



WEST VIRGINIA STATE UNIVERSITY

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Academic Affairs Assessment of Student Learning

Assessment Plan for Academic Years 2018-2019 and 2019-2020

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: 2018-2019

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		Assessment 2		Assessment 3				
		Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2020	Fall 2021	Spring 2021
		What	When	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

BA in English Curriculum Map by PLOs – Course Alignment Matrix
 (Courses that have mandatory assessment reporting are highlighted)

Literature Option

Program-Level Outcomes	GE Courses			Major Courses										477
	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	
PLO1			✓		✓		✓	✓	✓	✓	✓		✓	✓
PLO 2					✓		✓	✓	✓	✓	✓		✓	✓
PLO 3		✓		✓	✓			✓	✓	✓				✓
PLO 4	✓	✓			✓	✓		✓	✓	✓	✓		✓	✓
PLO 5			✓	✓	✓	✓	✓	✓	✓	✓		✓		✓

Professional Writing Option

Program-Level Outcomes	GE Courses			Major Courses													477
	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	
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			✓	✓	✓	✓	✓	✓	✓	✓	✓						✓

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.

As reported in our 2017-2018 report, we are using the data to create a more modern, streamlined curriculum for our majors. Once this revision is finished, the future assessment process and cycle will be important to see if we are still hitting the same assessment goals.

2. 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.

3. 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 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.