

Weber State University  
Biennial Report on Assessment of Student Learning

Cover Page

Department/Program: English (Undergraduate)  
Academic Year of Report: 2019-20  
Date Submitted: November 15, 2019  
Report author: Hal Crimmel

Contact Information:

Phone: 801-626-8044  
Email: hcrimmel@weber.edu

A. Brief Introductory Statement:

Please review the Introductory Statement and contact information for your department or academic program displayed on the assessment site: <http://www.weber.edu/portfolio/departments.html> - if this information is current, please place an 'X' below. No further information is needed.

Information is current; no changes required.

*Note from the Department Chair: The Department of English encompasses the following programs: Associate of Arts in Workplace Communication and Writing, Composition, Creative Writing, Developmental English, the English BA (aka Literary and Textual Studies Program), English Teaching, the General Education program (CA, DV, and HU Learning Outcomes), Linguistics, and Professional and Technical Writing. Each program does its own assessment and reporting with oversight from the Department Chair. Accordingly, this report contains assessment information that is broken out at the program level. An explanation of the General Education Assessment plan is also included.*

## B. Mission Statement

Please review the Mission Statement for your department or academic program displayed on the assessment site:

<http://www.weber.edu/portfolio/departments.html> - if the mission statement is current, please place an 'X' below.; If the information is not current, please provide an update:

Information is current; no changes required.

Update if not current.

-- Professional and Technical Writing (PTW) has an update:

### PTW Mission Statement

The Professional and Technical Writing Emphasis, Minor, and Institutional Certificate (IC) prepare students to enter the workforce with advanced writing, editing, and designing skills. Students also learn content management, project management, and collaborative strategies.

## C. Student Learning Outcomes

Please review the Student Learning Outcomes for your academic program displayed on the assessment site:

<http://www.weber.edu/portfolio/departments.html>. In particular, review in light of recent strategic reporting and indicate any needed updates. If the outcomes are current, mark below.

Information is current; no changes required. **See below for updated information:**

Update if not current:

Linguistics/ESL Minor-Endorsement Program developed revised, simplified learning outcomes in 2017:

1. **Conceptual knowledge outcome:** Students will be able to explain, with an appropriate artifact, systematicity and one other property or use of language.\*
2. **Procedural knowledge outcome:** Students will be able to employ, with an appropriate artifact, a method of language analysis.\*\*

\* Conceptual knowledge is what students know; procedural knowledge is what they know how to do.  
\*\* A method of linguistic analysis is meant to be construed broadly to include not only formal procedures for linguistic analysis but also methods appropriate to TESOL courses in intercultural communication and second-language pedagogy, including assessment.

#### **D-1. Curriculum**

*“A collection of courses is not a program. A curriculum has coherence, depth, and synthesis.”*

(Linda Suskie; presentation at NWCCU Assessment Fellowship, June 19, 2019)

Please review the Curriculum Grid for your department or academic program displayed on the assessment site:

<http://www.weber.edu/portfolio/departments.html>.

**Note 1:** The Associate of Arts in Workplace Communication and Writing is jointly administered with the Department of Communication. English has not been able to fill any classes in that program, and thus have not assessed any. We are going to make these classes online with the goal of making this AA program attractive to students in coming semesters.

**Note 2:** In the next assessment cycle, the Department will need to assess its new Associate of Arts in English degree, which will go live in the 2020-2021 academic year.

**Note 3:** In the next assessment cycle, the Department will need to assess its new Literary Editing Minor, which launched in the 2019-20 academic year.

Curriculum Map: Creative Writing Emphasis

KEY: 1= introduced, 2 = emphasized, 3 = mastered, NA=Not Applicable

Core Courses in Department/Program	Department/Program Learning Outcomes 2017-18 and 2018-19 **Will need revision in next cycle to reflect curricular changes beginning in AY 2020-21**				
	Learning Outcome 1	Learning Outcome 2	Learning Outcome 3	Learning Outcome 4	Learning Outcome 5
	Experiment in writing and develop drafts into polished original work.	Develop critical self-awareness.	Increase editorial proficiency.	Gain an understanding of the professional writing environment.	Gain knowledge of contemporary, canonical, and marginalized literature.
Foundation: ENGL 2200, 3080, 4940	Varies	Varies	Varies	Varies	Varies
Core: ENGL 3610, 3620, 3650, 3660	NA	2	2	NA	2
Writing: ENGL 3250, 3260, 3270, 3280	2	2	2	NA	NA
Literature: ENGL 4560	2	2	2	NA	NA
Introductory Writing Courses: ENGL 2250, 2260, 2270	2	2	2	2	2
Advanced Writing Courses: ENGL 3240, 3250, 3260, 4930	Varies	Varies	Varies	Varies	Varies
Linguistics: ENGL 3010, 3030, 3040	Varies	Varies	Varies	Varies	Varies
Forms and Craft Courses: ENGL 3350, 3355, 3360, 3365, 3370, 3375, 3380	2	2	2	2	2
Editing and Publication: ENGL 3100, 3050, 4960	2	2	2	2	Varies

Curriculum Map: English (BA)

KEY: 1= introduced, 2 = emphasized, 3 = mastered, NA=Not Applicable

Core Courses in Department/Program	Department/Program Learning Outcomes 2017-18 and 2018-19 **Will need revision in next cycle to reflect curricular changes beginning in AY 2020-21**				
	Learning Outcome 1	Learning Outcome 2	Learning Outcome 3	Learning Outcome 4	Learning Outcome 5
	Read, explicate & analyze texts within their cultural, historical, & critical contexts.	Research using a variety of methods & sources & document sources.	Apply relevant critical theories.	Write effectively about texts for varied purposes & audiences.	Demonstrate knowledge of writers, works, genres & periods.
Foundation: ENGL 2200, 2220, 2230, 2240, 2510, 2710	2	1	1	2	1
Critical Approaches: ENGL 3080	3	2	3	2	2
Core: ENGL 3610, 3620, 3650, 3660	2	2	2	2	3
Areas of Specialization, Area 1: ENGL 3030, 3040, 3350, 3500, 3750, 4520, 4530, 4540, 4450, 4610, 4620, 4630, 4640, 4650, 4660, 4710, 4730	2	3	3 (1—3500, Intro to Shakespeare, N/A for 3040 and 3050)	3	3
Areas of Specialization, Area 2: ENGL 3010, 3352, 3510, 3730, 3752, 4712, 4760	3	3	3 N/A for 3010	3	3
Areas of Specialization, Area 3: ENGL 3353, 3753, 3820, 4713	3	3	3	3	3
Areas of Specialization, Area 4: ENGL 3050, 3100, 3210, 3250, 3260, 3270, 3280, 3354, 3520, 3740, 3754, 3880	3	3	3 N/A for 3050, 3100, 3210, 3250, 3260, 3270, 3280	3	3
Electives	Varies	Varies	Varies	Varies	Varies

Curriculum Map: English Teaching (BA)

