West Virginia State University Board of Governors
Academic Policies Committee
Erickson Alumni Center, Weisberg Lounge
April 6, 2018
9:45 a.m. – 10:15 a.m.
Agenda

1.   Call to Order and Roll Call – Committee Chair Mark W. Kelley, presiding

2.   Verification of Appropriate Notice of Public Meeting   Action   2

3.   Review and Approval of Agenda   Action   1

4.   Review and Approval of Minutes of Previous Meeting   Action   3

5.   University Recommendations and Reports

    5.1   Alternative Program Review Process   Action   5

    5.2   Follow-up Report – English, B.A.   Action   7

6.   Next Meeting Date – *May 11, 2018*

7.   Adjournment

West Virginia State University
Academic Policies Committee

Date/Time: 4/6/2018 -- 9:45 AM

Location:

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Erickson Alumni Center
Weisberg Lounge
West Virginia State University
Institute, WV 25112
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Purpose: To conduct the regular meeting of the Committee in preparation for the April 6 Board of Governors meeting

Notes:

This is a compliant meeting.

Meeting was approved : 3/27/2018 4:25:09 PM

West Virginia State University Board of Governors
Academic Policies Committee
Erickson Alumni Center, Weisberg Lounge
Minutes
January 25, 2018

1. **Call to Order and Roll Call**
   Mr. Kelley called the meeting of the West Virginia State University Board of Governors Academic Policies Committee to order at 10:31 a.m.

   Present: Mr. Buchanan, Mr. W. Kelley, Mr. Konstanty, Mr. Roberts, and Dr. Vaughan. Several members of the administration, faculty, and staff were also present.

2. **Verification of Appropriate Notice of Public Meeting**
   Mr. Kelley announced the Verification of Appropriate Notice of Public Meeting.

3. **Review and Approval of Agenda**
   It was noted that the Business Administration program is a B.S., not a B.A. as listed on the agenda. With no other corrections noted, Mr. Konstanty made the motion to approve the agenda, and it was seconded by Dr. Vaughan. The motion passed.

4. **Review and Approval of Minutes of Previous Meeting**
   Mr. Kelley asked for approval of the minutes from the December 8, 2017 meeting. Mr. Konstanty made the motion, and it was seconded by Mr. Roberts. The motion passed.

5. **University Recommendation and Reports**
   Dr. Jayasuriya asked to provide an update on an item that was not listed on the agenda, and Mr. Kelley said that would be appropriate for discussion. Dr. Jayasuriya stated that the last time he talked about the program review process Mr. Konstanty inquired about a Board policy on program reviews. Dr. Jayasuriya said he could not identify any such policy and believed that the University is following a Higher Education Policy Commission (HEPC) policy. Dr. Jayasuriya said he is planning to bring the same proposal at the next meeting and asked if that was appropriate. Mr. Konstanty stated that it was supposed to be on today's agenda.

   5.1 Other Business – Academic Program Review Reports

   5.1.1 Business Administration, BS
   Dr. Jayasuriya said this program successfully went through a rigorous accreditation process. The program review committee requested a follow-up report. However, he said having to prepare follow-up reports makes a lot of work for the department, because they have to do certain things in a certain order for the accreditor and then turn around to change everything to fit the program review request. This is an example of why he felt following the HEPC policy is a good idea. Dr. Jayasuriya suggested that if a program is accredited they should only have to do the short form of program review. This is how other schools conduct reviews and only one school in WV according to our knowledge is not. Dr. Jayasuriya said for this program, the program review committee recommended continuation of the program at the same level, but with a follow up report in December 2019 about assessment. Interim Dean Williams and Professor Carroll, chair of the Business Department, have both worked very diligently to get the ACBSP accreditation. The first time there were two notes when they go through this accreditation in 2015 and those notes were since removed. ACBSP is hard

accreditation to get and we are in the top six in the country without any notes. Mr. Kelley asked if the program is financially self-sustainable. Dr. Jayasuriya affirmed that it is and noted it is one of the largest programs on campus, which includes two online programs. There are 181 online students in all programs this semester. Mr. Konstanty stated he would abstain from the vote because he is an adjunct professor with this department. Mr. Kelley asked for motion. Dr. Vaughan motioned to approve the recommendation that the program continue at the current level of activity without the requirement of a follow-up report on assessment. Mr. Roberts seconded the motion, and the motion passed.

5.1.2 Economics, BA

Dr. Jayasuriya said that Bachelor of Arts in Economics program has the same accreditation as Business Administration. He has done a return on investment and the program is generating revenue. There are students who are double majoring in Economics and Business. They are only count in one category. That is unfair to the Economics program. The revenue goes into general accounts, depending on what the student is taking. Dr. Vaughan asked what we could do to help elevate and grow this program. Interim Dean Williams said they actively promote the program and the double major. Dr. Vaughan asked if Admissions could help in promoting and recruiting the program outside of the University. Mr. Roberts inquired about internships. Interim Dean Williams said they create opportunities for internship for students in the area. Dr. Jayasuriya said President Jenkins is planning to restructure the internship program to make that an efficient and seamless process for our students. Mr. Kelley asked for motion. Mr. Roberts motioned to approve the recommendation that the program continue at the current level. Mr. Buchanan seconded the motion, and the motion passed.

6. **Next Meeting Date**
   April 6, 2018

7. **Adjournment**
   With there being no further business, a motion was made by Mr. Roberts, and seconded by Mr. Buchanan to adjourn the meeting. The motion passed. The meeting adjourned at 11:01 a.m.

Respectfully submitted,

Brittany Fletcher
Academic Program Associate
College of Arts and Humanities

Proposal for Alternative Program Review Process

Date: **December, 2017**

Proposal:

The office of Academic Affairs is requesting permission to adopt Section 5.3 of Title 133 Procedural Rule of the WV Higher Education Policy Commission, *Series 10: Policy Regarding Program Review*, which allows for an alternative program review process for nationally accredited programs. The policy reads as follows:

5.3   Program Review by the Institutional Board of Governors - The purpose of the appropriate Board review, conducted on a regular five-year cycle, will be to conduct an in-depth evaluation of the viability, adequacy, and necessity for each academic program, consistent with the mission of the institution. Comprehensive institutional self-studies conducted in compliance with accreditation or institutional processes and completed within the previous 60 months may be used to provide the base line data for the review, with any necessary updating of factual information or interim reports to the accrediting body.

Programs that are accredited by specialized accrediting or approving agencies (for disciplines for which such agencies exist) recognized by the Federal Government and/or the Council on Higher Education Accreditation shall be considered to have met the minimum requirements of the review process with respect to adequacy. For programs so accredited or approved, institutions shall submit: the comprehensive institutional self-study conducted in compliance with the accreditation or approval process, a copy of the letter containing the conferral of accreditation or approval and a documented statement from the chief academic officer regarding program consistency with mission, viability and necessity. In preparing the institutional self-study, each institution will utilize a collaborative process which includes faculty, students and administrators.

PROPOSAL:

The office of Academic Affairs proposes that we be granted permission to follow the alternative program review process as specified by the West Virginia HEPC. Components of the review documents would include the following:

1. Cover page
   a. Program Name
   b. College
   c. Date of most recent reaffirmation
   d. Date(s) of interim reviews/follow up actions (if any)
   e. Summary of recommendation(s) of the accreditation team

2. Brief narrative
    a. Mission statement, including consistency with University's mission
    b. Viability statement
    c. Program necessity
3. Accreditation documents
    a. Copy of the letter containing the conferral of accreditation by the accreditor
    b. Copy of Self-Study conducted in compliance with the accreditation process
4. Other documents
    a. Most recent Program Assessment Report
    b. Statement from the Dean of the college

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Program Review Follow Up Report

I.   **Name and degree level of program:** Bachelor of Arts: English

II.   **Summary of significant findings, including findings of external reviewer(s).**

Institutional findings: The Program Review Committee recommended that the program be continued at the current level with a follow-up report on assessment due December 1, 2017.

Program strengths include a growing number of majors, a strong, diverse curriculum, and a highly qualified faculty that publishes regularly and promotes student engagement. In addition, many of the graduates of the program are currently in graduate school or are employed in fields which make use of the knowledge and skills that they gained at WVSU.

