLO</i>	<i>Mastery(4)</i>	<i>Proficient(3)</i>	<i>Adequate(2)</i>	<i>Emerging(1)</i>	<i>Unacceptable(0)</i>	<i>Not Applicable</i>
<i>Analyze historical and contemporary literature</i>	Exceeds expectations.	Shows control and skill in this trait; many strengths present.	Strengths and need for revision are about equal.	Need for revision outweighs strengths; isolated moments hint at what the writer has in mind.	A bare beginning; writer not showing any control.	
<i>Synthesize theory with a variety of texts</i>	Exceeds expectations.	Shows control and skill in this trait; many strengths present.	Strengths and need for revision are about equal.	Need for revision outweighs strengths; isolated moments hint at what the writer has in mind.	A bare beginning; writer not showing any control.	
<i>Conduct research using print and online sources</i>	Exceeds expectations.	Shows control and skill in this trait; many strengths present.	Strengths and need for revision are about equal.	Need for revision outweighs strengths; isolated moments hint at what the writer has in mind.	A bare beginning; writer not showing any control.	
<i>Compose texts for specific audiences</i>	Exceeds expectations.	Shows control and skill in this trait; many strengths present.	Strengths and need for revision are about equal.	Need for revision outweighs strengths; isolated moments hint at what the writer has in mind.	A bare beginning; writer not showing any control.	
<i>Evaluate language variety and development</i>	Exceeds expectations.	Shows control and skill in this trait; many strengths present.	Strengths and need for revision are about equal.	Need for revision outweighs strengths; isolated moments hint at what the writer has in mind.	A bare beginning; writer not showing any control.	

## II. Appendix D: Senior Survey

This exit survey is very important and helpful to the English Department. It helps guide decisions on a program level about things such as instruction and curriculum. Please answer the questions in a thoughtful and professional manner.

- 1) Part of the reason for the exit survey is to get contact information for you. When the next Program Review is done in five years, it may be useful to be able to contact you and learn about your employment, graduate school attendance, and other issues. What would be the most likely way to contact you five years from now?
  
- 2) What were three of the strongest areas of study and/or important personal experiences during your major studies?
  
- 3) List up to three areas in which your study could have been improved. Please be specific and offer any solutions to the problem areas
  
  
  
  
  
  
  
  
  
  
- 4) For the following English Department Outcomes, please circle the number that you feel corresponds to what you have learned during your experience as an English major. “1” indicates “strongly disagree,” while “4” indicates “strongly agree.”

I have learned to:

Analyze contemporary and historical literature: 1 2 3 4

Synthesize theories with a variety of texts: 1 2 3 4

Conduct research using print and online sources: 1 2 3 4

Compose texts for specific audiences: 1 2 3 4

Evaluate language variety and development: 1 2 3 4