KEY: 1= introduced, 2 = emphasized, 3 = mastered, NA=Not Applicable

Core Courses in Department/Program	Department/Program Learning Outcomes 2017-18 and 2018-19 **Will need revision in next cycle to reflect curricular changes beginning in AY 2020-21**					
	Learning Outcome 1	Learning Outcome 2	Learning Outcome 3	Learning Outcome 4	Learning Outcome 5	Learning Outcome 6
	Write & read in multiple genres.	Discuss, share, & evaluate a wide range of literature.	Plan a coherent curriculum for teaching language arts.	Integrate writing & language instruction.	Use appropriate formal & informal assessments.	Articulate a professional & coherent philosophy of language arts instruction.
Foundation: ENGL 2200, 2220, 2230, 2240, 2510, 2710	1	1	NA	NA	NA	NA
Critical Approaches: ENGL 3080	1	2	NA	NA	1	NA
Core: ENGL 3610, 3620, 3650, 3660	2	2	NA	NA	NA	NA
Area of Specialization, Area 1: ENGL 3010, 3352, 3510, 3730, 3752, 4712, 4760	2 NA for 3010	2 NA for 3010	NA	NA	NA	NA
Area of Specialization, Area 2: ENGL 3050, 3100, 3210, 3250, 3260, 3270, 3280	2 NA for 3050	2 NA for 3050	NA	NA	NA	NA
Methodology Block: ENGL 3020, 3400, 3410, 3420	3	3	3	3	3	3
Electives: Any 3000- or 4000-level ENGL class	Varies	Varies	Varies	Varies	Varies	Varies
Student Teaching	3	3	3	3	3	3

1. Curriculum Map: Linguistics Minor

KEY: 1= introduced, 2 = emphasized, 3 = mastered, NA=Not Applicable

This is an interdisciplinary program.

Core Courses in Department/Program	Department/Program Learning Outcomes 2017-18 and 2018-19 **Will need revision in next cycle to reflect curricular changes beginning in AY 2020-21**				
	Learning Outcome 1	Learning Outcome 2	Learning Outcome 3		
	Conceptual knowledge outcome: Students will be able to explain, with an appropriate artifact, systematicity and one other property or use of language.	Procedural knowledge outcome: Students will be able to employ, with an appropriate artifact, a method of language analysis.	Compose, revise, and edit your writing.		
Foundation: ENGL 3010	1	1	1		
Language Structure Courses: CS 4110, ENGL 3030, 3050, FL 3220, 3360, PHIL 2200	Varies	Varies	Varies		
Sub-Disciplines and Applications of Linguistics Courses: ANTH 1040, CS 4500, COMM 3000, 3080, 3090, EDUC 4250, 4270, ENGL 3040, 4110, 4420, 4450, FL 4340, PSY 3450	Varies	Varies	Varies		
Electives: LING 4830, 4900	3	3	3		
Capstone: LING 4830, 4990	3	3	3		

Curriculum Map: Professional and Technical Writing Emphasis, English (BA)

KEY: 1= introduced, 2 = emphasized, 3 = mastered, NA=Not Applicable

Core Courses in Department/Program	Department/Program Learning Outcomes 2017-18 and 2018-19 **Will need revision in next cycle to reflect curricular changes beginning in AY 2020-21**					
	Learning Outcome 1	Learning Outcome 2	Learning Outcome 3	Learning Outcome 4	Learning Outcome 5	Learning Outcome 6
	Apply theories of technical communication in a variety of genres.	Write a variety of documents that reflect application of cognition.	Perform substantive editing.	Rhetorical approach to document design.	Construct documentation projects.	Develop a portfolio.
Foundation: ENGL 2200, 2220, 2230, 2240, 2510, 2710	NA	1	1	NA	NA	NA
Critical Approaches: ENGL 3080	NA	2	1	NA	NA	NA
Core: ENGL 3610, 3620, 3650, 3660	NA	1	1	NA	NA	NA
Prof & Tech Writing: ENGL 3100, 3140, 3190, 4100, 4110, 4120	1 (all)	2 (3100, 3140, 3190, 4100)	3 (3140)	3 (all)	3 (4110)	3 (4120)
Electives: Any 3000- or 4000-level ENGL class	Varies	Varies	Varies	Varies	Varies	Varies



Curriculum Map: English Minor

KEY: 1= introduced, 2 = emphasized, 3 = mastered, NA=Not Applicable

Core Courses in Department/Program	Department/Program Learning Outcomes 2017-18 and 2018-19 **Will need revision in next cycle to reflect curricular changes beginning in AY 2020-21**				
	Learning Outcome 1	Learning Outcome 2	Learning Outcome 3	Learning Outcome 4	Learning Outcome 5
	Read, explicate, & analyze texts within their cultural, historical, & critical contexts.	Research using a variety of methods & sources & document sources.	Apply relevant critical theories.	Write effectively about texts for varied purposes & audiences.	Demonstrate knowledge of writers, works, genres & periods.
Foundation: ENGL 2200, 2220, 2230, 2240, 2510, 2710	2	1	1	2	1
Critical Approaches: ENGL 3080	3	2	3	2	2
Core: ENGL 3610, 3620, 3650, 3660	2	2	2	2	3
Areas of Specialization, Area 1: ENGL 3030, 3040, 3350, 3500, 3750, 4520, 4530, 4540, 4450, 4610, 4620, 4630, 4640, 4650, 4660, 4710, 4730	2	3	3 (1—3500, Intro to Shakespeare, N/A for 3040 and 3050)	3	3
Areas of Specialization, Area 2: ENGL 3010, 3352, 3510, 3730, 3752, 4712, 4760	3	3	3 N/A for 3010	3	3
Areas of Specialization, Area 3: ENGL 3353, 3753, 3820, 4713	3	3	3	3	3
Areas of Specialization, Area 4: ENGL 3050, 3100, 3210, 3250, 3260, 3270, 3280, 3354, 3520, 3740, 3754, 3880	3	3	3 N/A for 3050, 3100, 3210, 3250, 3260, 3270, 3280	3	3

Curriculum Map: Professional and Technical Writing Minor

KEY: 1= introduced, 2 = emphasized, 3 = mastered, NA=Not Applicable

Core Courses in Department/Program	Department/Program Learning Outcomes 2017-18 and 2018-19 **May need revision in next cycle to reflect curricular changes beginning in AY 2020-21**					
	Learning Outcome 1	Learning Outcome 2	Learning Outcome 3	Learning Outcome 4	Learning Outcome 5	Learning Outcome 6
	Apply theories of technical communication in a variety of genres.	Write a variety of documents that reflect application of cognition.	Perform substantive editing.	Rhetorical approach to document design.	Construct documentation projects.	Develop a portfolio.
Prof & Tech Writing: ENGL 3100, 3140, 3190, 4100, 4110, 4120	1 (all)	2 (3100, 3140, 3190, 4100)	3 (3140)	3 (all)	3 (4110)	3 (4120)