The one identified weakness was with assessment. The program needs to continue to work on its assessment program in order to generate useful data for analysis and program improvement.

BOG findings: The Board of Governors approved the recommendation of the Program Review Committee, accepting that the program continue at the current level with specific action identified in the Program Review Committee report.

III.   **Identification of weaknesses/deficiencies from the program previous review and the status of improvements implemented or accomplished (include dates of completion):**

Previous Reviews and Corrective Actions

During the last Program Review, the reviewers cited only one deficiency, a lack of consistent assessment data collection and analysis. The following narrative is a listing of the corrective actions that have taken place since the last Bachelors of Art in English Program Review.

Since the previous program review findings found effective assessment lacking, the department has made assessment a priority goal. In this refined process, faculty collect data for each of the program's five Program Learning Objectives (PLO's). For the last two assessment cycles, the English department has collected, analyzed, and acted upon the data. The last departmental assessment discussion was in July 2017 at the departmental retreat. Assessment reports by the English department were filed after

completing assessment cycles in 2014-15 and 2015-16. Data assessment for 2016-2017 has been collected and will be analyzed by the Department Assessment Committee who meet at the end of the current semester. The committee will present their finding to the department at the first department meeting in the Spring 2018 semester.

IV. **Summary of assessment model and how results are used for continuous program improvement:**

Student Outcome Assessment Process

Assessment for the Bachelor of Arts in English program is conducted through the use of a detailed assessment map and established rubrics. The assessment process happens during cycles that reflect the academic calendar. For example, Fall 16 / Spring 17 comprise the 2016-1017 cycle. According to the scheduled cycle, PLOs are assessed in multiple program courses each semester making sure to include both lower-level and upper-level courses. This cycle provides a sampling of writing assignments, research projects, presentations, and exams related to the PLOs. These points are utilized as key assessment points at varying levels throughout a student's course of study and provide a cross-sectional analysis of the program objectives.

These assessment points work in connection with a student assessment portfolio that is constructed throughout his/her academic career and finalized during the capstone major course English 477 (Senior Seminar). During this longitudinal analysis, two faculty members assess the student portfolios by completing the Portfolio PLO Rubric. Scores from the rubrics and exit surveys produce outcome data for graduates.

The students also provide information in a self-reflective Senior Survey. This survey includes self-assessments and measures of satisfaction with the program and faculty, as well as any known post-graduation status.

Routine assessment is performed on all five PLOs:

Before graduating, English majors will be able to:
1. analyze historical and contemporary literature
2. synthesize theory with a variety of texts
3. conduct research using print and online sources
4. compose texts for specific audiences
5. evaluate language variety and development

Individual faculty members are responsible for collecting data using departmentally designed rubrics. The rubrics have been selected to best measure overall proficiency based on program learning outcomes and, when necessary, revised according to assessment analysis. (All PLO rubrics are contained in Section VII: Appendix A of this report).

Once the rubrics are applied, the raw data is given to the department assessment coordinator (Dr. Barbara Ladner) who compiles it to be reviewed by a four-member assessment committee. The raw and compiled data is stored in the department office and the department Chair's office. After the assessment committee meeting, recommendations are reported to the department at the next scheduled department meeting. The English Department reviews the committee recommendation sand votes on actions that will improve performance. After the department has decided a course of action, the department assessment coordinator writes the annual report, provides a copy to the department chair, and presents the report to Academic Affairs via a meeting of assessment coordinators.

Each semester, depending on the PLO map and assessment schedule, faculty submit

- The actual assessment tool used for assessing PLO 's
- Data from assessment
- Any recommendations / suggestions for improving the tool or overall teaching

Assessment Methods

In addition to the maps included in this report, the PLO maps are on file with the University Assessment office, English Department Assessment Coordinator, the English Department Chair, and secretary's office.

Assessment is measured using PLO mapping and a system of direct assessments utilizing rubrics in courses that are scheduled on a cycle. Instructors whose classes are being assessed are notified and provided with rubrics from the department assessment coordinator. This system is visualized in the figure below:


Flow Chart for English Department Assessment Cycle
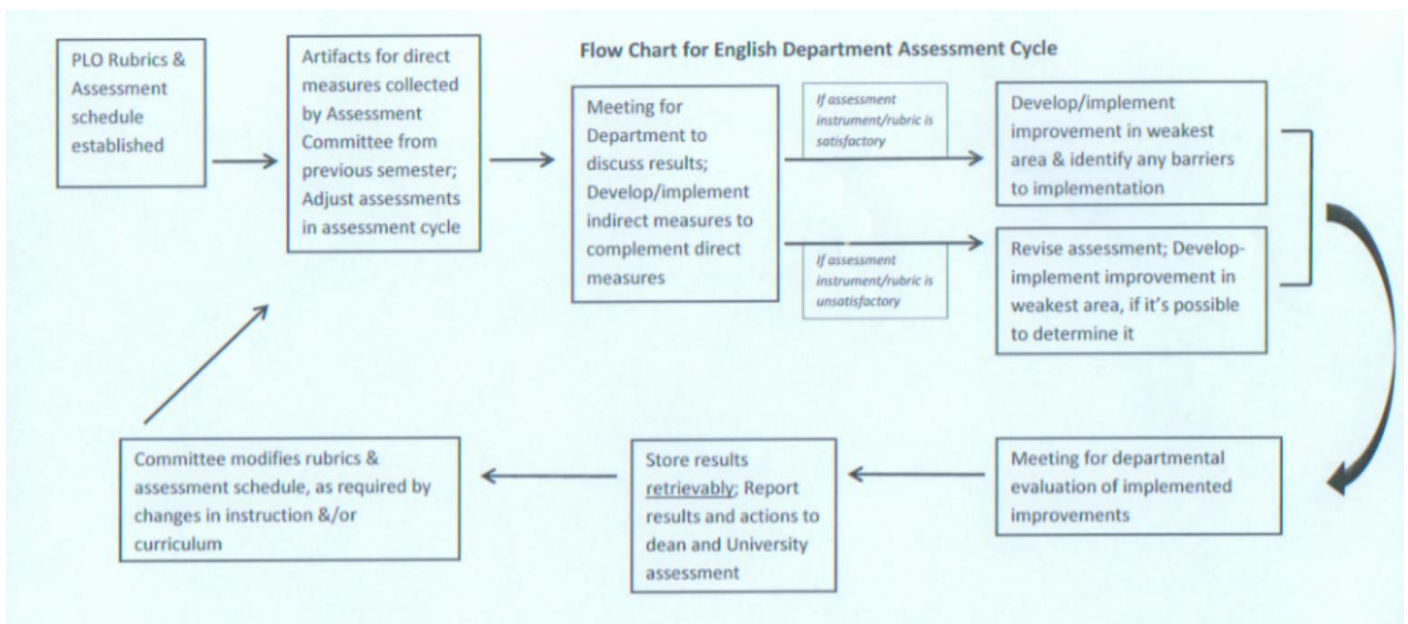
Assessment Data Collection and Charts

PLO Rubrics can be found in Section VII: Appendix A of this report.

