

Department of English and Modern Languages
Program Assessment Plan 2015-17 (assessment cycle: 2015-16 to 2017-18)

Assessment Plan

Program Learning Outcomes (PLOs)	PLO Measures	Review of PLO Data	Outcome Target
Writing: Compose effective written responses to a given rhetorical situation.	Revised artifacts of previous English courses by ENGL 4965 (Senior Capstone Seminar) students; student reflections on the artifacts	PLO data presented annually to the departmental faculty or the assessment committee. Proposed action plans forwarded to whole department faculty for review at the end of the assessment cycle.	Using the AACU's <i>Written Communication VALUE rubric</i> for the standard, artifacts that are assessed at 3 (in "Milestones") or higher in all categories except one will meet the departmental standard for adequately reflecting mastery of the standard. 75% of our students or artifacts will meet this goal.
Research: Formulate research and locate it within a specific interpretive, disciplinary or intellectual context; evaluate and cite appropriate secondary sources; and situate this argument in a critical conversation.	Revised artifacts of previous English courses by ENGL 4965 (Senior Capstone Seminar) students; student reflections on the artifacts	PLO data presented annually to the departmental faculty or the assessment committee. Proposed action plans forwarded to whole department faculty for review at the end of the assessment cycle.	Using the AACU's <i>Inquiry and Analysis VALUE rubric</i> for the standard, artifacts that are assessed at 3 (in "Milestones") or higher in all categories except one will meet the departmental standard for adequately reflecting mastery of the standard. 75% of our students or artifacts will meet this goal.
Critical, Integrative and Creative Thinking: Demonstrate the ability to think critically or creatively, and to integrate material from diverse intellectual backgrounds.	Revised artifacts of previous English courses by ENGL 4965 (Senior Capstone Seminar) students; student reflections on the artifacts	PLO data presented annually to the departmental faculty or the assessment committee. Proposed action plans forwarded to whole department faculty for review at the end of the assessment cycle.	Combining the AACU's <i>Critical Thinking, Integrative Learning, and Creative Thinking VALUE rubrics</i> for the standard, artifacts that are assessed at 3 (in "Milestones") or higher in all categories except one will meet the departmental standard for adequately reflecting mastery of the standard. 75% of our students or artifacts will meet this goal.
Close Reading: Generate an effective close reading of literary or other texts that demonstrates a solid understanding of the formal or rhetorical qualities of texts and successfully employ technical terminology from English Studies.	Revised artifacts of previous English courses by ENGL 4965 (Senior Capstone Seminar) students; student reflections on the artifacts	PLO data presented annually to the departmental faculty or the assessment committee. Proposed action plans forwarded to whole department faculty for review at the end of the assessment cycle.	Using the AACU's <i>Reading VALUE rubric</i> (with possible revision) for the standard, artifacts that are assessed at 3 (in "Milestones") or higher in all categories except one will meet the departmental standard for adequately reflecting mastery of the standard. 75% of our students or artifacts will meet this goal.

<p>Historical Analysis/Contextualization: Employ relevant cultural and historical contexts to analyze and interpret texts.</p>	<ul style="list-style-type: none"> • Major Field Test (MFT) in English Literature taken in World Literature-I and ENGL 4965 Senior Capstone Seminar. • Revised artifacts of previous English courses by ENGL 4965 (Senior Capstone Seminar) students; student reflections on the artifacts 	<p>PLO data presented annually to the departmental faculty or the assessment committee. Proposed action plans forwarded to whole department faculty for review at the end of the assessment cycle.</p>	<p>Having 50% of students in ENGL 4965 Senior Capstone Seminar test at or above the national mean on the ETS will meet this program learning outcome.</p> <p>For the ENGL 4965 artifacts, using the approved departmental rubric for the standard, artifacts that are assessed at 3 (in “Milestones”) or higher in all categories except one will meet the departmental standard for adequately reflecting mastery of the standard. 75% of our students or artifacts will meet this goal.</p>
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Notes: The assessment plan has been revised for the following issues:

- a change in the term “student self-assessment” in the second column to “student reflections” to match the actual document students write
- providing for presenting the PLO data annually to the departmental faculty or to the departmental assessment committee instead of only to the latter, and presentation of action plans at the end of the assessment cycle instead of annually.
- Finally, in the “outcome target” column, the word “artifacts” has been added to the text “75% of our students will meet this goal.” This addition has been done to reflect the method of the assessment. Also, there is a minor revision in the rubric for outcome 5.