Curriculum Map: English Teaching Minor

KEY: 1= introduced, 2 = emphasized, 3 = mastered, NA=Not Applicable

Core Courses in Department/Program	Department/Program Learning Outcomes 2017-18 and 2018-19 **May need revision in next cycle to reflect curricular changes beginning in AY 2020-21**							
	Learning Outcome 1	Learning Outcome 2	Learning Outcome 3	Learning Outcome 4	Learning Outcome 5	Learning Outcome 6		
	Write & read in multiple genres.	Discuss, share, & evaluate a wide range of literature.	Plan a coherent curriculum for teaching language arts.	Integrate reading, writing, & language instruction.	Use appropriate formal & informal assessments.	Articulate a professional & coherent philosophy of language arts instruction.		
Foundation: Critical Approaches: ENGL 3080	2	2	NA	NA	1	NA		
Core: ENGL 3610, 3620, 3650, 3660	2	2	NA	NA	NA	NA		
Methodology Block: ENGL 3020, 3400, 3410, 3420	3	3	3	3	3	3		
Area of Specialization: ENGL 3050, 3100, 3210, 3250, 3260, 3270, 3280	Varies	Varies	Varies	Varies	Varies	Varies		
Student Teaching	3	3	3	3	3	3		

## Assessment by Program

### Composition

#### Composition Assessment Findings 2017-2019

a. Procedure:

- i. For both ENGL 1010 and 2010 a set of randomized artifacts was collected from between Fall 2017 to Spring 2019. The goal for each set was to assess 100 artifacts for each class, which we almost achieved for 2010 (95 were assessed) but not for 1010 (for which we assessed only 57 artifacts).
- ii. Before the assessment, assessors (members of the Composition Committee) were assembled and led in a norming exercise meant to increase inter-rater reliability, which was a minor problem in our last assessment (Gen Ed, 2018). Not everyone was able to come to our norming session, so there is still potential for outliers.
- iii. For the assessment itself, each assessor was given a set of 20-25 artifacts to assess according to course outcomes in ENGL 1010 and 2010, respectively. Dr. Gail Niklason and Dr. Barrett-Fox collaborated in the creation of an assessment tool that measured, for each outcome (six for ENGL 1010 and seven for ENGL 2010) whether students exceeded, met, did not meet said outcomes (or whether a particular outcome was not available for a particular assignment).

#### English 1010 Learning Outcomes:

LO 1: Identify connections between and among texts and their ideas.

LO 2: Compose writing that is structurally coherent and unified.

LO 3: Compose writing assignments with a clear thesis or main idea.

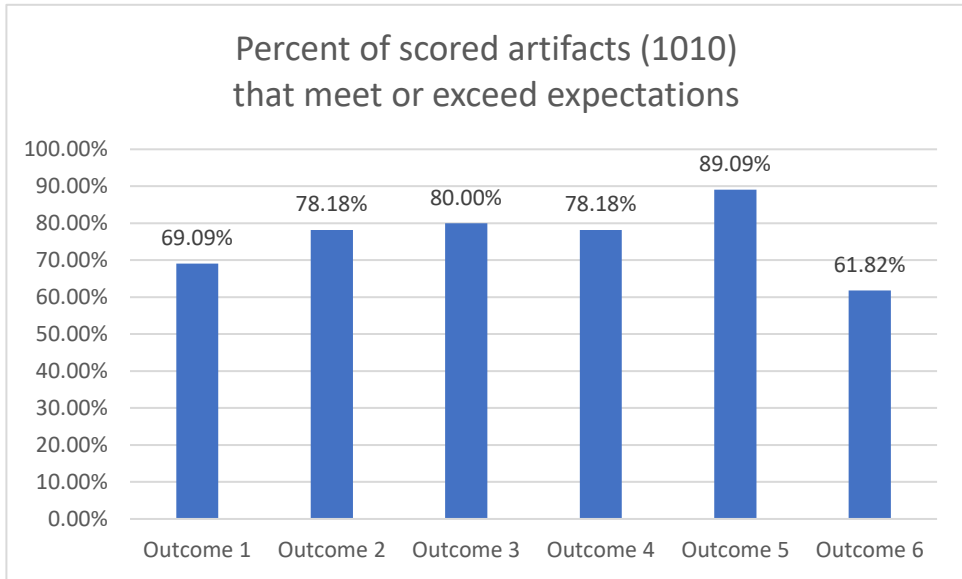
LO 4: Control such surface features as syntax, grammar, punctuation, and spelling.

LO 5: Paraphrase, summarize, and use sources appropriately.

LO 6: Use MLA and/or APA citation method correctly.

	Exceeds	Meets	Does not meet	Not observed	Percent meets or exceeds
Outcome 1	16	22	4	13	69.09%
Outcome 2	13	30	12		78.18%
Outcome 3	19	25	11		80.00%
Outcome 4	13	30	12		78.18%

Outcome 5	14	35	5	1	89.09%
Outcome 6	9	25	20	1	61.82%



**ENGL 1010 Findings:**

Composition has set the Threshold for Success at 70%--meaning that 70% of students will score at the level of “Meets Expectations” or “Exceeds Expectations”. ENGL 1010 assessed above or well-above the success threshold on four of the six outcomes, very slightly below on one (Outcome 1: identifying connections between texts and ideas), and nine points below on another (Outcome 6: the correct use of MLA or APA style citations).

Even with the introduction of the new Digital English 1010 sections, there was a low degree of variance between the non-digital and digital sections of ENGL 1010, suggesting that faculty are doing a good job not losing sight of the 1010 LOs despite being tasked with teaching new material.

ENGL 2010 Learning Outcomes:

LO 1: Identify connections between and among texts and their ideas

LO 2: Compose writing that is structurally coherent and unified

LO 3: Compose writing assignments with a clear thesis or main idea

LO 4: Control such surface features as syntax, grammar, punctuation, and spelling

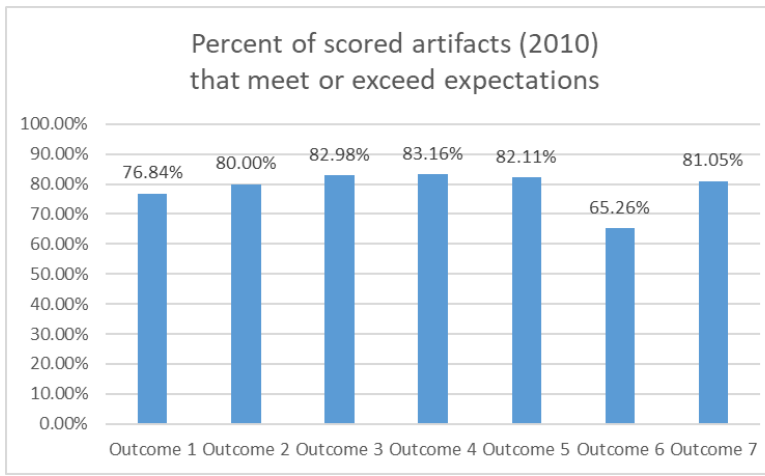
LO 5: Paraphrase, summarize, and use sources appropriately

LO 6: Use MLA and/or APA citation method correctly

LO 7: Make and support an effective argument

	Exceeds	Meets	Does not meet	Not observed	Percent meets or exceeds
Outcome 1	20	53	14	8	76.84%
Outcome 2	18	58	19	0	80.00%
Outcome 3	25	53	16	0	82.98%
Outcome 4	15	64	16	0	83.16%
Outcome 5	20	58	17	0	82.11%
Outcome 6	20	42	33	0	65.26%
Outcome 7	27	50	18	0	81.05%

*(See below for bar graph of results)*



#### ENGL 2010 Findings and Areas for Improvement:

Composition has set the Threshold for Success at 70%--meaning that 70% of students will score at the level of “Meets Expectations” or “Exceeds Expectations”. ENGL 2010, assessed last year (2018) for General Education renewal, saw improvement over the course of this year in almost every category, demonstrating well-above threshold (70 percent) in all categories except one, LO 6, “Use MLA and/or APA citation method correctly.”