PLO #1. Analyze historical and contemporary literature. (4 point rubric scale)							
	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Overall Average
200-level classes	N/A	1.82	1.82	1.78	1.78	1.30	2.13
300-level classes	N/A	3.41	2.74	2.56	2.76	N/A	2.87
400-level classes	N/A	N/A	3.40	3.16	3.28	3.39	3.30
Total Students	N/A	29	46	29	42	41	

PLO #1. Analyze Historical and Contemporary Literature
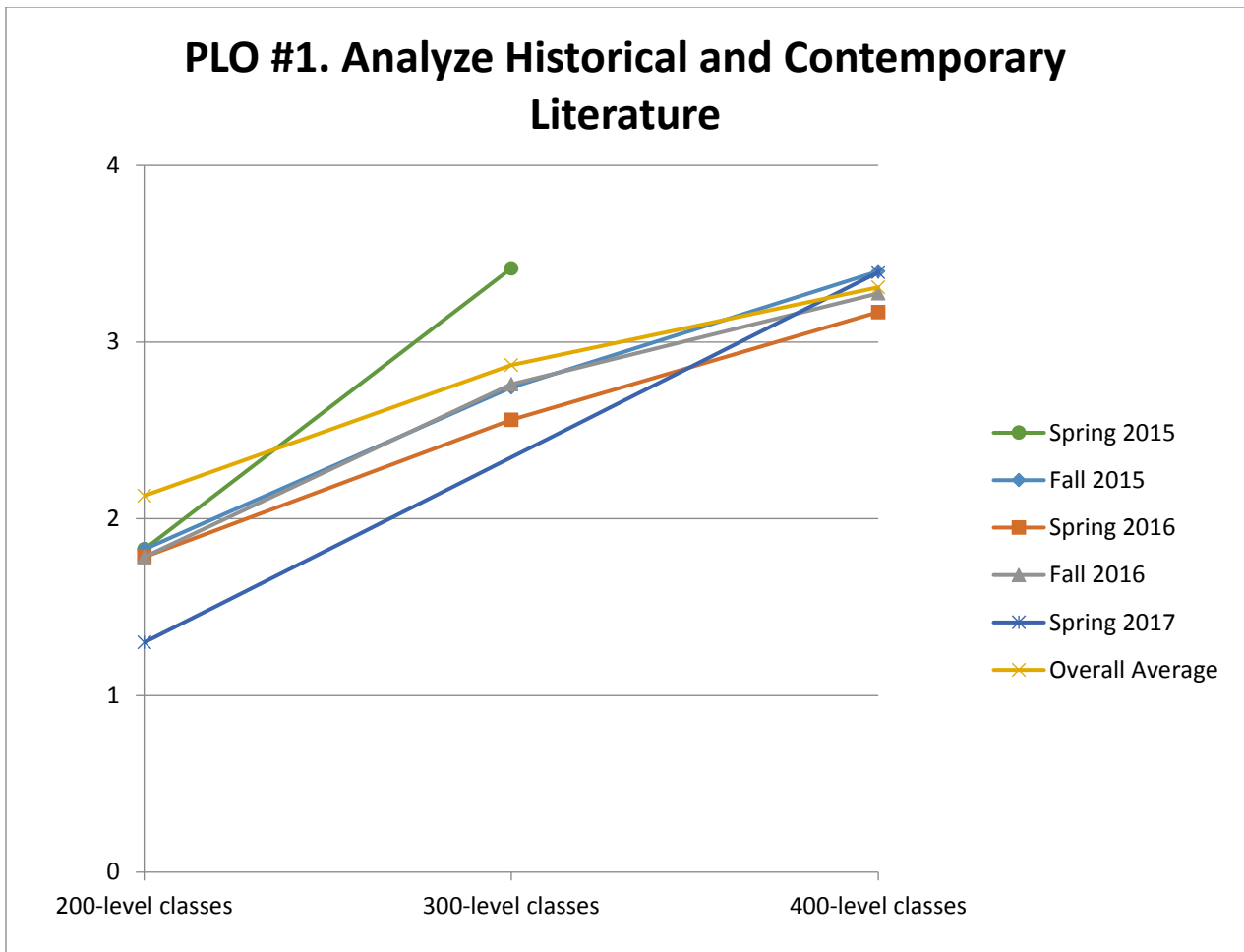
PLO #2. Synthesize theory with a variety of texts (4 point rubric scale)	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Overall Average
200-level classes	2.08	2.08	1.78	N/A	2.09	1.33	2.33
300-level classes	2.52	3.13	2.34	N/A	2.53	N/A	2.62
400-level classes	N/A	3.25	N/A	3.09	2.79	2.03	2.79
Total Students	40	38	41	22	47	41	

PLO #2. Synthesize Theory with a Variety of Texts
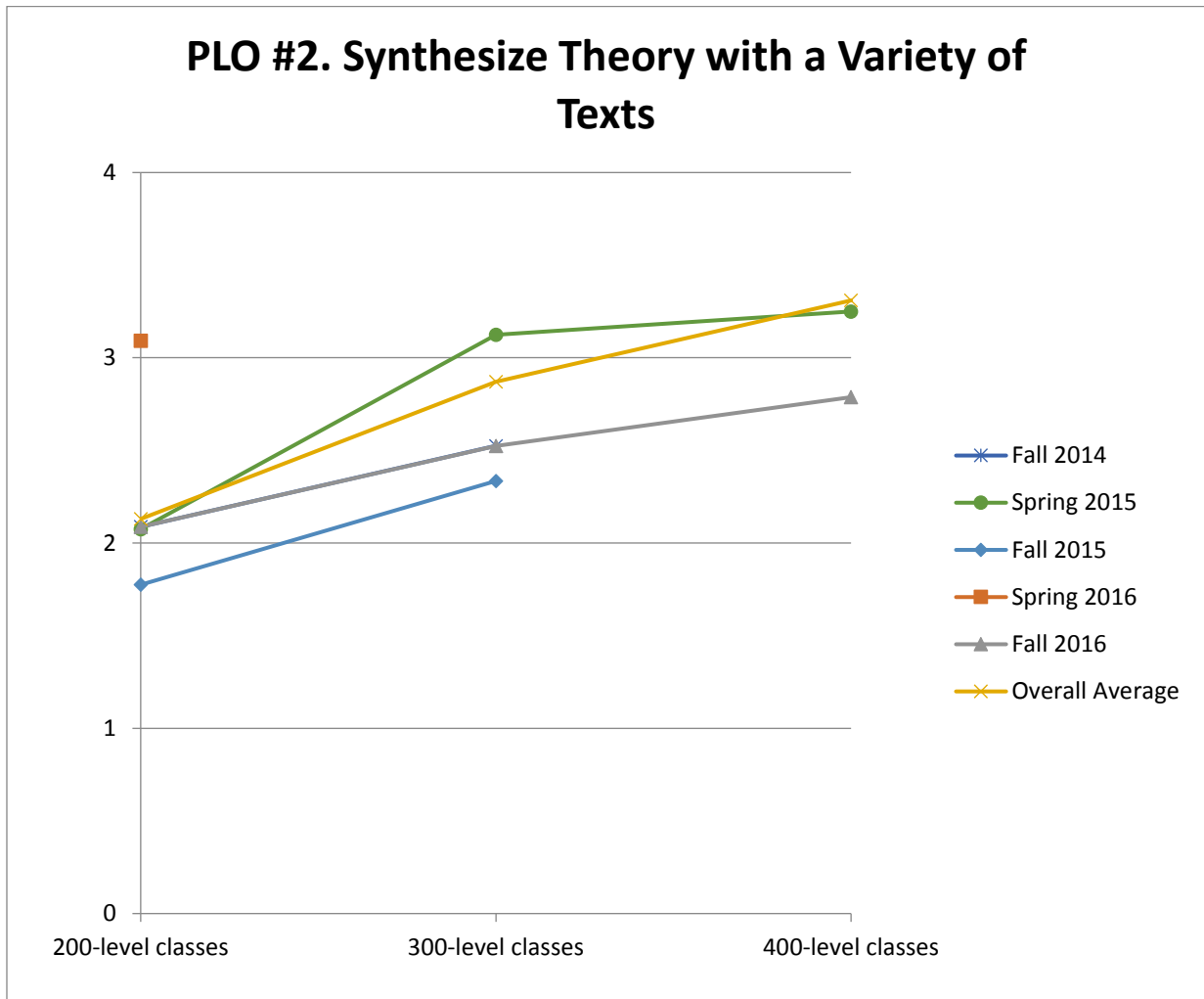
PLO #3. Conduct research using print and online sources (4 point rubric scale)							
	Fall 2014	**Spring 2015**	**Fall 2015**	**Spring 2016**	**Fall 2016**	**Spring 2017**	**Overall Average**
200-level classes	N/A	2.166	2.05	2.05	2.22	2.433	2.18
300-level classes	N/A	N/A	2.27	N/A	2.75	N/A	2.51
400-level classes	N/A	N/A	N/A	2.89	3.08	3.13	3.04
Total Students	N/A	13	37	35	47	38	

