

**Assurance of Student Learning  
2019-2020**

PCAL	English
English Major (662)	
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*Use this page to list learning outcomes, measurements, and summarize results for your program. Detailed information must be completed in the subsequent pages.*

**Student Learning Outcome 1: Use textual evidence to build an interpretation**

<b>Instrument 1</b>	<b>Student Portfolios – Capstone courses</b>
<b>Instrument 2</b>	
<b>Instrument 3</b>	

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.	Met	<b>Not Met</b>
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**Student Learning Outcome 2: Incorporate material from secondary sources to support an original analysis**

<b>Instrument 1</b>	<b>Student Portfolios – Capstone Courses</b>
<b>Instrument 2</b>	
<b>Instrument 3</b>	

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.	Met	<b>Not Met</b>
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**Student Learning Outcome 3: Correctly document secondary sources**

<b>Instrument 1</b>	<b>Student Portfolios – Capstone Courses</b>
<b>Instrument 2</b>	
<b>Instrument 3</b>	

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.	Met	<b>Not Met</b>
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**Program Summary (Briefly summarize the action and follow up items from your detailed responses on subsequent pages.)**

This year we assessed three new SLOs. Though we set a fairly ambitious target and did not meet any of those three SLOs in this assessment cycle, we came very close, and in each instance we stayed above our minimum threshold (no students achieving 2.0 or lower).

## Student Learning Outcome 1

<b>Student Learning Outcome</b>	Use textual evidence to build an interpretation		
<b>Measurement Instrument 1</b>	<p><b>Direct Measure:</b> Student writing samples appropriate for this learning outcome were gathered from all three English Capstone Courses (ENG 416, literature; ENG 414, professional writing, and ENG 413, creative writing.) This learning outcome falls under the department's larger goal in this cycle of assessment to evaluate the ability of students to successfully incorporate evidence into their writing, and each capstone course assigned student writing that addressed this goal.</p>		
<b>Criteria for Student Success</b>	<p>The language in this rubric is freely adapted from the <a href="#">AAC&amp;U Value Rubrics</a> provided for us by the WKU ASL Office. Instead of creating prose for each possible nuance on a 5-point scale we have created a high, middle, and low end target.</p> <p><b>RUBRIC</b>                      5 (highest score) Evidence is taken from source(s) with enough interpretation to develop a comprehensive analysis.                      3 (middle score) Evidence is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis.                      1 (lowest score) Evidence is taken from source(s) without any interpretation.                      N/A = No information is taken from source(s)</p> <p>Success is defined in two ways: as a score of 4 or higher, and as a score &lt;2.</p>		
<b>Program Success Target for this Measurement</b>	70% 4.0 or higher, none at 2.0 or lower	<b>Percent of Program Achieving Target</b>	50% of students achieved a 4.0 or higher; none received a 2.0 or lower
<b>Methods</b>	38 students across the three capstone courses submitted a writing sample appropriate for this learning outcome. Each sample was made anonymous and evaluated independently by three faculty members using the rubric guidelines above.		
<b>Based on your results, highlight whether the program met the goal Student Learning Outcome 1.</b>		<b>Met</b>	<b>Not Met</b>
<b>Actions</b> (Describe the decision-making process and actions for program improvement. The actions should include a timeline.)			
<p>The results for this SLO were disappointing, but we are pleased the rubric was able to give us guidance for where the student writing was coming up short of our expectations. 20% of students scored between 3.5 and 3.99, which indicates that while we fell well short of our goals, improvement is within reach.</p> <p><b>ACTIONS:</b>                      -The program assessment committee will identify samples of student writing that achieved the outcome and samples that did not achieve it to share with faculty and further discuss our expectations for this SLO (Fall 2020)                      -Faculty will be encouraged to incorporate more direct instruction on this SLO in spring classes for English majors (spring 2021)                      -The English department will assess this same learning outcome this year in hopes of identifying improvement. (2020-21 assessment cycle)</p>			
<b>Follow-Up</b> (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)			
<p>Fall 2020: Faculty will discuss classes in addition to Capstones that may provide opportunity to further develop this SLO as an overall goal for the major and will gather additional student artifacts to assess.</p> <p>Fall 2020: Faculty will use artifacts from 2019-2020 to identify the most successful examples of this SLO and to identify common problems</p> <p>2020-21 Assessment Cycle: Reassess this SLO</p>			

**Next Assessment Cycle Plan** (Please describe your assessment plan timetable for this outcome)

This SLO will be assessed in the 2020-21 Cycle.

