

ASSESSMENT PLAN: B.A. English

Date Updated: Spring 2020

PROGRAM LEARNING OUTCOMES (PLOs)

Students graduating with a B.A. in English will be able to:

<i>PLO 1</i>	analyze and interpret literary genres represented by a range of texts
<i>PLO 2</i>	write in clear and cogent prose
<i>PLO 3</i>	demonstrate knowledge of key English language texts, including multicultural works
<i>PLO 4</i>	use critical theory to examine literary texts
<i>PLO 5</i>	conduct research relevant to the discipline of English studies and analyze connections among literary works and social issues

Year 1: 2018-2019

<i>1. Which PLO(s) to assess</i>	PLO 3
<i>2. Is it aligned to an ILO?</i>	No
<i>3. If yes, list ILO.</i>	
<i>4. Course name and number</i>	ENGL 499, Senior Seminar
<i>5. SLO from course</i>	Demonstrate knowledge of key English language texts in option concentrations

6. <i>Assessment activity</i>	Secondary assessment of capstone portfolio and exit exam (explications)
7. <i>Assessment Instrument</i>	Narrative description of strengths and weaknesses observed in written artifacts; number of students achieving 100%-90%, 89-80%, 79-70%, and below 69% on exit exam
8. <i>How data will be reported</i>	Qualitative and quantitative
9. <i>Responsible person(s)</i>	Chair and ENGL 499 professor
10. <i>Time (which semester(s))</i>	Spring semester 2019
11. <i>Ways of closing the loop</i>	Reinstate entry and exit survey; develop department-based rubrics.

Year 2: 2019-2020

1. <i>Which PLO(s) to assess</i>	PLO 1
2. <i>Is it aligned to an ILO?</i>	Yes
3. <i>If yes, list ILO.</i>	Critical thinking
4. <i>Course name and number</i>	ENGL 499
5. <i>SLO from course</i>	Analyze and interpret various kinds of texts
6. <i>Assessment activity</i>	Secondary assessment of capstone portfolio artifacts
7. <i>Assessment Instrument</i>	ILO Critical Thinking Rubric
8. <i>How data will be reported</i>	Qualitative
9. <i>Responsible person(s)</i>	Chair or assessment coordinator and ENGL 499 professor
10. <i>Time (which semester(s))</i>	Spring semester 2020
11. <i>Ways of closing the loop</i>	Discuss assessment findings with department to plan for curricular or other changes needed to support student achievement of the PLO

Year 3: 2020-2021

1. <i>Which PLO(s) to assess</i>	PLO 2
2. <i>Is it aligned to an ILO?</i>	Yes
3. <i>If yes, list ILO.</i>	Written Communication
4. <i>Course name and number</i>	ENGL 499
5. <i>SLO from course</i>	Express understandings and interpretations of texts in clear and cogent prose
6. <i>Assessment activity</i>	Secondary assessment of capstone portfolio artifacts
7. <i>Assessment Instrument</i>	Department or ILO written communication rubric
8. <i>How data will be reported</i>	Qualitative

9. <i>Responsible person(s)</i>	Chair or assessment coordinator and ENGL 499 professor
10. <i>Time (which semester(s))</i>	Spring 2021
11. <i>Ways of closing the loop</i>	Discuss assessment findings with department to plan for curricular or other changes needed to support student achievement of the PLO

Year 4: 2021-2022

1. <i>Which PLO(s) to assess</i>	PLO 3
2. <i>Is it aligned to an ILO?</i>	No
3. <i>If yes, list ILO.</i>	
4. <i>Course name and number</i>	ENGL 499, Senior Seminar
5. <i>SLO from course</i>	Demonstrate knowledge of key English language texts in option concentrations
6. <i>Assessment activity</i>	Secondary assessment of exit exam (explication)
7. <i>Assessment Instrument</i>	Number of students achieving 100%-90%, 89-80%, 79-70%, and below 69% on exit exam
8. <i>How data will be reported</i>	Quantitative
9. <i>Responsible person(s)</i>	Chair or assessment coordinator and ENGL 499 professor
10. <i>Time (which semester(s))</i>	Spring 2022
11. <i>Ways of closing the loop</i>	Discuss assessment findings with department to plan for curricular or other changes needed to support student achievement of the PLO

Year 5: 2022-2023

1. <i>Which PLO(s) to assess</i>	PLO 4
2. <i>Is it aligned to an ILO?</i>	No
3. <i>If yes, list ILO.</i>	
4. <i>Course name and number</i>	ENGL 499, Senior Seminar
5. <i>SLO from course</i>	Discuss at least one theoretical perspective about literature and/or language
6. <i>Assessment activity</i>	Secondary assessment of capstone portfolio artifacts
7. <i>Assessment Instrument</i>	Department rubric
8. <i>How data will be reported</i>	Qualitatively
9. <i>Responsible person(s)</i>	Chair or assessment coordinator and ENGL 499 professor
10. <i>Time (which semester(s))</i>	Spring 2023
11. <i>Ways of closing the loop</i>	Discuss assessment findings with department to plan for curricular or other changes needed to support student achievement of the PLO