

Assessment of Student Learning Plan (ASLP): English Department

2013-14 Report

A. College, Department, Date

College College of Arts, Humanities, and Social Science
Department English
Date May 22, 2014

B. Contact Person for the Assessment Plan

Name and title Ben Bertram (outgoing chair) or Jane Kuenz (incoming chair for 2014-2015 academic year)

C. Degree Program

Name of Degree Program BA in English

D. Assessment of Student Learning

Step 1: Identify Student Learning Outcomes (What are students able to do by the end of your program?)

a. List 3-5 of the most important student learning outcomes for your program.

1. Every major will produce a substantial body of analytical writing that uses evidence and employs formal standard written English to make a focused argument.
2. Every major will read a range of complex cultural texts and exhibit a knowledge of different genres and literary history.
3. Every major will use advanced research tools and knowledge of basic literary terms to compile, evaluate, and document appropriate primary and secondary sources for a substantial capstone project.
4. Every major will critically examine and synthesize multiple, complex, often contradictory arguments and perspectives.

5. Every major will demonstrate knowledge and comprehension of texts and traditions of language and literature written in English as well as their social, cultural, theoretical and historical contexts.

b. *Then, identify which student learning outcomes were assessed this past academic year. (One or more of the outcomes and corresponding assessment plans could come from your department's CORE Course Blueprint(s)).*

Assessment will take place in the 2014-2015 Academic Year

Examples of Student Learning Outcome Statements:

1. Students will be able to demonstrate the varieties of historical scholarship dealing with societies throughout the world.
2. Students will be able to analyze a novel, short story, poem, or a significant piece of prose showing familiarity with the literary contexts of the particular genre being examined.
3. Students will be able to describe Darwin's theories and how the principles of natural selection can lead to speciation.

Step 2: How and When were the Learning Outcomes assessed?

- a. *Briefly describe the assessment tools, measures, or forms of evidence that were utilized to demonstrate students' accomplishment of the learning outcomes selected.*

Our assessment tools, measures, and forms of evidence are currently being developed. They will be put in place during the 2014-2015 AY

Examples of direct measures (graded by using a rubric): comprehensive exams, performance tests, papers or essays, case studies, collection of student work/portfolios, presentations or exhibits, individual or group projects, research studies, internships/practicum, etc.

Examples of indirect measures: surveys or questionnaires, or documentation of focus groups, interviews, perceptions of advising or departmental services, and tracking performance or grade studies.

- b. *Briefly describe when and how you implemented the assessment activity.*

Not Applicable

Example: Outcome 1 was measured during the fall semester -- all majors completed a problem-solving case study during the ___ course. Case studies were graded on a rubric.

Example: Outcome 2 was measured during the spring semester -- all majors in the capstone course completed a research project. Research projects will be reviewed and graded by a group of faculty.

Step 3: Process of Using the Assessment results to Improve Student Learning

- a. *Briefly describe your unit's process of reviewing the assessment results, and how you expect to improve student learning.*

See 2A above

Examples of improvements:

- 1) Improve the assessment plan; such as, revise student learning outcome(s), change the assessment method or measure, change the time-table for assessing the outcome, review the grading rubric, etc.
- 2) Improve an academic process; such as, frequency of courses offered, personnel related changes, a technology related improvement, revise departmental advising, implement a faculty training session.
- 3) Improve curriculum; such as, enforce prerequisites, change sequence of courses, review or revise course content, change where the outcomes are being assessed, revise proficiencies or development new rubrics, etc.