**Student Learning Outcome 2**

<b>Student Learning Outcome</b>	Incorporate material from secondary sources to support an original analysis		
<b>Measurement Instrument 1</b>	<b>Direct Measure:</b> Student writing samples appropriate for this learning outcome were gathered from all three English Capstone Courses (ENG 416, literature; ENG 414, professional writing, and ENG 413, creative writing.) This learning outcome falls under the department's larger goal in this cycle of assessment to evaluate the ability of students to successfully incorporate evidence into their writing, and each capstone course assigned student writing that addressed this goal.		
<b>Criteria for Student Success</b>	The language in this rubric is freely adapted from the <a href="#">AAC&amp;U Value Rubrics</a> provided for us by the WKU ASL Office. Instead of creating prose for each possible nuance on a 5-point scale we have created a high, middle, and low end target. 5 (highest score) Demonstrates skillful use of high quality, credible, relevant sources to develop ideas in support of an original analysis. 3 (middle score) Demonstrates an attempt to use credible and/or relevant sources, but did not consistently incorporate them well to support an original analysis. 1 (lowest score) Demonstrates an attempt to use sources to support ideas in the writing, but did not incorporate them to support original analysis. N/A Does not attempt to use sources to support ideas in the writing. Success is defined in two ways: as a score of 4 or higher, and as a score <2		
<b>Program Success Target for this Measurement</b>	70% 4.0 or higher, none at 2.0 or lower	<b>Percent of Program Achieving Target</b>	47% of students scored 4.0 or higher, 0 scored 2.0 or lower.
<b>Methods</b>	38 students across the three capstone courses submitted a writing sample appropriate for this learning outcome. Each sample was made anonymous and evaluated independently by three faculty members using the rubric guidelines above.		

<b>Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.</b>	<b>Met</b>	<b>Not Met</b>
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**Actions** (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)

We are going to follow the same plan of action as for SLO #1, making sure to clarify that SLO#1 focuses on primary textual evidence while this one focuses on secondary sources. Once again a good percentage of students came reasonably close to our goal (33% scored between 3.5 and 3.99), suggesting that we need to address the SLO with care but without calling for a major overhaul of the program.

**ACTIONS:**

- The program assessment committee will identify samples of student writing that achieved the outcome and samples that did not achieve it to share with faculty and further discuss our expectations for this SLO (Fall 2020)
- Faculty will be encouraged to incorporate more direct instruction on this SLO in spring classes for English majors (spring 2021)
- The English department will assess this same learning outcome this year in hopes of identifying improvement. (2020-21 assessment cycle)

**Follow-Up** (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)

Fall 2020: Faculty will discuss classes in addition to Capstones that may provide opportunity to further develop this SLO as an overall goal for the major and will gather additional student artifacts to assess.  
Fall 2020: Faculty will use artifacts from 2019-2020 to identify the most successful examples of this SLO and to identify common problems  
2020-21 Assessment Cycle: Reassess this SLO

<b>Next Assessment Cycle Plan</b> (Please describe your assessment plan timetable for this outcome)
This SLO will be assessed in the 2020-21 assessment cycle.

<b>Student Learning Outcome 3</b>			
<b>Student Learning Outcome</b>	Correctly document secondary sources		
<b>Measurement Instrument 1</b>	<b>Direct Measure:</b> Student writing samples appropriate for this learning outcome were gathered from all three English Capstone Courses (ENG 416, literature; ENG 414, professional writing, and ENG 413, creative writing.) This learning outcome falls under the department's larger goal in this cycle of assessment to evaluate the ability of students to successfully incorporate evidence into their writing, and each capstone course assigned student writing that addressed this goal.		
<b>Criteria for Student Success</b>	5 (highest score): Internal and External Citations are correct throughout following the appropriate documentation style (e.g. MLA) for the assignment. 3 (middle score): Internal and/or External Citations are generally correct, but have a few major errors OR persistent small errors 1 (lowest score): Internal and/or External Citations are attempted, but done incorrectly throughout. N/A: No citations Success is defined in two ways: as a score of 4 or higher, and as a score <2		
<b>Program Success Target for this Measurement</b>	70% of students will score 4.0 or higher, none will score 2.0 or lower.	<b>Percent of Program Achieving Target</b>	60% scored 4.0 or higher, none scored 2.0 or lower.
<b>Methods</b>	38 students across the three capstone courses submitted a writing sample appropriate for this learning outcome. Each sample was made anonymous and evaluated independently by three faculty members using the rubric guidelines above.		
<b>Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.</b>			<b>Met</b>
<b>Not Met</b>			
<b>Actions</b> (Describe the decision-making process and actions for program improvement. The actions should include a timeline.)			
While this SLO had the best success of the three, with 60% of the students meeting our goal and only four total falling below 3.0, it still did not meet our target. Because this SLO (citation) is obviously connected to the other two SLOs, we will continue to assess it as well. <b>ACTIONS:</b> Faculty have professional guidelines at hand to evaluate citation, so the more important thing will be to identify courses and assignments in which citation is expected and pedagogical approaches to making sure students understand the expectations. This will be discussed following the same timeline as the other two SLOs.			
<b>Follow-Up</b> (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)			
Fall 2020 – Discuss as a faculty the frequency and role of assigning student writing that requires citation. Spring 2021 – Gather artifacts for the assessment cycle that require external citation. 2020-21 Assessment cycle: Reassess this SLO.			
<b>Next Assessment Cycle Plan</b> (Please describe your assessment plan timetable for this outcome)			
This SLO will be assessed in the 2020-21 cycle.			