Interestingly, the same area needs improvement in both ENGL 1010 and ENGL 2010, as they both scored well-below threshold on the same outcome, Outcome 6: the proper use of APA and MLA style. This is a fairly simple area to target in program-wide education, and Composition Director Dr. Barrett-Fox will build training in these areas into the ENGL 1010 and 2010 faculty curriculum for 2020.

#### Wildcat Scholars Program

The Wildcat Scholars Program combines Developmental English courses with Composition courses. See discussion of assessment data and discussion of results in the Developmental English section of this report.

## **Creative Writing**

Creative Writing Assesses Courses in Two Areas:

1. General Education Courses Carrying the CA Designation.
2. Creative Writing Courses in the Creative Writing Emphasis

CW learning outcomes are being assessed in all courses; while methods vary from class to class, each instructor of record collects writing exercises, portfolios, and final portfolios as well as keeping a running evaluation of engaged participation for each student; further, all instructors of record agree, by committee approval, that over two weeks of absence will result in an automatic mandate to retake the course at a later date.

*The threshold for success across the Creative Writing Program is 70%, meaning that 70% of students will score at the level of “Meets” or “Exceeds” for each learning outcome.*

General Education CA Courses use the following Learning Outcomes:

LO 1: Students will create works of art and/or increase their understanding of creative processes in writing, visual arts, interactive entertainment, or performing arts.

LO 2: Students will demonstrate knowledge of key themes, concepts, issues, terminology and ethical standards employed in creative arts disciplines. They will use this knowledge to analyze works of art from various traditions, time periods, and cultures.

### **Assessment Results and Analysis for General Education Courses:**

**ENGL 2250 (face-to-face)**—100% met thresholds—no further action needed.

LO1:

10 Exceeds Expectations

2 Meets Expectations

LO2:

N/A



On the whole, the committee found that the randomly-selected prose poems from the face-to-face 2250 exceeded expectations. Multiple reviewers noted the poems' deft use of imagery and figurative language, as well as demonstrating a skilled command of the language. It is clear that each student has a deep understanding of the creative process and can see a project through from idea germination until the final edited piece. While reviewers left LO2 blank, it should be noted that knowledge of crucial prosody concepts and terminologies is implicitly demonstrated in this writing sample. For example, the poems display a keen awareness of the hybridity of the prose poem genre.

**ENGL 2250 (online)** --100% met thresholds—no further action needed, but improvement is planned—see below.

LO1:

6 Exceeds Expectations

6 Meets Expectations

LO2:

N/A

As one reviewer notes: "This set of poems isn't as strong as those from the face-to-face class." However, the reviewer goes on to comment that the poems still manage to invoke an atmosphere due to their use of well-defined imagery. The assessment breakdown tethered to LO1 is further evidence that the online course isn't producing quite as polished work, which is not surprising since last spring is the first time we launched online creative writing courses. Going forward, the department plans to brainstorm ways to get the fledgling online offerings up to the outstanding bar set by our other excellent Gen Ed face-to-face classes. Still, for a pilot program, the course met the criteria for learning with flying colors—a strong first effort.

**ENGL 2260** --100% met thresholds—no further action needed, but improvement planned—see below.

LO1:

5 Exceeds Expectations

3 Meets Expectations

LO2:

4 Exceeds Expectations

4 Meets Expectations

The committee overwhelmingly agreed that students demonstrated smart and keen self-awareness when it came time to revise. The ability to stand outside of one's work and speak to its faults and pluses is not a second nature skillset; students all exceeded expectations in this regard. As for the grasp of craft vocabulary, and the use of those key terms as vital tools along arduous but rewarding revision pathways, students met expectations again and again. It should be noted that one dissenting reviewer cited lack of lexicon depth but went on to note that the student made substantial edits and insightful narrative choices. Discursive reviews reveal that reviewers ticked Exceeds most often when the story demonstrated imaginative rigor and Meets more often when the story was competent without flashes of heightened originality.

**ENGL 2270**--100% met thresholds--no further action needed.

LO1:

8 Exceed Expectations

8 Meets Expectations

LO2:

N/A

Reviewers overwhelmingly agreed that students succeeded in taking risks. Several reviewers saw room for improvement regarding less telling and more showing. Also, reviewers found occasional rhetorical and metrical choices to be either heavy-handed or forced. Further praise came in the form of tight imagery, a revelatory last line, and clever wordplay. The discursive review reveals that reviewers split between Exceeds and Meets mainly based upon how forced a poem seemed--put another way, reviewers were keen to see that the poet had made a poem and not merely performed an exercise. While reviewers left LO2 blank, it should be noted that knowledge of key prosody concepts and terminologies is implicitly demonstrated in this writing sample: for example, there are couplets, sonnets, anaphora, and there is extensive evidence of enjambment and endstopping.

Creative Writing Courses for the Major Use the Following Learning Outcomes:

LO 1: Experiment in writing and develop drafts into polished original work

LO 2: Develop critical self-awareness

LO 3: Increase editorial proficiency

LO 4: Gain an understanding of the professional writing environment

LO 5: Gain knowledge of contemporary, canonical, and marginalized literature

The Creative Writing Program assesses upper division courses and the program as a whole through the use of portfolios. The Committee was pleased by the quality of Senior Project Portfolios. The portfolios were clean and the work therein demonstrated the substantive quality of our CW majors at WSU.

That said, Committee members saw several places for growth: to thread more tightly the self-reflective essay and the sample examples of writerly growth via experimentation; to narrativize the literary tree; and to trifurcate the professionalization component this way: 1) journals research; 2) literary citizenship; 3) explication of how creative writing will be a part of future employment.

The committee may consider whether it makes sense to change the wording of the LOs. It may make sense to change "Develop" to "demonstrate" and change "gain an" to "demonstrate" as it is more clear-cut to assess "demonstration" of an outcome than it is to assess whether a person has "developed" or "gained" an outcome in the absence of baseline data.

## Developmental English

### **English 0900 and 0955 (Fall 2017-Spring 2019)**

*The threshold for success in English 0900 and 0955 is 80%, meaning that 80% of students will score at the level of “Adequate” or “Proficient” for each learning outcome.*

All Developmental English students enrolled in ENGL 0900 or ENGL 0955 are assessed using two different means: artifact collection and norming and a survey. All artifacts are submitted and normed in a Sandbox course on Canvas titled “Dev English Assessment”. All DE instructors use the rubrics and procedures for assessment of both ENGL 0900 and ENGL 0955 as described in on the following pages

### English 0900

One of Developmental English’s (DE) Intended Actions from the previous Assessment Report was to formally articulate outcomes and objectives for English 0900 and to implement an assessment strategy. The DE program developed outcomes and objectives specific to students enrolled in English 0900. The outcomes are:

- Students will demonstrate reading comprehension and retention of reading material.
- Students will write content with clarity, focus, creativity, and authenticity.
- Students will demonstrate understanding of grammar and mechanics in their writing.