PLO #3. Conduct Research Using Print and Online Sources
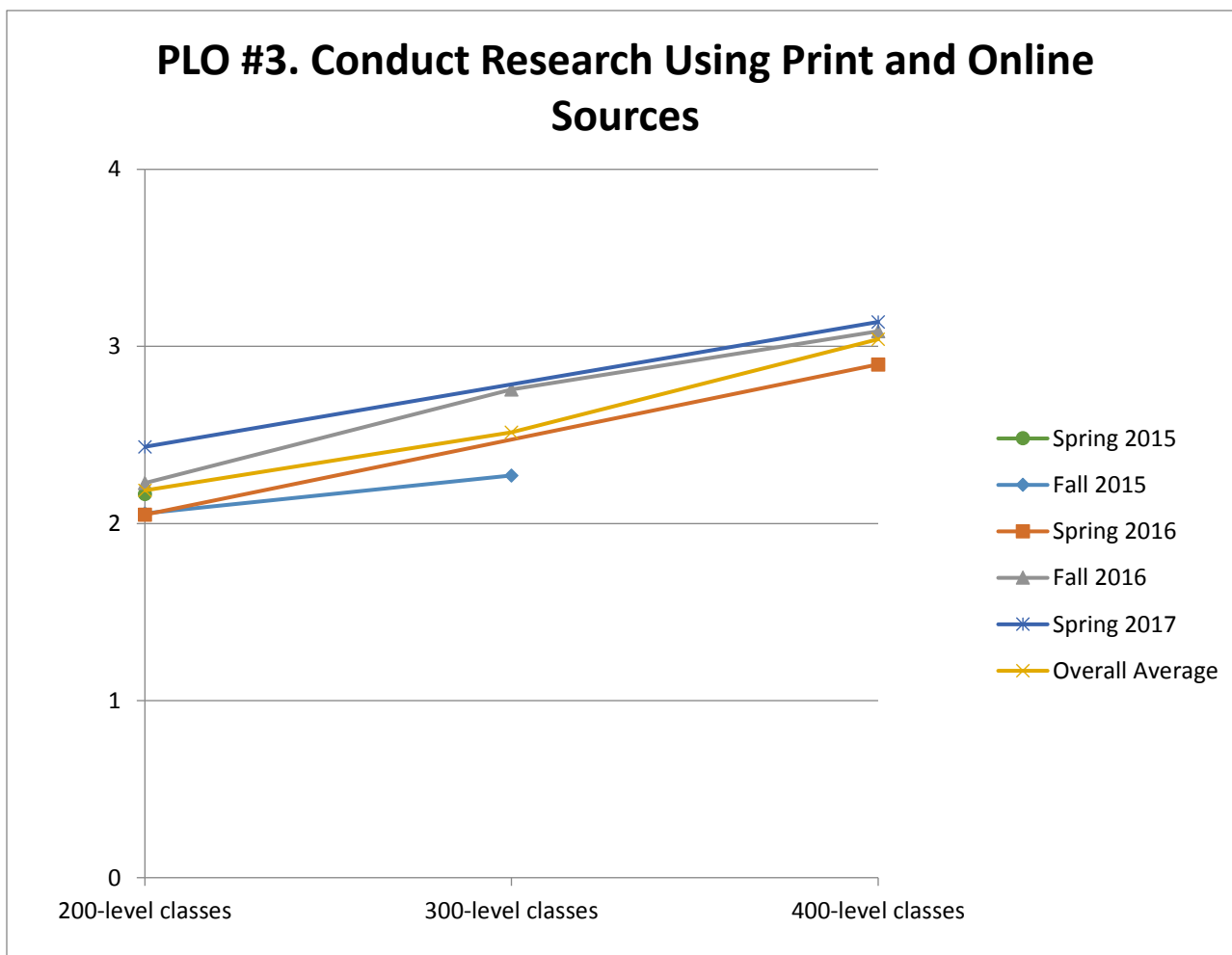
PLO #4. Compose texts for specific audiences. (4 point rubric scale)							
	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Overall Average
200-level classes	N/A	2.21	1.83	2.45	2.11	2.42	2.20
300-level classes	N/A	N/A	2.47	N/A	2.63	N/A	2.55
400-level classes	N/A	N/A	3.18	3.4	2.97	3.25	3.20
Total Students	N/A	24	58	24	47	25	

PLO #4. Compose Texts for Specific Audiences
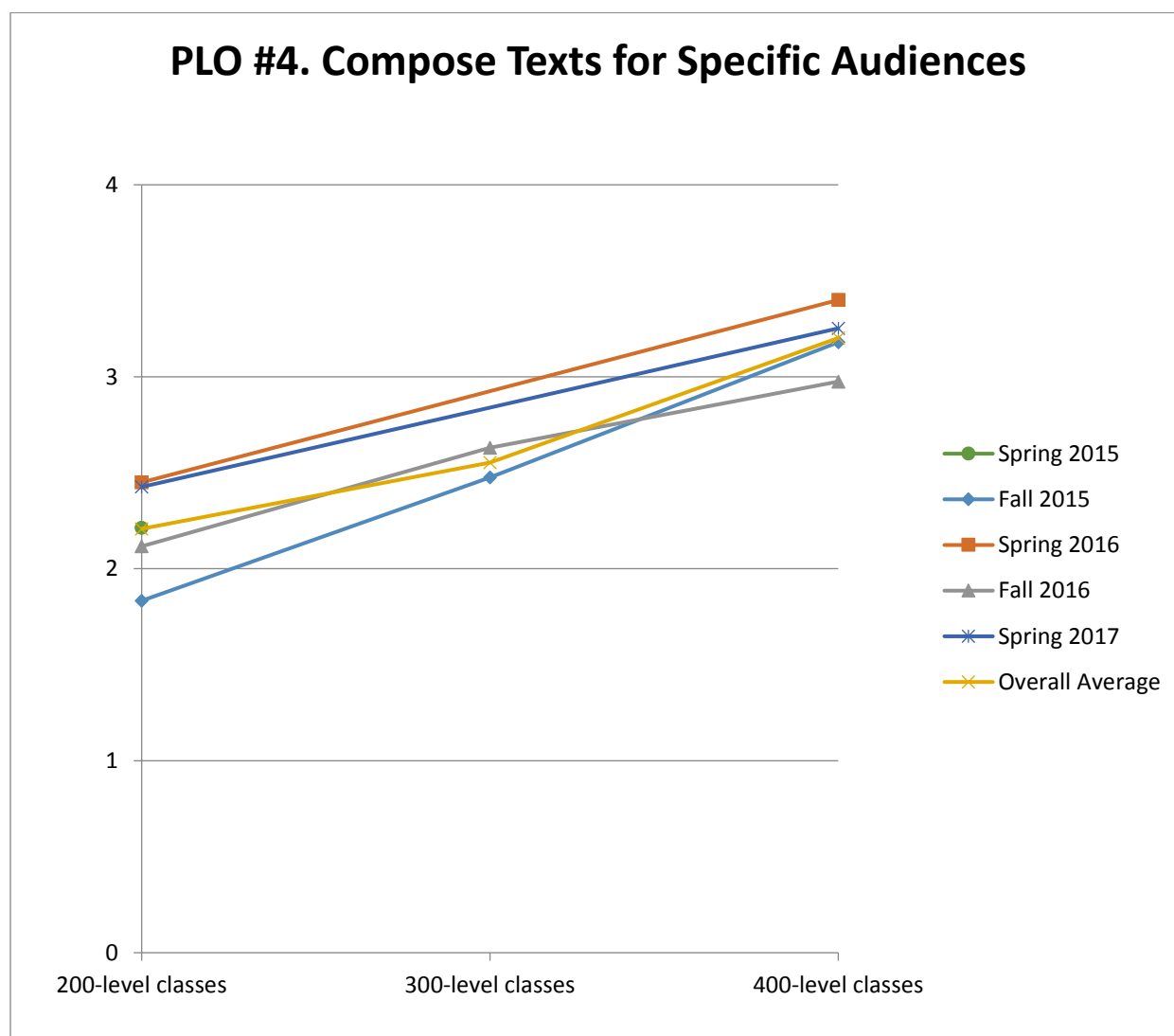
PLO #5. Evaluate language variety and development (4 point rubric scale)							
	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Overall Average
200-level classes	N/A	N/A	2.16	N/A	2.15	N/A	2.16
300-level classes	N/A	N/A	N/A	N/A	N/A	N/A	N/A
400-level classes	N/A	N/A	N/A	3.2	3	3.51	3.23
Total Students	N/A	N/A	25	28	21	13	

