Report of Student Learning and Achievement
Concordia University Irvine
School of Arts and Sciences – English Program

For Academic Year: 2017-2018

School of Arts and Sciences Mission
English Program Purpose
The **School of Arts and Sciences** strives to educate its students within the multi-faceted context of the liberal arts. Firmly rooted in the Christian tradition of Concordia University, the School confidently and freely explores both the riches of the past and the knowledge of today. The School cultivates within all students a disciplined and coherent worldview to prepare them to be active and effective leaders in today's world. The **English, Writing and Modern Language Department**, guided by the Great Commission and inspired by the traditions of the liberal arts, empowers students to cultivate their God-given gifts for human thought and expression. Students of all backgrounds are welcomed into the study and practice of the aesthetic, cultural and mechanical excellences of literature, writing and language(s) for lives of leadership and service.

Student Learning Assessment for English Program
Program Learning Outcomes (PLOs)
1. Create a sustained argument employing the writing process and context-appropriate conventions.
2. Analyze and assess literary texts and contexts using appropriate research tools and methods.
3. Recognize and evaluate Christian themes, tropes, hallmarks of Christian confession or struggle and other religious distinctive in literature.
4. Identify and differentiate literary periods, major writers, critical theories and genres.
5. Serve society in ethical and merciful ways, examining benefits gained and challenges encountered (Service to Society and Church).
6. Engage and analyze literary arts by recognizing and critiquing elements of literature including literary types, forms and figurative language in both written and oral presentations.

Assessment Overview for English Program			
2017-18 PLO Assessed	**Evidence and Assessment Instrument**	**Performance Objectives (Targets/Criteria) Measures:**	**Results 2017-18 for Measures of Student Learning:**
Engage and analyze literary arts by recognizing and critiquing elements of literature including literary types, forms, and figurative language in both written and oral presentations.	ENG 361 midterm. Students were asked to "Identify the work (and author, if applicable) by its form. Give as many details as possible. For example, do not simply say, 'This is an Italian sonnet,' but rather 'This is an Italian sonnet because of its rhyme scheme,' then identify the rhyme scheme and quote from the selection." There were excerpts from six poetic works to be identified, all with unique quantitative measures (meter and rhyme). This aligns with the ULO, "Quantitative Reasoning." A modified CUI Quantitative Reasoning rubric was used to assess this.	75% of students will meet or exceed expectations on modified CUI Quantitative Reasoning rubric criteria	Percent of student work meeting or exceeding expectations: Identification: 33% Application/Analysis: 39%

Summary of Achievement of Program Learning Outcomes		
2017-18 PLO Assessed	**Student Evidence: Midterm Exam**	**Student Evidence:**
Criterion Measured	**Performance Target Was…**	**Performance Target Was…**
1. Identification	Not Met	
2. Application/Analysis	Not Met	

Proposed Course of Action for Improvement in Learning Outcomes
In some of the cases, the standards were not met because the students did not follow the directions in the prompt. The test question needs to be rewritten. The basics of meter and rhyme should be reviewed in a number of classes where poetry is part of the reading list. We plan to add a section to both the Shakespeare class and the English Literature II class in which poetic works are analyzed in relation to meter.