A small population of students is required to enroll in English 0900 every academic year. Students placed in English 0900 received a 12 or below on the ACT or had an Accuplacer score of 40 or below in both Reading and Writing criteria. Therefore, the program’s outcomes were created with a fundamental approach and understanding of English 0900 students’ skills. Once the objectives were established, the DE program began assessing all English 0900 courses by collecting artifacts from each section and assessing student success and retention. Spring 2018 was the first semester an assessment plan was introduced and artifacts were collected. Prior to the assessment plan being instituted, all English 0900 instructors received training that focused on creating content that functioned within the English 0900 course parameters. All English 0900 participated in an assessment norming exercise that examined 0900 artifacts using a standardized rubric. The rubric evaluates and assesses the program’s goals and objectives and establishes a baseline for English 0900 students’ success and retention.

The first semester artifacts were collected (Spring 2018), all students demonstrated both “Proficient” and “Adequate” skills. No students were assessed as “Emerging”. In Fall 2018, however, while students mostly demonstrated both “Proficient” and “Adequate” skills, a small percentage of students demonstrated “Emerging” skills with approximately 39% percent of students demonstrated “Emerging” skills pertaining specifically to grammar and mechanics. In Spring 2019, the total number of artifacts assessed was 12 total which was significantly lower than the total artifacts assessed for Fall 2018 (36 total artifacts were assessed in Fall 18). Therefore, the percentages for student performance varied for Spring 19 as opposed to Fall 18. Although a smaller amount of artifacts were assessed, the majority of English 0900 students demonstrated “Adequate” skills and learning, and many students demonstrated “Proficient” scores (see graphs attached).

Establishing learning goals and objectives and engaging in an assessment procedure for English 0900 was a goal the DE program knew needed to be built and practiced, and it was a significant goal and was a large focus for the program, as stated in the previous Assessment Report. Successfully, objectives were created, artifacts have been gathered, and continued assessment of English 0900 students’ has led to a greater awareness of this unique student population.

**ENGL 0900 RUBRIC:**

PERFORMANCE AREA	(3) PROFICIENT	(2) ADEQUATE	(1) EMERGING
<p>READING COMPREHENSION</p> <p>Demonstrates comprehension and retention of reading material.</p>	<p>Skillfully incorporates information gathered from reading materials.</p>	<p>Incorporates information gathered from reading materials but misses some key ideas or details.</p>	<p>Insufficient incorporation of information gathered from reading materials.</p>

<p style="text-align: center;">CONTENT</p> <p>Writes with clarity, focus, creativity, and authenticity.</p>	<p>Writing is clear, focused, creative, and authentic.</p>	<p>Writing is clear at times, somewhat focused, and includes aspects of creativity, or authenticity.</p>	<p>Writing is vague, unorganized, lacks creativity, or presents as artificial.</p>
<p style="text-align: center;">GRAMMAR and MECHANICS</p> <p>Edits writing to correct spelling, grammar, and any mechanical errors.</p>	<p>Writing is mostly free of spelling, grammar, and mechanical errors (fewer than five).</p>	<p>Writing is somewhat free of spelling, grammar, and mechanical errors (fewer than ten).</p>	<p>Writing contains significant errors in spelling, grammar, and mechanics (ten or more).</p>

**ENGLISH 0900 ASSESSMENT PROCEDURE:**

1. Assess all of your final writing submissions using the 0900 rubric.
2. Indicate the totals for each category on your rubric (as shown in the sample below).
3. At the bottom of the rubric, indicate the total number of students in the class.
4. Save the rubric with your name, the semester, and the year in the file name. For example: Asay Rubric Spring 2019.docx
5. Download a representative essay sample from each category on the rubric (Strong, Adequate, and Emerging). Delete the identifying information from each essay sample (the student's name and yours). Save the altered version, making note of where you saved it on your computer. (If you're not sure how to complete this step, watch [this short video](#).)
6. Click the MODULES tab on the left side of this screen.
7. Within the module called "**Submissions for 0900 Assessment - Spring 2019**," submit your "Strong" essay sample to the assignment called "Strong Paper - Spring 19" by clicking "Submit Assignment" and then locating and attaching the altered file.
8. Repeat this process to submit the "Adequate" and "Emerging" samples to the appropriate assignments.
9. Within the same module, submit the file of your completed rubric in the assignment called "Completed Rubrics - Spring 19."

**ENGLISH 0900 – SPRING 2018**

TOTAL NUMBER OF ARTIFACTS ASSESSED: 13

	NUMBER OF ARTIFACTS (3) PROFICIENT	NUMBER OF ARTIFACTS (2) ADEQUATE	NUMBER OF ARTIFACTS (1) EMERGING
LEARNING OUTCOME 1: READING COMPREHENSION	8 (62%)	4 (31%)	0
LEARNING OUTCOME 2: CONTENT	5 (42%)	7 (58%)	0
LEARNING OUTCOME 3: GRAMMAR AND MECHANICS	5 (42%)	7 (58%)	0

**ENGLISH 0900 – FALL 2018**

TOTAL NUMBER OF ARTIFACTS ASSESSED: 36

	NUMBER OF ARTIFACTS (3) PROFICIENT	NUMBER OF ARTIFACTS (2) ADEQUATE	NUMBER OF ARTIFACTS (1) EMERGING
--	--	--	--

LEARNING OUTCOME 1: READING COMPREHENSION	20 (56%)	11 (31%)	5 (14%)
LEARNING OUTCOME 2: CONTENT	19 (51%)	9 (25%)	8 (8%)
LEARNING OUTCOME 3: GRAMMAR AND MECHANICS	17 (47%)	13 (36%)	14 (39%)

**ENGLISH 0900 – SPRING 2019**

TOTAL NUMBER OF ARTIFACTS ASSESSED: 12

	NUMBER OF ARTIFACTS (3) PROFICIENT	NUMBER OF ARTIFACTS (2) ADEQUATE	NUMBER OF ARTIFACTS (1) EMERGING
LEARNING OUTCOME 1: READING COMPREHENSION	3 (25%)	8 (67%)	1 (1%)
LEARNING OUTCOME 2: CONTENT	6 (50%)	5 (42%)	1 (1%)
LEARNING OUTCOME 3: GRAMMAR AND MECHANICS	4 (33%)	5 (42%)	3 (25%)



## English 0955

In the prior Assessment Report, Developmental English had just undergone rigorous programmatic changes due largely in part to receiving NADE certification. The program had established student goals and objectives for all English 0955 courses, and they have not been altered since the last report. The English 0955 goals and objectives from the prior report still stand and serve as the outline for all assessment.