PLO #5. Evaluate Language Variety and Development
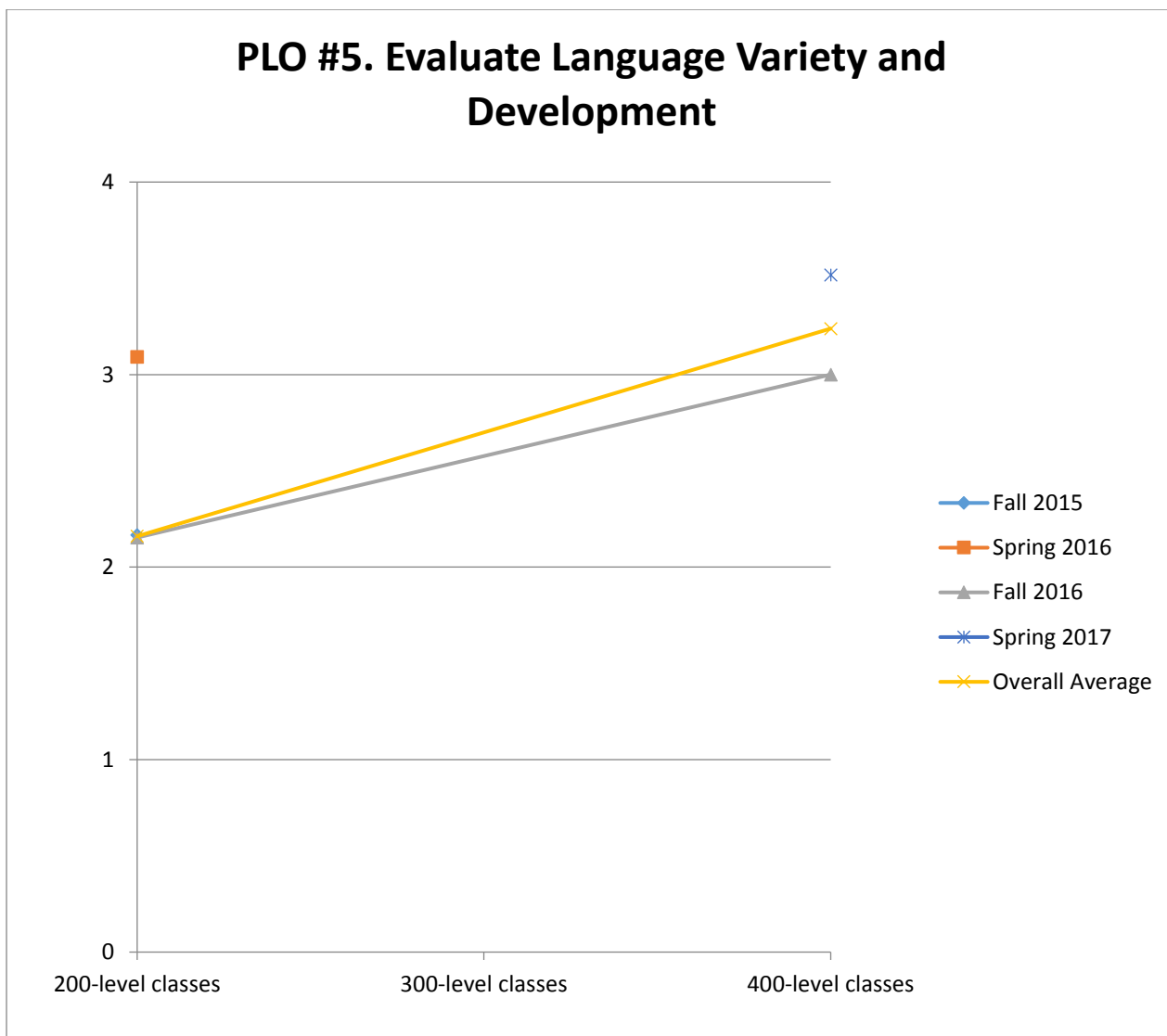
Assessment Analysis: Learning-Teaching-Curriculum

The department uses the data collected to assess the PLO's and improve in three specific places: 1. Overall Student Learning, 2. Effective Teaching Methods, and 3. Curriculum Review / Revision. PLO Rubrics can be found in Section VII: Appendix A of this report. Using data from the assessment process, the department (via recommendations from the department assessment committee) have identified and acted on the following:

Overall Student Learning

> **Reported:** There is a trend in every PLO that shows an upward trend in the assessment data for each PLO's throughout the academic career of the English curriculum.
> **Action(s) taken:** None, the "value gained" in the curriculum is a positive note.

> **Reported:** The weakest collection point is in 300 level courses. PLO 5 does not have a course designated in the 300 level to be assessed
> **Action(s) taken:** English Department faculty who teach courses in the 300 level need to make more of an effort to turn in data each semester. The Chair of the department and assessment coordinator will work with faculty to make the process easier and focus efforts to finish assessment in 300 level courses. A course needs to be identified for PLO 5 where assessment could be done.

> **Reported:** The strongest area in the portfolios for each cycle is PLO 4, "compose texts for specific audiences." Within this category, the portfolios mainly score within the "Mastery" and "Proficient" level with an average score over the last two cycles of 3.75 out of 4. The weakest is PLO 3, "conduct research using print and online sources." Here, portfolios score in the lower part of the "Proficient" range with an average score of 2.8 out of 4 during the last two cycles. Noticing an inconsistency of the data due to a wide range of papers from varying courses, the committee recommended that the program interrogate what kinds of papers were included in the portfolios. If, for example, students' research papers tended to be from early in their studies, the score would mean something different than it would if the papers were from late in the students' time in the program.
> **Action(s) taken:** The department has worked to identify what specific papers are being included in the portfolio and from what courses they were written in. These guidelines will be given to all English majors so that the portfolios can be consistent throughout the major.

> The department has also entertained the idea of creating an electronic portfolio system that would help students to maintain the portfolio during their time at State and would create more opportunity for assessment and collection of data. The goal in this revision is to create a more standard set of data points for longitudinal analysis in the program. The department decided to make the change in collection as the first step in identifying any deficiency.

Reported: In the Senior Surveys, under the self-reflective analysis of the PLO's. students are asked rate PLOs on a scale of 1-4 corresponding to what they feel they have learned during their experience as an English major. Most scored themselves in the "Mastery" (4) and "Proficient" (3) range in each of the PLO's. The two that were weakest in both cycles were PLO 3 "conduct research" (3.2) and PLO 5 "assess language" (3.1). These results were consistent with assessment data recorded by the faculty.

Action taken: The department has made these PLOs the focus during the next few assessment cycles. PLO 5 has been assessed in English 230 (General Linguistics) and English 401 (History of the English Language) and the analysis shows better scores in 401 (3.4) than in 230 (2.8). Because what is observed in the data is not what is being reported by students, more data and analysis needs to be done. Departmental discussions on PLO 3 centered around the curriculum of the differing options in the program and if that was a factor. In the current curriculum, students in the "Professional Writing" option students are required to take one language course, and the "Literature" option two courses. Students with more study in language and linguistics would be expected to score higher than those having less. Since the surveys are anonymous, this conclusion could not be verified and will be studied further as well.

Reported: Under PLO 1 "analyze literature," students gave themselves the highest scores (two-cycle average 3.9), again this is mirrored in what was found in the rubric assessment data.

Action taken: None. The curriculum focus on literary analysis is working effectively.

Effective Teaching Methods

Reported: As would be hoped, scores on PLO 4 were stronger in upper-level major courses then lower ones and average 2.20 in 200 level classes vs. 2.55 in 300 level ones. However, the department expected a bigger improvement in scores between a 200-level course and a 300-level one. Even with the previous cycle's analysis and discussion, we have not seen the growth we had projected. Like in the first year, the program may need to work on inter-rater reliability and/or how the rubric is interpreted (for example: more like a grading rubric or more like an outcomes rubric).

Action taken: The department has begun "norming" workshops so that all faculty are interpreting the rubric correctly, though still allowing for rater preference. This will create more of a standard between scorers. Discussion and analysis determined that the rubric being used will give us the data needed, so the discrepancy is between scorers, not the rubric itself. If the "norming" workshops do not show the type of expected improvement, the assessment committee will do more research and provide a departmental recommendation.

