

CWU Student Learning Outcome Assessment Plan Preparation Form

Department English

Program B.A. Professional and Creative Writing

Student Learning Outcomes (performance, knowledge, attitudes)	Related Program/ Departmental Goals	Related College Goals	Related University Goals	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?)
<p>1. Students will demonstrate their writing competence by successfully meeting the rhetorical needs of situations requiring the application of a variety of genres and styles.</p>	<p>Our major programs will provide learning opportunities in literary, linguistic, visual, and creative awareness requiring students to engage responsibly with and compose a wide range of texts while developing their repertoire of skills in interpreting, analyzing, writing, and evaluating texts and non-print media.</p>	<p>Ensure that students develop disciplinary specific competencies for success in their field</p>	<p>Enhance student success by continually improving the curricular, co-curricular, and extracurricular programs.</p>	<p>Portfolio review</p>	<p>Students in senior colloquium at end of program</p>	<p>Fall, Winter, Spring</p>	<p>90% of portfolios will score at least "Meets Expectations" for specific writing competencies including development of ideas, style, and mastery of conventions.</p>
<p>2. Students will demonstrate knowledge of a range of literary perspectives, genres, conventions, and forms.</p>	<p>Our major programs will provide learning opportunities in literary, linguistic, visual, and creative awareness requiring students to engage responsibly with and compose a wide range of texts while developing their repertoire of skills in interpreting, analyzing, writing, and evaluating texts and non-print media.</p> <p>We will endorse the concept of diversity as an end in itself by offering programs of study which incorporate a broad range of perspectives and thus prepare students to live and work creatively and compassionately in a global society.</p>	<p>Ensure that students develop disciplinary specific competencies for success in their field</p> <p>Improve students' knowledge of human cultures and diversity for success in a global society</p>	<p>Enhance student success by continually improving the curricular, co-curricular, and extracurricular programs.</p>	<p>Portfolio review</p> <p>Senior Survey</p>	<p>Students in senior colloquium at end of program</p>	<p>Fall, Winter, Spring</p>	<p>90% of portfolios will score at least "Meets Expectations" for mastery of at least three genres.</p> <p>Senior survey indicates that all students have had the opportunity to compose works in a variety of genres and become familiar with a variety of literary perspectives.</p>

3. Students will apply knowledge of writing in a professional setting	Our major programs will provide learning opportunities in literary, linguistic, visual, and creative awareness requiring students to engage responsibly with and compose a wide range of texts while developing their repertoire of skills in interpreting, analyzing, writing, and evaluating texts and non-print media.	Ensure that students develop disciplinary specific competencies for success in their field	Enhance student success by continually improving the curricular, co-curricular, and extracurricular programs.	Course grade Senior Survey	Students in practicums and internships Students in senior colloquium at end of program	Fall, Winter, Spring, Summer	All students will successfully complete an approved practicum or internship with a passing grade
4. Students will use their knowledge of traditional grammar, writing craft, and rhetorical techniques to revise and edit their own writing.	Our major programs will provide learning opportunities in literary, linguistic, visual, and creative awareness requiring students to engage responsibly with and compose a wide range of texts while developing their repertoire of skills in interpreting, analyzing, writing, and evaluating texts and non-print media.	Ensure that students develop disciplinary specific competencies for success in their field Develop students' intellectual and practical skills for lifelong learning	Enhance student success by continually improving the curricular, co-curricular, and extracurricular programs.	Portfolio revisions Editing test	Students in senior colloquium at end of program Administered at beginning and end of program	Fall, Winter, Spring	All papers and texts revised for final portfolio will score at least "meets expectations" for revising and editing. 80% of graduating students obtain a score of 80% or higher on editing test
5. Students will develop a professional disposition for working collaboratively and providing effective feedback to other authors	Our major programs will provide learning opportunities in literary, linguistic, visual, and creative awareness requiring students to engage responsibly with and compose a wide range of texts while developing their repertoire of skills in interpreting, analyzing, writing, and evaluating texts and non-print media.	Ensure that students develop disciplinary specific competencies for success in their field	Enhance student success by continually improving the curricular, co-curricular, and extracurricular programs.	Peer review of portfolios Senior survey	Students in senior colloquium at end of program	Fall, Winter, Spring	All students in Senior Colloquium will score at least "meets expectations" for participating in peer reviews Senior Surveys average a 4 on a 5-point scale for opportunities to work collaboratively and receive and provide feedback.
6. Students will understand and be able to articulate orally and in writing how literature is contextualized	Our major programs will provide learning opportunities in literary, linguistic, visual, and creative awareness requiring students to engage responsibly with and compose a wide range of texts while developing their repertoire of	Ensure that students develop disciplinary specific competencies for success in their field	Enhance student success by continually improving the curricular, co-curricular, and extracurricular	Peer review of portfolios	Students in senior colloquium at end of program	Fall, Winter, Spring	90% of portfolios will include one literary analytical argument that scores at least "meets expectations" for historical or cultural analysis.

historically and culturally.	<p>skills in interpreting, analyzing, writing, and evaluating texts and non-print media.</p> <p>We will endorse the concept of diversity as an end in itself by offering programs of study which incorporate a broad range of perspectives and thus prepare students to live and work creatively and compassionately in a global society.</p>	<p>Improve students' knowledge of human cultures and diversity for success in a global society</p>	programs.	Senior survey			<p>Senior Surveys average a 4 on a 5-point scale for opportunities to study literature in historical and cultural contexts.</p>
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*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 – see NWCCU standard 2.B.2)

***Timing of assessment should be identified at different transition points of program (i.e., admission, mid-point, end-of-program, post-program)