The DE faculty (full-time and part time) engaged in assessment training specifically designed for English 0955 courses. It was during this training that DE faculty members discussed the program's goals and objectives and participated in assessment norming exercises. All DE faculty understand the value and importance of on-going assessment, and faculty have been trained in submitting the necessary artifacts in Canvas. Along with collecting artifacts, DE faculty norm their students' performance each semester using a standardized rubric.

Since the last report, the most significant points have been identified through the assessment process regarding all English 0955 courses:

- A large percentage of students are reaching an "Adequate" level in their coursework. The numbers change semester to semester (see graphs), but tendency is students are performing at an acceptable rate.
- A percentage of students performed at an "Emerging" level, but the percentages improve from Fall 17 to Spring 19.
- The assessment numbers indicate that students are struggling in the "Sources and Citation" skill each semester.
- English 0955 students perform well in the "Content" area of the course each semester.
- The number of artifacts submitted has declined each semester although faculty are receiving more assessment training.

The current assessment does not take into account the implementation of the Wildcat Scholars program. Eric Amsel, Associate Provost, introduced a co-requisite course where students enrolled in the program can complete both English 0955 and English 1010 in the same semester. The program is growing exponentially with additional funding that has been awarded through a grant. The numbers currently submitted in this assessment report do not include students enrolled in the Wildcat Scholar program. (See separate discussion, below).

**ENGLISH 0955 RUBRIC:**

PERFORMANCE AREA	(3) PROFICIENT	(2) ADEQUATE	(1) EMERGING
<p><b>CONTENT</b></p> <p>Summarizes the main points and supporting details from texts or other source materials.</p>	<p>Skillfully incorporates information gathered from texts or other source materials into the essay.</p>	<p>Incorporates many ideas from texts or other possible source materials but misses some key ideas or details.</p>	<p>Insufficient incorporation of main or supporting points from text or other source materials.</p>
<p><b>ORGANIZATION AND STRUCTURE</b></p> <p>Organizes writing with adequate transitions and with a clear pattern of order.</p>	<p>Method of organization is well-suited for a clear and compelling presentation; clear intro, body, and conclusion with effective transitions.</p>	<p>Sequence of ideas could be improved. Some signs of logical organization, but the paper may shift focus or present an ineffective flow of ideas.</p>	<p>Poorly organized. Problems with the conveyance of clear ideas that follow in a progressive order.</p>

<p style="text-align: center;">SOURCES AND CITATION</p> <p>Sources are credited, in text, for any quoted or paraphrased references.</p>	<p>All of the required sources and references are appropriately credited.</p>	<p>Most of the required sources and references are appropriately credited.</p>	<p>The required sources are not appropriately credited.</p>
<p style="text-align: center;">MECHANICS</p> <p>Edits writing to correct spelling, grammar, and any mechanical errors.</p>	<p>Essentially error free.</p>	<p>Minor errors only.</p>	<p>Numerous errors that hinder the conveyance of ideas.</p>

**ENGLISH 0955 ASSESSMENT PROCEDURE:**

1. Assess all of your third-essay submissions using the 0955 rubric.
2. Indicate the totals for each category on your rubric (as shown in the sample below).
3. At the bottom of the rubric, indicate the total number of students in the class.
4. Save the rubric with your name, the semester, and the year in the file name. For example: Asay Rubric Spring 2019.docx
5. Download a representative essay sample from each category on the rubric (Strong, Adequate, and Emerging). Delete the identifying information from each essay sample (the student's name and yours). Save the altered version, making note of where you saved it on your computer. (If you're not sure how to complete this step, watch [this short video](#).)
6. Click the MODULES tab on the left side of this screen.
7. Within the module called "Submissions for 0955 Assessment - Spring 2018," submit your "Strong" essay sample to the assignment called "Strong Paper - Spring 19" by clicking "Submit Assignment" and then locating and attaching the altered file.
8. Repeat this process to submit the "Adequate" and "Emerging" samples to the appropriate assignments.
9. Within the same module, submit the file of your completed rubric in the assignment called "Completed Rubrics - Spring 19."

**ENGL 0900/0955 SURVEY:**

All DE students complete the following survey which is used as an assessment tool in addition to the artifacts collected and assessed with the rubrics above. Students' survey responses are anonymous and do not affect their performance or grade in the class. Here is the link for Spring 2019 Survey: <https://www.surveymonkey.com/r/YNG8LVK>

**ENGLISH 0955 – FALL 2017**

TOTAL NUMBER OF ARTIFACTS ASSESSED: 170

	NUMBER OF ARTIFACTS (3) PROFICIENT	NUMBER OF ARTIFACTS (2) ADEQUATE	NUMBER OF ARTIFACTS (1) EMERGING
LEARNING OUTCOME 1: CONTENT	87 (51 %)	61 (35%)	23 (14%)
LEARNING OUTCOME 2: ORGANIZATION AND STUCTURE	89 (52%)	65 (38%)	17 (10%)
LEARNING OUTCOME 3: SOURCES AND CITATION	68 (40%)	67 (39%)	36 (21%)
LEARNING OUTCOME 4: MECHANICS	56 (53%)	87 (51%)	27 (16%)

**ENGLISH 0955 – SPRING 2018**

TOTAL NUMBER OF ARTIFACTS ASSESSED: 98

	NUMBER OF ARTIFACTS (3) PROFICIENT	NUMBER OF ARTIFACTS (2) ADEQUATE	NUMBER OF ARTIFACTS (1) EMERGING
LEARNING OUTCOME 1: CONTENT	45 (46%)	32 (30%)	12 (12%)
LEARNING OUTCOME 2: ORGANIZATION AND STUCTURE	45 (46%)	36 (37%)	8 (8%)
LEARNING OUTCOME 3: SOURCES AND CITATION	37 (38%)	34 (35%)	18 (18%)
LEARNING OUTCOME 4: MECHANICS	39 (37%)	31 (32%)	21 (21%)

**ENGLISH 0955 – FALL 2018**

TOTAL NUMBER OF ARTIFACTS ASSESSED: 137

	NUMBER OF ARTIFACTS (3) PROFICIENT	NUMBER OF ARTIFACTS (2) ADEQUATE	NUMBER OF ARTIFACTS (1) EMERGING
LEARNING OUTCOME 1: CONTENT	79 (58%)	54 (39%)	15 (11%)
LEARNING OUTCOME 2: ORGANIZATION AND STUCTURE	77 (56%)	54 (39%)	8 (6%)
LEARNING OUTCOME 3: SOURCES AND CITATION	59 (43%)	63 (46%)	26 (19%)
LEARNING OUTCOME 4: MECHANICS	56 (41%)	60 (44%)	23 (17%)

**ENGLISH 0955 – SPRING 2019**

TOTAL NUMBER OF ARTIFACTS ASSESSED: 119

	NUMBER OF ARTIFACTS (3) PROFICIENT	NUMBER OF ARTIFACTS (2) ADEQUATE	NUMBER OF ARTIFACTS (1) EMERGING
LEARNING OUTCOME 1: CONTENT	66 (55%)	41 (34%)	9 (8%)
LEARNING OUTCOME 2: ORGANIZATION AND STUCTURE	63 (53%)	46 (39%)	8 (8%)
LEARNING OUTCOME 3: SOURCES AND CITATION	50 (42%)	48 (40%)	28 (24%)
LEARNING OUTCOME 4: MECHANICS	54 (45%)	42 (35%)	23 (19%)

**Future Specific Assessment Goals:**

In general, moving forward, the DE program will continue to assess these “at-risk” students and continue to provide fundamental coursework and a learning environment that promotes student success in English 0955 and future courses.