Reported: During the 2014-2015 cycle faculty members were asked to pilot the rubric for PLO 5, but had not yet done so. Work was done on getting that rubric 'up to speed' and PLO 5 was part of the regular cycle of assessment and the rubric was re-piloted in cycle 2015-2016. During that period, PLO 5 was assessed in English 230 (General Linguistics) and English 401 (History of the English Language) and the analysis shows

better scores in 401 (3.4) than in 230 (2.1). This trend seems to be continuing as the scores for 401 in the last assessment cycle (2016-2017) averaged 3.5/4.

Action taken: Since most students take one before the other, this measurement validates our predictions. However, the department will continue to work on improving language analysis skills globally to reflect concerns mentioned earlier with the Senior Surveys. The committee recommended to stay on course and watch if the trend continues.

Reported: The department's need to assess PLO 1 within an appropriate upper-level course was a concern in the 2014-2015 assessment cycle. The department has received 'formative' data from English 250 (the "gateway" course into the English Major) but during that cycle did not have upper-level comparative data. English 315 and upper-level literature courses have been selected for assessment of PLO 1 in 2015-2016. The data from 2015-2016 from these courses showed a progression of improvement from lower-level to upper level courses with scores moving from "Adequate" (1.82) to "Proficient" (2.74) to "Mastery" (3.82) by the end of the program. This progression was evident in during the 2016-2017 cycle as well as scores rose from 1.54 to 3.33 in 200 to 400 level classes.

Action taken: Currently, no new action is taken from the analysis of the data as it shows the type of improvement expected between a beginning, intermediate, and upper level literature course. This PLO will continue to be monitored.

Reported: Senior Survey responses for question 2, "What were three of the strongest areas of study and/or important personal experiences during your major studies?" included several positive remarks on the professor / student relationship in the department. Students discussed "mentor" relationships with members of the faculty as well as an overall "approachability." These comments echo what is observed in faculty evaluations as the English department overall average is higher than the university average.

Action taken: In connection with the Provost's student mentoring program, the department will continue the departmental mentor program on a more formal level, including the successful events "Lunch with the Chair" and the "English Major Luncheon." Faculty members will continue to contact and keep in touch with advisees as part of the program.

Curriculum Review / Revision

Reported: In question 3 of the Senior Survey, students were asked: "List up to three areas in which your study could have been improved. Please be specific and offer any solutions to the problem areas." One theme that resonated in the majority of the answers had to do with course and instructor variety. For example, English 230 (Introduction to Linguistics), English 250 (Introduction to English Literature), English 315 (Shakespeare), English 401 (History of the English Language) and several upper-level literature courses are all required in the major. They are also all taught by the same professor (Dr. Pietruszynski). Students remarked that they enjoyed the variety of courses they could take in the major and were complementary of the instructors, but

were concerned with a singular perspective / approach to the material due to having the same instructor.

Action(s) taken: With the loss of English department faculty due to retirement or attrition, courses that were rotated between 2-3 professors are no longer able to be offered in that way. The department faculty members are working on curriculum revisions that would allow more variety in mid-level courses.

By revising and updating the curriculum, the program will also create a reduced and more common core for all majors. A reduced "core" will offer the students with less mandatory classes and more variety in their curriculum, providing the student with choices and differing instructors.

Reported: Collecting data in 100 level, adjunct-taught classes continue to be "spotty."
Action taken: The Chair has discussed the need for providing assessment data to the department with adjuncts. They have been informed that a lack of reporting will affect decisions for staffing for classes in future semesters. Since most 100-level courses fall under the General Education Assessment, the Chair will also work with that committee to get data reported.

Reported: Overall data from the Technical Writing Option has begun to be collected, but there is not enough assessment data to make recommendations.
Action taken: We will continue to assess the Technical Writing option, however as the ONLINE component is still in its infancy, more data is needed to make determinations for that part of the program.

Reported: One interesting, and unexpected, aspect of the assessment process was the realization that most of our majors do not start their academic careers as English majors. This observation began from comments made in the Senior Survey and was backed up after some investigation. Most of the students within the program changed their major between 30-60 academic hours, with some as late as 90+ hours.
Action taken: This information is an important point in curriculum revision as the department discussed the need for transferring credit from other programs into the major so that students are able to make the change smoothly. As the department evaluates the overall effectiveness of curricular change, this is something they will keep in mind.

BA in English Curriculum Map by PLOs – Course Alignment Matrix

Literature Option

Program-Level Outcomes	GE Courses				Major Courses										
	101	102	150		230	250	303	334 (or 441)	315	316, 317 or 408	337, 338, 339, 340, 342, or 343	320, 321, 350, 0r 351	401	4 300/400-level literature courses	477
PLO1			✓			✓		✓	✓	✓	✓	✓		✓	✓
PLO 2						✓		✓	✓	✓	✓	✓		✓	✓
PLO 3		✓			✓	✓			✓	✓	✓				✓
PLO 4	✓	✓				✓	✓		✓	✓	✓	✓		✓	✓
PLO 5			✓		✓	✓	✓	✓	✓	✓	✓		✓		✓

Professional Writing Option

Program-Level Outcomes	GE Courses				Major Courses													
	101	102	150		112	204	225	250	303	304	334 (or 441)	315	316, 317 or 408	337, 338, 339, 340, 342, or 343	230, 255, 306, or 401	227, 430, 431, or 432	310 or 429	477
PLO1			✓					✓				✓	✓	✓				✓
PLO 2			✓					✓				✓	✓	✓				✓
PLO 3		✓			✓	✓		✓				✓	✓	✓				✓
PLO 4	✓	✓	✓		✓	✓	✓	✓	✓	✓		✓	✓	✓	✓		✓	✓
PLO 5			✓		✓	✓		✓	✓	✓		✓			✓	✓	✓	✓

Technical Writing Option

Program-Level Outcomes	GE Courses				Major Courses													
	101	102	150		112	160	204	228	310	311	410	412	Comm 285	250, 315, 402, 403, 405, 406, 407, 409	316, 317 or 408	337, 338, 339, 340, 342, or 343	320, 321, 350, 351, 4113, 414, 415	477
PLO1			✓											✓	✓	✓	✓	✓
PLO 2			✓									✓		✓	✓	✓	✓	✓
PLO 3		✓			✓		✓		✓					✓	✓	✓		✓
PLO 4	✓	✓	✓		✓		✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓
PLO 5			✓		✓	✓	✓	✓	✓	✓	✓	✓						✓

V. Data on student placement (for example, number of students employed in positions related to the field of study, pursuing advanced degrees and training):

Since the initial program review period, the English program has graduated 15 majors. According to data provided in Senior Surveys, all graduates have either successfully found employment working with the skills and knowledge gained from the English degree or have begun work in graduate programs. Because this data is currently self-reported, the assessment committee reported that we need to find ways to "follow up" on what is offered on the Senior Survey. The department is working to follow up this information with interviews with recent graduates and data provided with the university graduation surveys

VI. Final recommendations approved by governing board:

VII.   Appendix A: PLO Rubrics

Assessment Rubric for WVSU English Department PLO #1. *Analyze historical and contemporary literature.*

Assessment Area	MASTERY (4 pts)	PROFICIENT (3 pts)	ADEQUATE (2 pts)	LACKING (1 pt)
Idea development	Content is fully related with many supporting details that progress logically and cohesively throughout.	Content is mostly related with supporting details that progress logically throughout.	Content is related with supporting details throughout but may lack cohesion or be off topic in spots.	Content is not relevant or specific.
Support of thesis with details and evidence	Specific textual evidence is highly supportive, significant, accompanied by detailed and insightful commentary and relevant historical/cultural context that shows a deeper understanding of the text.	Specific textual evidence is mostly supportive, significant, and accompanied by appropriate commentary and relevant historical/cultural context.	Some specific textual evidence included but may be only sparsely accompanied by commentary and relevant historical/cultural context.	Textual evidence may be "floating" without proper relevant historical/cultural context and/or commentary, or it may be missing altogether.
Application of literary terms	Original and accurate discussion of literary elements throughout.	Somewhat accurate discussion of literary elements though some inconsistencies occur.	Literary elements are discussed but may be unclear, inconsistent, or with little originality or insight.	Discussion of literary elements unclear, irrelevant, or missing.

