

## **GCU Program Assessment Plan (Updated 2016)**

### **Program: English**

#### **Learning Outcomes:**

Upon successful completion of the program of studies for the (39 credits in the English Major), the student will earn a Bachelor of Arts degree and will have given evidence of the following program outcomes:

**LO1: [Aligned with Goals 1 & 4-- “Competency in critical and/or creative written work”]** → *Students will regularly submit critical literary analysis and/or creative essays in required English Program courses. These assignments will be assessed with the program’s rubrics and the student will upload final edits of selected signature assignments in their English Program Portfolio. All research based-work will be evaluated for adherence to MLA standards.*

**LO2: [Aligned with Goal 2-- “Effective Oral Communication Skills on select topics related to British, American, multi-ethnic, and world literature”]** → *Students will give oral presentations based on course readings, assigned research, and critical analysis protocols in required English Program courses. These presentations will be assessed with the program’s oral presentation rubric with directed feedback for improvement in prepared and extemporaneous oral presentation skills.*

**LO3: [Aligned with Goals 3 and 5—“ Demonstrate perceptive thinking through formalist analysis and other critical reading strategies in and awareness of historical context in literature presentations or papers”]** → *Students will develop perceptive thinking, critical reading strategies, and/or awareness of historical context through research and reading assignments in required English Program courses. These skills will be assessed through directed discussions both in class and online, written reflection, and rubric feedback on related assignments.*

<b>Program: English</b>	<b>LO 1 : Critical Literary Analysis</b>	<b>LO 2 : Effective Oral Communication</b>	<b>LO 3 : Perceptive Thinking</b>
<i>Related ISLG (Undergraduate)</i>	#1 Communicate effectively in written English; #2 Apply critical thinking, problem-solving and research skill	#1 Communicate effectively in spoken English; #9 Demonstrate leadership skills	#8 Demonstrate analytical skills to appreciate the aesthetic; #10 Demonstrate awareness of diversity issues
<b>Mapping of Program's courses to Program Learning Outcomes</b>			
Where do students learn this? In what course(s) and/or co-curricular experience(s)?	EN300; EN301; EN302; EN314; EN318; EN319; EN325; EN 326; EN310; EN321; EN322; EN323; EN324; EN327; EN370; EN375; EN376; EN418; EN429; EN430.  Electives: EN213;EN221;EN226; EN230; EN260; EN264; EN265; EN405;	EN265, EN300, EN429, EN430	EN300; EN301; EN302; EN314; EN318; EN319; EN325; EN 326; EN310; EN321; EN322; EN323; EN324; EN327; EN370; EN375; EN376; EN418; EN429; EN430.  Electives: EN213;EN221;EN226; EN230; EN260; EN264; EN265; EN405;
<b>How and when will you assess all students in the program?</b>			
Formative Assessment will occur in ...	EN300; EN core courses	EN300; EN core courses	EN300; EN301/EN302, EN326; EN375; EN370
Summative Assessment will occur in...	EN430	EN429	EN430
<b>Assessment Protocol</b>			
<b><i>Formative Assessment</i></b>			
Direct Evidence	Development of English portfolio with signature assignment, e.g. final research paper, as evaluated by common rubric	Signature assignment that is an oral presentation, evaluated by a rubric for this LO	Signature assignment, e.g. final research paper, as evaluated by common rubric
Indirect Evidence	SIRS data for sections D, F, G, H, I from EN300 and specified EN300 level courses	SIRS data for sections D, F, G, H, I from EN300 and specified EN300 level courses	SIRS data for sections D, F, G, H, I from EN300 and specified EN300 level courses
<b><i>Summative Assessment</i></b>			