- Continue faculty assessment training and norming sessions.
- Evaluate the current goals and objectives and identify if any changes are necessary for English 0900 and/or English 0955.
- Discuss options in course delivery and assess if any changes need to be made.
- Assess online students’ performance and continue to align face-to-face content with online content.
- Increase training for online faculty and determine if such changes are effective and serving DE students appropriately.
- Continue to work closely with tutoring and university support services and assess how additional resources can be integrated in to DE program.
- Work closely with Eric Amsel and members of the Wildcat Scholar program to continue assessment of a co-requisite course.
- Create a co-requisite framework that works for all DE students and reaches beyond the Wildcat Scholar program.



### **Wildcat Scholars Program—a partnership between Developmental English and Composition**

We started with 35 Wildcat Scholars after the third week in fall 2018. Of them, 25 (71%) completed the ENG 1000-1010 course in the fall. Five of the 10 earned credit for ENG 1000 despite failing ENG 1010 and can enroll in ENG 1010 in a subsequent semester.

The ENG 1000-1010 course replaced the sequence going from (at least) ENG 955 to ENG 1010. We know that for first-time first-year students, 71% complete ENG 955 and 77% complete ENG 1010, meaning that between the two classes, we would have expected a 55% completion rate. ( $71\% \times 77\% = 55\%$ ). So the ENG 1000-1010 increased by 16% the likelihood of remedial students completing ENG 1010. Scaling this up to all 367 students in ENG 955 in any given fall term, there would be an increase of 59 ENG 1000-1010 students, which itself could have a positive impact on persistence and retention.

Of the 25 Wildcat Scholars who passed ENG 1010, 24 continued to ENG 2010. The one student who did not continue went on an LDS Mission. So completing ENG 1000-1010 was also good for persistence from Fall to Spring for Wildcat Scholars. A total of 21 of the 24 (88%) Wildcat Scholars completed ENG 2010, which is higher than the 76% of first-time first-year students who complete ENG 2010.

Overall, 23 out of 35 Wildcat Scholars (66%) completed the COMP requirement in one year, which is typically not possible for Dev-Dev students. Usually, Dev-Dev students would have a 42% likelihood of completed the COMP requirement in 3 semesters, given the completion rates in each course. The Scholars also had a fall-to-fall retention rate of 66%, which is 11% higher than the WSU student body overall 19% higher than the Dev-Dev retention rate.

We think that the data show the ENG 1000-1010 course to have a very positive effect on student achievement and would like to discuss WS and non-WS versions of the combined classes in the future.

## English Teaching Program

### Completed Actions and Current Actions for fall 2017-Spring 2019

The WSU English Teaching Major Program consists of 39 credit hours of English classes and a 12-credit hour block of English methods courses taken the semester prior to student teaching. The English education faculty assesses the program's effectiveness through the following procedures:

I. Students are evaluated and assessed according to 6 Learning Outcomes in the coordinated English Methods Block. The courses are English 3400, The Teaching of Literature, English 3410, The Teaching of Writing, English 3020, Introduction to the Study of Language for Teachers, and English 3420, Teaching with Young Adult Literature. Each of the English Education faculty states these 6 Learning Outcomes in their course syllabi and incorporates them into all their teaching and learning activities during the semester. These outcomes provide the basis of assessment in all of the English methods courses:

- 1) Encourage students to express their life experiences in writing in a variety of genres such as journals, memoir, narrative, essay, and argument.
- 2) Secondary Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.
- 3) Plan a coherent curriculum based on student needs that integrate reading, writing, and language instructions guided by the Utah State Core Standards.
- 4) Demonstrate to their students how to apply knowledge of language structure, usage, and conventions to communicate effectively with a variety of audiences for different purposes.
- 5) Use appropriate formal and informal assessments to inform instruction and verify student learning.
- 6) Articulate a professional and coherent philosophy of language arts instruction based on current best practices, the connections between reading and writing processes, and current research in the field of teaching English and that promotes respect for physical, ethnic, gender, and cultural diversity (Appendix 8).

II. After the English Methods Block, the English Education faculty continues to monitor and assess the progress of its English teaching majors by providing content-area supervision during their student teaching experience. During those 12 weeks of student teaching the faculty continue to monitor and assess the student's development. The English Education faculty visits the teacher candidate several times during the student teaching experience, observing and assessing the student teacher's progress. An observation and evaluation form provided by the WSU Education Department is completed after each meeting that measures how well the student teacher is progressing.

a. Copies of these forms are turned over to the WSU Education Department for their final assessment and provide evidence to the Utah State Department of Education that the teacher candidate has fulfilled all the student teaching requirements in order to be licensed to teach English in the secondary schools of Utah. (See Appendix 7 for the WSU Education Form, "Utah Preservice Teacher Final Evaluation Form.")

III. At the end of each student's practice teaching experience in the fall of 2017 and spring of 2018, the English Education supervisors assessed the student's success according to 6 Program Learning Outcomes listed below. A threshold of 70% success rate was established meaning that each learning outcome was successfully met by more than 70% of the students in the program.

Program Learning Outcomes:

- 1) Philosophy of Language Arts Teaching: Articulate a professional and coherent philosophy of language arts instruction based on current best practices, the connections between reading and writing processes, and current research in the field of teaching and that promotes respect for physical, ethnic, gender and cultural diversity
- 2) Curriculum Planning: Plan a coherent curriculum based on student needs that integrate reading, writing, and language instructions guided by the Utah State Core Standards.
- 3) Teaching Literature: Secondary Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.

- 4) Teaching Writing: Encourages students to express their life experiences in writing a variety of genres such as journals, memoir, narrative, essay, and argument.
- 5) Teaching Language: Demonstrate to their students how to apply knowledge of language structure, usage, and conventions to communicate effectively with a variety of audiences for different purposes.
- 6) Assessments: Use appropriate formal and informal assessments to inform instruction and verify student learning (Appendix 8).

**Results:** 100% of the English Teaching Majors from the period fall 2017-spring 2019, 16 students met certification requirements and were issued teaching certificates.

**Interpretation:** According to assessment instruments from the period fall 2017-spring 2019, the English Education program successfully trained and graduated eight English teachers for the secondary schools of Utah.

**Future steps:**

The English Teaching Program has revised its curriculum and will need to engage in assessment of the new courses. Revisiting the Program Learning Outcomes should be a part of this plan.

The committee may also wish to consider an artifact-based approach to assessment in order to better gain insight into individual courses in the Teacher Education program.

### Linguistics

The Linguistics Department seeks a threshold of 70%, meaning that 70% of the students will meet LOs with a score of a 4, “Meets Expectations”, or 5, “Exceeds Expectations”.