Assessment Rubric for WVSU English Department PLO #2. Synthesize theory with a variety of texts

Assessment Area	MASTERY (4 pts)	PROFICIENT (3 pts)	ADEQUATE (2 pts)	LACKING (1 pt)
Idea development	Content is fully related to appropriate theoretical concepts with many supporting details that progress logically and cohesively throughout.	Content is mostly related to appropriate theoretical concepts with supporting details that progress logically throughout.	Content is related to appropriate theoretical concepts with supporting details throughout but may lack cohesion or be off topic in spots.	Content is not relevant to appropriate theoretical concepts or specific.
Support of thesis with details and evidence	Specific textual evidence is highly supportive, significant, accompanied by detailed and insightful theoretical commentary and context that shows a deeper understanding of the text.	Specific textual evidence is mostly supportive, significant, and accompanied by appropriate theoretical commentary and context.	Some specific textual evidence included but may be only sparsely accompanied by theoretical commentary and context.	Textual evidence may be "floating" without proper context and/or theoretical commentary, or it may be missing altogether.
Application of literary theory	Clear, consistent and logical application of a distinct literary lens. The writer is fluent in the language and theory behind the perspective. Analysis and conclusions drawn are logical and support the thesis.	Mostly clear, consistent, and logical application of a distinct literary lens. The writer is using much of the language and theory behind the perspective. Analysis and conclusions drawn are strong with minor errors.	Literary lens is applied and discussed but may be unclear, inconsistent, or with little originality or insight. The writer struggles to use the language and theory behind the perspective. Analysis and conclusions drawn are somewhat questionable with a few obvious errors.	Application of literary lens unclear, irrelevant, or missing. The writer barely, or not at all, uses the language and theory behind the perspective. Analysis and conclusions drawn are inaccurate or missing.
Application of literary terms	Original and accurate discussion of literary elements throughout.	Somewhat accurate discussion of literary elements though some inconsistencies occur.	Literary elements are discussed but may be unclear, inconsistent, or with little originality or insight.	Discussion of literary elements unclear, irrelevant, or missing.

Assessment Rubric for WVSU English Department PLO #3. Conduct research using print and online sources *(Draft B)*

Assessment Area	MASTERY (4 pts)	PROFICIENT (3 pts)	ADEQUATE (2 pts)	LACKING (1 pt)
Introduction[Introductory paragraph(s), literature review, hypotheses and/or propositions]	Clearly identifies and discusses research focus. Research focus is clearly grounded in previous research/theory. Significance of research is clearly identified.	Limited discussion of research focus. Research focus is less well-grounded in previous research/ theory. Significance of the research is not as clearly identified.	Minimal discussion of research focus. Research focus is not well-grounded in previous research/ theory. Significance of the research is not clearly identified.	Little or no discussion of research focus. Research focus not grounded in previous research/theory. Significance of the research is not identified.
Research Approach	Provides clear description of source materials, their relevance, and research context.	Provides adequate description of source materials, their relevance, and research context.	Provides confusing or not clearly articulated description of source materials, their relevance, and research context.	Provides very confusing or not clearly articulated description of source materials, their relevance, and research context.
Conclusions	Interpretations/analysis of sources are thoughtful and insightful and thoroughly address how they support, refute, and/or inform the (working) thesis.	Interpretations/ analysis of sources are sufficient but less thoughtful or insightful and do not as thoroughly address how they support, refute, and/or inform the (working) thesis.	Interpretations/ analysis of sources lack thoughtfulness and insight, are not clearly informed by the study's results, and do not adequately address how they support, refute, and/or inform the (working) thesis.	Interpretations/ analysis of sources are severely lacking in thoughtfulness and insight, and do not address how they support, refute, and/or inform the (working) thesis.
Significance	Insightful discussion of the significance of the research paper. Suggestions, if appropriate, for further research in this area are insightful and thoughtful.	Adequate discussion of the significance of the research paper. Suggestions, if appropriate, for further research in this area are adequate.	Limited discussion of the significance of the research paper. Suggestions, if appropriate, for further research in this area are very limited.	Severely limited or absent discussion of the significance of the research paper. Suggestions, if appropriate, for further research in this area are absent.

Documentation of Sources, Quality of Sources	Cites all material obtained from other sources. MLA citation style is accurately used in both text and bibliography. Sources are all scholarly and clearly relate to the research focus.	Cites most material obtained from other sources. MLA citation style is used in both text and bibliography. Sources are primarily scholarly and relate to the research focus.	Cites some material obtained from other sources. Citation style is either inconsistent or incorrect. Sources are not primarily scholarly and relate tangentially to the research focus.	Does not cite sources. Sources are predominantly non-scholarly and do not clearly relate to the research focus.
Spelling & Grammar	No spelling & grammar mistakes	Minimal spelling & grammar mistakes	Noticeable spelling and grammar mistakes	Excessive spelling and/or grammar mistakes
Manuscript Format	Title page has proper MLA formatting Used correct headings & subheadings consistently, if needed.	Title page approximates MLA formatting If needed, used correct headings & subheadings almost consistently.	Title page deviates a bit more from MLA formatting Headings & subheadings, if needed, less consistent	Title page completely deviates from MLA formatting Any headings and subheadings completely deviate from suggested formatting or are absent altogether, though needed.

Assessment Rubric for WVSU English Department PLO #4. Compose texts for specific audiences.

Assessment Area	MASTERY (4 pts)	PROFICIENT (3 pts)	ADEQUATE (2 pts)	LACKING (1 pt)
Thesis/Purpose/Content Cohesion	Clearly and effectively and fully presents the thesis or main idea. Has an engaging and meaningful main idea appropriate to the intended audience that has a clear presence in all parts of the text.	Fully articulates, the thesis or main idea. Has a meaningful main idea appropriate to the intended audience that may be implied but not clearly stated. Main idea has presence throughout most of the text.	Somewhat articulates the thesis or main idea. —may be marginally appropriate to the intended audience, lack originality, and/or may not be clearly stated. Main idea may only have a presence in some parts of the text.	Does not provide needed information to articulate the thesis or main idea. Main idea and purpose are inappropriate to the intended audience, very unclear or missing; has little or no presence throughout text.
Idea development/Support of thesis with details and evidence	Content is fully related with many supporting details appropriate to the intended audience that progress logically and cohesively throughout. Evidence is appropriate to the intended audience.	Content is mostly related with supporting details appropriate to the intended audience that progress logically throughout. Evidence is mostly appropriate to the intended audience.	Content is related with supporting details appropriate to the intended audience throughout but may lack cohesion or be off topic in spots. Evidence included but may be only somewhat appropriate to the intended audience.	Content is not appropriate to the intended audience, relevant, or specific. Evidence included but only slightly appropriate to the intended audience.
Organization/Structure	Logical and fluent structure enhances the overall meaning and intent of the essay, making use of sophisticated transitions appropriate to the intended audience.	Paragraphs follow a clear organization pattern appropriate to the intended audience. Paragraph transitions are used to create good overall flow.	Structure is evident but may be difficult to follow in places due to errors in organization; transitions are evident, yet obvious or forced. Organization may distract from meaning and appropriateness to the intended audience.	Weak or random organization causing confusion for the intended audience. Transitions are poorly chosen, misplaced, or missing.
Mechanics and Style	Essay is flawlessly written with a flair for style appropriate to the intended audience. Excellent word choice appropriate to the audience that clarifies the purpose. Tone is consistent and appropriate to the audience.	Essay is well written with a solid style appropriate to the intended audience. Some strong word choice although the essay may contain some inappropriate choices. Tone is consistent though somewhat appropriate to the audience.	Essay is acceptably written with some style appropriate to the intended audience. Word choice is ordinary and uninteresting, not selected for the audience. May include several inaccurate or clichéd word choices that create a vague or confusing tone in appropriate to the audience.	Essay is poorly written with little style appropriate to the intended audience. Word choice is rarely appropriate to the audience. The essay may exhibit extremely repetitive or clichéd word choices that conflict appealing to the audience; tone is inconsistent or inappropriate to subject audience.

