



Central Washington University

Degree Program Student Learning Outcome Assessment Plan

Department: English

Program: BA-Professional and Creative Writing

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 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.	Portfolio review	Students in senior colloquium at end of program	Fall, Winter, Spring	90% of portfolios will score at least "Meets Expectations" for specific writing competencies including development of ideas, style, and mastery of conventions.
2. Students will demonstrate knowledge of a range of literary perspectives, genres, conventions, and forms.	1.1.1 Students will achieve programmatic learning outcomes.	Portfolio review Senior Survey	Students in senior colloquium at end of program	Fall, Winter, Spring	90% of portfolios will score at least "Meets Expectations" for mastery of at least three genres. 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.
3. Students will apply knowledge of writing in a professional setting	1.1.1 Students will achieve programmatic learning outcomes.	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.

Student Learning Outcome (performance, knowledge, attitudes)	Related CWU Strategic Outcome(s) http://www.cwu.edu/srategic-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?)
4. Students will use their knowledge of traditional grammar, writing craft, and rhetorical techniques to revise and edit their own writing.	1.1.1 Students will achieve programmatic learning outcomes.	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	1.1.1 Students will achieve programmatic learning outcomes.	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 historically and culturally.	1.1.1 Students will achieve programmatic learning outcomes.	Peer review of portfolios Senior survey	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. Senior Surveys average a 4 on a 5-point scale for opportunities to study literature in historical and cultural contexts.

*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
1	X	X	X	X	X	X
2			X			
3				X		
4		X		X		X
5		X		X		X
6	X		X		X	

Assessment Oversight

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