



West Liberty University Program Review

Section II: Assessment of Student Learning

Degree: English, B.A., B.S.

Submitted by: Jeremy Larance

1. Student Learning Outcomes: Provide at least three Student Learning Outcomes for the program that are specifically stated (the student will . . .) and that are easily measurable.

Upon completion of their studies, students majoring in English will be able to...

- Contextualize a variety of texts using a suitable interpretive method
- Compose a rhetorically appropriate written text
- Synthesize information into an original argument

2. General Studies Integration: Describe how/where the University General Studies student learning outcomes and essential skills are integrated and assessed in the program.

Students majoring in English at West Liberty University are given ample opportunities to earn a degree with the knowledge and the skills needed to become successful college graduates, critical thinkers, and lifelong learners. These outcomes are very much in line with the mission of the University’s General Studies Program and the basic principles of a liberal arts education.

English Outcomes Corresponding General Studies Outcomes

Contextualize a variety of texts using a suitable interpretive method..... Cultural Awareness

Compose a rhetorically appropriate written text..... Communication

Synthesize information into an original argument..... Problem Solving

3. Assessment Method (measures/instruments): Describe assessment methods used and include examples of both direct and indirect measures.

Direct Measures: During the 2014-15 school year, all English majors taking ENG 200 (Introduction to Literary Study) were required to purchase a subscription to LiveText, the cost of which was supplemented by the department. This assessment system will eventually help our department perform direct assessments in a variety of classes, especially those in the English Core: ENG 200, ENG 204, ENG 205, ENG 214, ENG 215, ENG 385, and ENG 495. ENG 200 and ENG 495 will be particularly useful when it comes to direct assessments because they take place before and after students have completed the majority of their coursework in the major.



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Using rubric elements in the LiveText system, the department should be able to easily assess all three of our student learning outcomes. Moreover, since our SLOs easily overlap the outcomes in the general studies program, we should also be able to use that information as well.

Also, now that that ENG 495 is a three-hour course (as opposed to one), we now have more opportunities to assess our majors in a variety of ways (both direct and indirect) before they graduate. Again, using LiveText, we will now have a more standardized method of collecting portfolios, which students will be required to create as part of the class, and portions of the course will now be devoted to helping students prepare for post-graduation (i.e. resumes and workshops). This system will also make it easier to collect data using indirect measures with surveys embedded in the senior seminar itself.

4. Location of measures:

Again, using LiveText, English majors will be assessed in all of the courses in the English Core: ENG 200, ENG 204, ENG 205, ENG 214, ENG 215, ENG 385, and ENG 495. The department will need to agree upon a common set of elements to assess, but these elements may come directly from the lists of elements currently being developed by the General Studies Assessment Committee. That way, the department can use information collected in general studies as well, including ENG 101 and ENG 102. Also, every literature class is technically already a part of general studies and will, eventually, have to assess students using those elements. The department will then need to choose one of two methods of assessment. The first option will be to have instructors assess the work in their classes on their own. The second would be to simply upload the assignments into LiveText, hopefully as part of an ongoing portfolio, and the department can then assess the work together during an “Assessment Day” after being normed as a group.

As described above, the bulk of assessment information will be located LiveText. As information from LiveText begins to grow, however, the department will need to designate space where the information can be stored offline or, at the very least, in an alternate cloud location. This will ensure that the information will not be lost should the department decide to use a different service in the future. Regardless, because LiveText only works with students who have purchased a subscription, other forms of assessment (such as alumni surveys and focus groups)



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will need to use a different system to collect information and measure assessment beyond our undergraduate population. Right now, the assessment coordinator is working (rather diligently) on a collection system using Google Forms which, once completed, will be an easy and efficient method of collecting information from graduates and, possibly, employers.

Information from these forms will be stored in spreadsheets in Google Drive.

5. Timeline for assessment implementation:

Starting next fall, all WLU students will be required to purchase a five-year subscription to LiveText in their first general studies class, so students will eventually already have this subscription before they enroll in ENG 200. Unfortunately, rolling out LiveText in this way means that we have a gap in our department when it comes to students with access to LiveText. However, starting in the next rotation, ENG 495 students will be required to purchase a One-year subscription to LiveText if they do not already have a subscription. This will give us an opportunity to start assessing portfolios and to administer indirect assessments.

6. Describe the program assessment plan and include current actions, short- and long-term plans.

In preparation for implementing valid assessment measures, the department made many curriculum changes during the 20142015 school year. First and foremost, the creation of the “English Core” gives us a common set of classes where we can perform assessments.

7. Previous Reviews:

Address previous BOG Program Review Recommendations and provide an update on how assessment strengths were continued or improved upon and how any weaknesses or deficiencies were addressed and current status.

While we DO feel that the large number of curriculum changes that took place this year were a giant stride towards an adequate assessment program, we are fully aware of the fact that we still have not collected any hard data. However, with the implementation of LiveText, there is now absolutely no reason why this cannot and will not be rectified in the next year.