

Department of English: Master Assessment Plan

Assessment Coordinator: B. Goebel (2011-2012)

Department Mission:

The mission of the English Department is to offer a rigorous and engaging learning experience in the study of English; to facilitate reflective reading informed by a variety of cultural contexts, genre conventions, scholarly inquiry, critical analysis, and creative thinking; to produce innovative scholarly and creative work in a variety of genres that advances our understanding of language, literature, writing and media; to support a collaborative and student-centered learning community that welcomes diverse backgrounds and perspectives, fosters social responsibility, and celebrates life-long learning; and *to provide service to the university, state, and global community.*

Departmental Student Learning Outcomes:

All English graduates should be able to:

1. *Write effectively in a variety of genres using appropriate conventions.*
2. *Read accurately and critically in a variety of genres and media in relation to a variety of discourses, cultures and historical periods..*
3. *Understand similarities and differences of language systems and social discourses, the subfields of linguistics, and some tools and techniques in linguistic and rhetorical analysis.*

Literature Emphasis Major Graduates should be able to:

4. *Understand and apply a range of critical and cultural theories.*

GUR Learning Outcomes:

1. Analyze and communicate ideas effectively in oral, written, and visual forms
2. Analyze and interpret information from varied sources, including print and visual media

Student Learning Objectives Assessed

SLO	Measures	Use of Information
1	Student writing is assessed using genre-based criteria for such work as a critical essay, short story, poem, script, creative nonfiction essay, multimodal/multimedia text, professional document	Student writing performance for a particular course is assessed and recommendations grounded in that assessment are brought by a faculty cohort to the department. The department considers the assessment and recommendations, and then votes on an improvement plan.
2	Critical reading skills are assessed using a variety of tools, including quizzes, essay exams, written summaries, rhetorical discourse analyses, critical essays, critical reviews, emulations, and others.	Student critical reading performance for a particular course is assessed, and recommendations grounded in that assessment are brought by a faculty cohort to the department. The department considers the assessment and recommendations, and then votes on an improvement plan.
3	Student understanding of language systems and social discourses, the subfields of linguistics, and some tools and techniques in linguistic and rhetorical analysis are assessed primarily through review, practice and explore exercises, and exams.	Student understanding of critical language systems and social discourses, the subfields of linguistics, and some tools and techniques in linguistic and rhetorical analysis is assessed, and recommendations grounded in that assessment are brought by a faculty cohort to the department. The department considers the assessment and recommendations, and then votes on an improvement plan.
4	Student understanding and application of a range of critical and cultural theories is assessed through quizzes, exams, writing exercises, and critical essays.	Student performance in the understanding and application of critical and cultural theories in the context of a particular course is assessed, and recommendations grounded in that assessment are brought by a faculty cohort to the department. The department considers the assessment and recommendations, and then votes on an improvement plan.
GUR #1	Analyze and communicate ideas effectively in oral, written, and visual forms	
GUR #2	Analyze and interpret information from varied sources, including print and visual media	