



Central Washington University

Degree Program Student Learning Outcome Assessment Plan

Department: English

Program: BA-English Language and Literature

Revised Winter 2016

| Student Learning Outcome (performance, knowledge, attitudes) | Related CWU Strategic Outcome(s) http://www.cwu.edu/strategic-planning/ | Method(s) of Assessment (What is the assessment?)* | Who Assessed (Students from what courses - population)** | When Assessed (term, dates)*** | Standard of Mastery/ Criterion of Achievement (How good does performance have to be?) |
|--|---|--|---|--------------------------------------|--|
| 1. Students will understand and be able to articulate orally and in writing how literature is contextualized historically. | 1.1.1 Students will achieve programmatic learning outcomes. | Senior Survey Meeting with chair Assessment of sample portfolios | Senior Colloquium Sample portfolio papers from Historical Survey Strand | End of Program Winter, Spring | Senior survey indicates that all students have had the opportunity to discuss and write essays focusing on literature in a historical context. 90% of sample papers from Historical Strand will score at least "Meets Expectations" in contextualizing literature historically. |
| 2. Students will demonstrate knowledge of the range of literary perspectives, conventions, and forms. | 1.1.1 Students will achieve programmatic learning outcomes. | Senior Survey Meeting with chair Assessment of sample portfolios | Senior Colloquium Sample portfolio papers from Genre courses | End of Program Winter, Spring | Senior survey indicates that all students have had the opportunity to recognize and analyze a variety of literary genres, perspectives, and conventions. 90% of sample papers from Genre strand will score at least "Meets Expectations" in formal and stylistic analysis. |
| 3. Students will understand and be able to articulate orally and in writing how literature is contextualized culturally. | 1.1.1 Students will achieve programmatic learning outcomes. | Senior Survey Meeting with chair Assessment of sample portfolios | Senior Colloquium Sample portfolio papers from Comparative/Cultural | End of Program Winter, Spring | Senior survey indicates that all students have had the opportunity to discuss and write essays focusing on literature in cultural contexts. 90% of sample papers from Comparative/Cultural Studies Strand will score at least "Meets Expectations" in |

| Student Learning Outcome (performance, knowledge, attitudes) | Related CWU Strategic Outcome(s) http://www.cwu.edu/s-tragic-planning/ | Method(s) of Assessment (What is the assessment?)* | Who Assessed (Students from what courses - population)** | When Assessed (term, dates)*** | Standard of Mastery/ Criterion of Achievement (How good does performance have to be?) |
|---|--|--|---|--------------------------------------|---|
| | | | Studies Strand | | contextualizing literature culturally. |
| 4. Students will demonstrate their writing competence by successfully meeting the rhetorical needs of situations requiring the application of a variety of genres and styles. | 1.1.1 Students will achieve programmatic learning outcomes. | Senior Survey Meeting with chair Assessment of sample portfolios | Senior Colloquium Sample portfolio papers | End of Program Winter, Spring | Senior survey indicates that all students have had the opportunity to compose works in a variety of genres. 90% of sample portfolios will score at least "Meets Expectations" for specific writing competencies including development of ideas, style, and mastery of conventions. |
| 5. Students will demonstrate knowledge of literary critical theories. | 1.1.1 Students will achieve programmatic learning outcomes. | Senior Survey Meeting with chair Assessment of sample portfolios | Senior Colloquium Sample portfolio papers | End of Program Winter, Spring | Senior survey indicates that all students have had the opportunity to compose works in a variety of genres. 90% of sample portfolios will score at least "Meets Expectations" for formulating analytical questions and incorporating theoretical assumptions. |
| 6. Students will demonstrate proficiency in research methodologies | 1.1.1 Students will achieve programmatic learning outcomes. 3.1.2 Sustain the number of courses that include research, scholarship, and creative expression skills as key outcomes. | Senior Survey Meeting with chair Assessment of sample portfolios | Senior Colloquium Sample research papers from portfolios | End of Program Winter, Spring | Senior survey indicates that all students have had the opportunity to demonstrate proficiency in the use of literary research techniques. 90% of sample portfolios will score at least "Meets Expectations" for the use of literary research techniques. |

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|---|---|--|--|--------------------------------|---|
| 7. Students will demonstrate a functional knowledge of grammar and linguistics. | 1.1.1 Students will achieve programmatic learning outcomes. | Editing test Senior Survey Meeting with chair Assessment of sample portfolios | Senior Colloquium Sample portfolio papers from the Language Strand Sample portfolios | End of Program | 80% of graduating students obtain a score of 80% or higher on editing test Senior survey indicates that all students have had the opportunity to recognize and apply linguistic terms and concepts and to use their knowledge of grammar to revise and edit their own writing and the writing of others. 90% of sample papers from the Language Strand will score at least "Meets Expectations" for the use of linguistic terms and concepts. All sample portfolios will score at least "Meets Expectations" for effective editing and mastery of conventions. |

*Method(s) of assessment should include those that are both direct (tests, essays, presentations, projects) and indirect (surveys, interviews) in nature.
 **Data needs to be collected and differentiated by location (Ellensburg campus vs University Centers) and modality (e.g. online, face-to-face, hybrid)
 ***Timing of assessment should ideally be at different transition points of program (i.e., admission, mid-point, end-of-program, post-program)

Assessment Cycle

Analysis and Interpretation: December
 Improvement Actions: Completed by June
 Dissemination: Completed by June

| Year | 15-16 | 16-17 | 17-18 | 18-19 | 19-20 | 20-21 |
|------|-------|-------|-------|-------|-------|-------|
| SLOs | | | | | | |

| | | | | | | |
|----------|----------|----------|----------|----------|----------|----------|
| 1 | | X | | X | | X |
| 2 | X | | X | | X | |
| 3 | | X | | X | | X |
| 4 | X | | X | | X | |
| 5 | | | X | | | X |
| 6 | | X | | | X | |
| 7 | X | X | X | X | X | X |

Assessment Oversight

| Name | Department Affiliation | Email Address | Phone Number |
|--------------|-------------------------------|----------------------|---------------------|
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