<b>Program: English</b>	<b>LO 1 : Critical Literary Analysis</b>	<b>LO 2 : Effective Oral Communication</b>	<b>LO 3 : Perceptive Thinking</b>
Direct Evidence	Final Senior Portfolio scoring rubric criteria 1 and 4	Signature assignment, e.g., Seminar Leadership, as evaluated by a rubric	Signature assignment, e.g. Final Research Paper as evaluated by a rubric
Indirect Evidence	SIRS data for sections D, F, G, H, I from EN429/430	SIRS data for sections D, F, G, H, I from EN429/430	SIRS data for sections D, F, G, H, I from EN429/430
<b>Expected Results</b>			
<i>Formative Assessment</i>			
Direct Evidence	Signature Assignment (final research paper for EN300) e.g. Using the current Sr. Portfolio Scoring rubric, at least 80% of students will achieve a min or above “2” the “developing” level for the criteria related to the outcome.  *normative data obtained from 1 <sup>st</sup> yr.	Signature assignment (oral presentation in EN300) with a common rubric  *normative data obtained from 1 <sup>st</sup> yr.	Signature Assignment (final research paper for EN300 or other designated 300 level course) e.g. Using the current Sr. Portfolio Scoring rubric, at least 80% of students will achieve a min or above “2” the “developing” level for the criteria related to the outcome. *normative data obtained from 1 <sup>st</sup> yr.
Indirect Evidence	SIRS II  e.g. At least 90% of students completed the SIRS II survey in assigned classes with survey, with an overall satisfaction level of 3 (“moderately effective”) out of 5 *normative data obtained from 1 <sup>st</sup> yr.	SIRS II  e.g. At least 90% of students completed the SIRS II survey in assigned classes with survey, with an overall satisfaction level of 3 (“moderately effective”) out of 5	SIRS II  e.g. At least 90% of students completed the SIRS II survey in assigned classes with survey, with an overall satisfaction level of 3 (“moderately effective”) out of 5
<i>Summative Assessment</i>			

<b>Program: English</b>	<b>LO 1 : Critical Literary Analysis</b>	<b>LO 2 : Effective Oral Communication</b>	<b>LO 3 : Perceptive Thinking</b>
Direct Evidence	Senior Portfolio: e.g. Using the current Sr. Portfolio Scoring rubric, at least 80% of students will achieve a min or “moderately effective/accomplished” (3 out of 5) for criteria 1 & 4 of the rubric which relate to the outcome. **normative data obtained from 1 <sup>st</sup> yr.	Signature Assignment of the Seminar Leadership, 80% of students will achieve a minimum of “accomplished” level on the criteria of the rubric related to the outcome.	Signature Assignment of the Final Seminar Research Paper, students will achieve a minimum of “accomplished” level on this criteria in the rubric related to the outcome.
Indirect Evidence	SIRS e.g. At least 90% of students completed the SIRS II survey in assigned classes with survey, with an overall satisfaction level of 3 (“moderately effective) out of 5	SIRS e.g. At least 90% of students completed the SIRS II survey in assigned classes with survey, with an overall satisfaction level of 3 (“moderately effective) out of 5	SIRS e.g. At least 90% of students completed the SIRS II survey in assigned classes with survey, with an overall satisfaction level of 3 (“moderately effective) out of 5
<b>Time Frame for Assessing the Outcome</b>			
	Year 1. Data collected as available.	Year 2. Data collected as available.	Year 3. Data collected as available.

**GCU Program Assessment Report Form**

<b><i>GCU Program Assessment Annual Report</i></b>
<b><i>Program:</i></b>
<b><i>Division:</i></b>
<b><i>Date:</i></b>
<b><i>Program Assessment Liaison:</i></b>
Based on the above plan and the designated outcome(s) assessed for the academic year, the major program submits a Program Assessment Report annually that contains the program assessment plan, assessment data and analysis, and action steps to be taken by the program based on these results. See below for the outline of this report.
Learning Outcome(s) Assessed:
Description of the Assessment Protocol.
Assessment Data and Findings.
Analysis of Data:
Are these results satisfactory? Why or Why not?
Action Plan based on Assessment Results:
Time Frame for Action Plan:

**Assessment Data:** Please include the data that you used to complete the above report. Attach rubrics, tallies, and method of validation.