Sentence Fluency/ Punctuation	Appropriate, near flawless punctuation and grammar; sentences flow well; wide variety of structures used to add depth and appeal to the intended audience.	Minor punctuation or grammatical errors present but do not distract from reader understanding and appeal. Variety in sentence structure throughout.	More frequent punctuation and/or grammatical errors distract from understanding. Some attempt at sentence fluency and variety to appeal to the audience is evident.	Significantly erroneous punctuation and/or grammar that severely detract from meaning and audience appeal. Sentences lack variety
Beginnings/Endings	Engaging and creative title and opening that hook the reader/audience and relate convincingly to the main idea of the essay. Closing leaves a lasting impression and connects meaningfully to the opening/the essay as a whole.	Mildly engaging title and opening that introduce topic. Closing somewhat satisfies reader/audience but may be less obviously related to the opening/essay as a whole.	Title, opening hook, and conclusion present but connection to main idea and audience appeal unclear.	Title, hook and/or conclusion are confusing, missing, or unrelated to main theme and audience appeal.

Assessment Rubric for WVSU English Department PLO #5. Evaluate language variety and development

Assessment Area	MASTERY (4 pts)	PROFICIENT (3 pts)	ADEQUATE (2 pts)	LACKING (1 pt)
Contextual Background	Targeted performance is evidenced by an analysis that demonstrates candidate's awareness of impact of a full range of contextual factors on language development, e.g., age, language background, educational background, quality of input, and exposure.	Acceptable performance is evidenced by an analysis that demonstrates candidate's awareness of the impact of contextual factors on language development.	Performance is evidenced by an analysis that demonstrates candidate's awareness of the impact of some contextual factors on language development.	Unacceptable performance is evidenced by an analysis that lacks sufficient detail of contextual information related to language development.
Applies general theories about how and why language changes	Targeted performance is evidenced by specific evidence that is is highly supportive, significant, accompanied by detailed and incorporates knowledge of causes of language change	Acceptable performance is evidenced by textual evidence is mostly supportive, significant, and incorporates knowledge of causes of language change	Performance is evidenced by textual evidence that is supportive and accompanied by and incorporates knowledge of causes of language change. Evidence may be sparse.	Unacceptable performance is evidenced by a lack of support, and sparsely incorporates knowledge of causes of language change, or it may be missing altogether.
Analyzes Pragmatic and sociolinguistic features of speech.	Targeted performance is evidenced by an analysis that demonstrates the candidate's ability to analyze several pragmatic or sociolinguistic features of language.	Acceptable performance is evidenced by an analysis in which the candidate identifies and analyzes pragmatic or sociolinguistic features of language	Performance is evidenced by an analysis in which the candidate identifies and analyzes some pragmatic or sociolinguistic features of language	Unacceptable performance is evidenced by an analysis that lacks sufficient detail concerning pragmatic and sociolinguistic features, is partly inaccurate, and fails to discuss relationship of features to communicative competence.

VIII. Appendix B: Portfolio Instructions / Rational

Purpose

As the Program Learning Outcomes (PLOs) indicate, students completing our program will be able to

1.   Analyze historical and contemporary literature.
2.   Synthesize theory with a variety of texts.
3.   Conduct research using appropriate sources and evidence.
4.   Compose texts for specific audiences.
5.   Evaluate language variety and development.

To strengthen the program and students in the program options of Literature, Professional Writing, Technical Writing, and English Education, we want to document the learning development of our majors. For this documentation, we use a four-stage process to assess progress and achievement through portfolios, interviews, and surveys. Two of the three papers for the portfolio must be nonfiction prose.

Portfolio Contents

1.   Students submit a paper from a 100-level class to the instructor of their English 250 course. They also complete the self-assessment by writing a paragraph describing (1) the purpose of the paper, (2) how the paper was prepared, and (3) their view of the paper's strengths and weaknesses. (Lacking a paper from that first year, submit the earliest one from your college career that you can).

2.   Students submit three additional papers from a 200-, 300-, or 400-level class to their advisors. **For each paper**, students will complete a self-assessment by writing a paragraph describing (1) the purpose of the paper, (2) how the paper was prepared, and (3) their view of the paper's strengths and weaknesses. In the portfolio, students must include:

      - One paper that demonstrates the ability to analyze literature
      - One paper that includes a research component

      Aside from those two requirements (which could potentially be met in the same paper), students may choose the papers they feel best reflect their course of study in the English Department.

3.   Students submit a final reflection paragraph and the exit survey. The final reflection should compare the earliest paper in the portfolio to later work in order for the student to assess the development of his or her skills over time. The paragraph should refer to the specific ways the portfolio demonstrates improvement and enhanced grasp of the Program Learning Objectives (PLOs).

Evaluation

Two faculty members will assess the students' portfolios. Using the appropriate form, these faculty members will evaluate the students' samples by completing the PLO Rubric. Scores from the rubrics and exit surveys will produce outcome data for graduates.

Data about the English Department graduates will be retrieved from the surveys administered by the Office of Student Assessment to all graduating seniors. Data will also be retrieved from alumni surveys. This data will include self-assessments and measures of satisfaction with the program and faculty, as well as post-graduation status (e.g., employment, graduate studies, etc.).

Using the Results

Material created by these assessments will enable students to measure their own progress in meeting departmental PLOs as students assemble and comment on their own work. (Please note that—although the Department requires student assessment—this assessment is not part of any student's grades.) The assessment will also allow the Department to advise students more effectively, individually and collectively, and to determine whether the curriculum enables students to meet those objectives.

IX. Appendix C: Portfolio PLO Assessment

PLO Assessment Rubric: Senior Seminar Portfolio

Student: Student ID #A00:   Evaluator's Signature: Date:

Option (circle one): Literature; Professional Writing; Technical Writing; or English Education.

Please rate the student on each of the Program Learning Outcomes (PLOs) by circling the description that most closely matches the student's scholarship and writing in the four submitted papers.

PLO	Mastery(4)	Proficient(3)	Adequate(2)	Emerging(1)	Unacceptable(0)	Not Applicable
Analyze historical and contemporary literature	Exceeds expectations.	Shows control and skill in this trait; many strengths present.	Strengths and need for revision are about equal.	Need for revision outweighs strengths; isolated moments hint at what the writer has in mind.	A bare beginning; writer not showing any control.	
Synthesize theory with a variety of texts	Exceeds expectations.	Shows control and skill in this trait; many strengths present.	Strengths and need for revision are about equal.	Need for revision outweighs strengths; isolated moments hint at what the writer has in mind.	A bare beginning; writer not showing any control.	
Conduct research using print and online sources	Exceeds expectations.	Shows control and skill in this trait; many strengths present.	Strengths and need for revision are about equal.	Need for revision outweighs strengths; isolated moments hint at what the writer has in mind.	A bare beginning; writer not showing any control.	
Compose texts for specific audiences	Exceeds expectations.	Shows control and skill in this trait; many strengths present.	Strengths and need for revision are about equal.	Need for revision outweighs strengths; isolated moments hint at what the writer has in mind.	A bare beginning; writer not showing any control.	
Evaluate language variety and development	Exceeds expectations.	Shows control and skill in this trait; many strengths present.	Strengths and need for revision are about equal.	Need for revision outweighs strengths; isolated moments hint at what the writer has in mind.	A bare beginning; writer not showing any control.	

X.   Appendix D: Senior Survey

This exit survey is very important and helpful to the English Department. It helps guide decisions on a program level about things such as instruction and curriculum. Please answer the questions in a thoughtful and professional manner.

1) Part of the reason for the exit survey is to get contact information for you. When the next Program Review is done in five years, it may be useful to be able to contact you and learn about your employment, graduate school attendance, and other issues. What would be the most likely way to contact you five years from now?

2) What were three of the strongest areas of study and/or important personal experiences during your major studies?

3) List up to three areas in which your study could have been improved. Please be specific and offer any solutions to the problem areas

4) For the following English Department Outcomes, please circle the number that you feel corresponds to what you have learned during your experience as an English major. "1" indicates "strongly disagree," while "4" indicates "strongly agree."

   I have learned to:

   Analyze contemporary and historical literature: 1   2   3   4

   Synthesize theories with a variety of texts: 1   2   3   4

   Conduct research using print and online sources: 1   2   3   4

   Compose texts for specific audiences: 1   2   3   4

   Evaluate language variety and development: 1   2   3   4