Table Background Information: English 4410, Strategies & Methodology of ESL/Bilingual Teaching, Spring Semester, 2017, N=8 students, Scored by the instructor, Numbers for each outcome represent how many students scored at each level, 1-5. Percentages equal students scoring at “meets” or “exceeds” expectations. Target threshold for meeting LOs: 70%.

<b>ENGLISH DEPARTMENT LINGUISTICS LEARNING OUTCOMES</b>	5=Exceeds Expectations	4=Meets Expectations	3=Approaching Mastery	2=Developing	1=Does Not Meet Expectations	Percent that meet or exceed expectations
*Learning Outcome 1	2	4	2			75%
*Learning Outcome 2	2	5	1			87.5%
*Learning Outcome 3	0	8	0			100%

Learning Outcomes:

2. Conceptual knowledge outcome: Students will be able to explain, with an appropriate artifact, systematicity and one other property or use of language.\* (Linguistics Learning Outcome)

3. Procedural knowledge outcome: Students will be able to employ, with an appropriate artifact, a method of language analysis.\*\* (Linguistics Learning Outcome)

\* Conceptual knowledge is what students know; procedural knowledge is what they know how to do. \*\*A method of linguistic analysis is meant to be construed broadly to include not only formal procedures for linguistic analysis but also methods appropriate to TESOL courses in intercultural communication, second-language pedagogy, and assessment.

4. Compose, revise, and edit your writing. (English Department Learning Outcome)

**Discussion:** As a result, this assessment of English 4410 meets and exceeds the 70% threshold. The artifacts evaluated consisted of final reflection papers by students in which they summarized and commented on both their conceptual study of the strategies and methodology of ESL teaching, as well as their semester-long tutoring of international student, second-language writers.

#### **Future steps**

Looking ahead, to improve assessment, the Linguistics Program needs to:

1. Evaluate more courses with more students, evaluated by multiple readers.
2. Decide on how frequently to collect artifacts each academic year.
3. Meet with Gail Niklason for guidance on the assessment plan in general and, in particular, whether Linguistics needs to read and (re)assess artifacts using the two program-level LOs
4. Elect a new Linguistics Director as Tim Conrad retires at the end of Fall Semester, 2019.

## **Literary and Textual Studies (LTS) (English BA)**

LTS is the largest of the department's subdivisions in terms of the number of courses. We have two areas within LTS that are assessed:

1. General Education courses carrying HU or HU/DV credit
2. Courses for our major and minor; some are also General Education.

*Our threshold for success is 75% will meet or exceed standards.*

### **HU General Education Learning Outcomes**

LO 1: Students will demonstrate knowledge of diverse philosophical, communicative, linguistic, or literary traditions, as well as of key themes, concepts, issues, terminology, and ethical standards in humanities disciplines.

LO 2: Students will analyze cultural artifacts within a given discipline, and, when appropriate, across disciplines, time periods, and cultures.

LO 3: Students will demonstrate the ability to effectively communicate their understanding of humanities materials in written, oral, or graphic forms.

### **DV General Education Learning Outcomes**

LO 1: Each student will describe his/her own perspective as one among many.

LO 2: Students will identify values and biases that inform the perspectives of oneself and others.

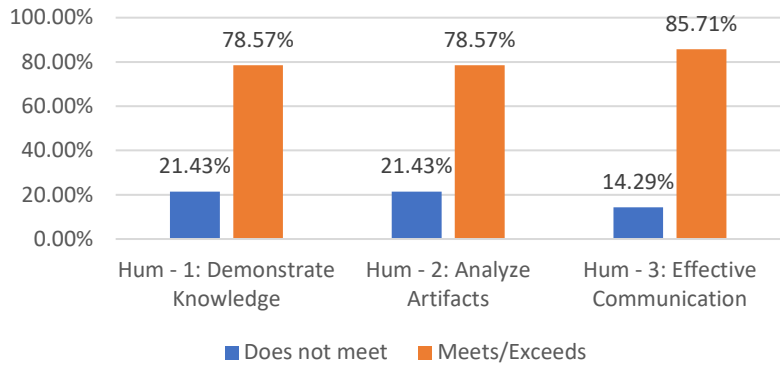
LO 3: Students will recognize and articulate the rights, perspectives, and experiences of others.

### **General Education Assessment Key Points:**

Of the 15 Gen-Ed classes we reviewed for the period (see charts in pages that follow) five classes failed to meet one point of their assessments. None of our classes failed to meet two or more points of their assessments.

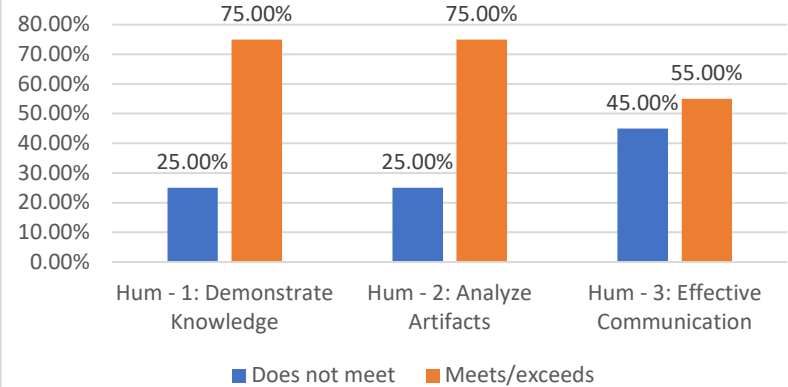
Fall 2017

English 2200 - Fall 17  
n=14, sections = 1



Spring 2018

English 2200 - Spring 18 Humanities  
n=20, sections = 1

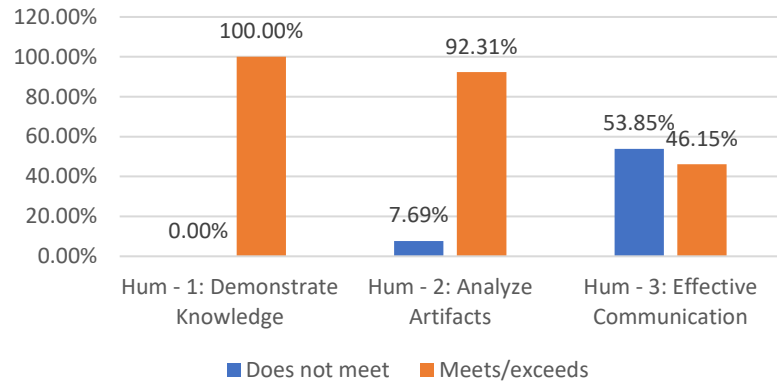




Fall 2017	Spring 2018												
<p>No English 2220 Humanities Outcome Alignments Generated</p>	<p><b>English 2220 - Spring 18 Humanities</b> n=33, sections = 3</p> <table border="1"> <thead> <tr> <th>Outcome</th> <th>Does not meet</th> <th>Meets/exceeds</th> </tr> </thead> <tbody> <tr> <td>Hum - 1: Demonstrate Knowledge</td> <td>24.24%</td> <td>75.76%</td> </tr> <tr> <td>Hum - 2: Analyze Artifacts</td> <td>24.24%</td> <td>75.76%</td> </tr> <tr> <td>Hum - 3: Effective Communication</td> <td>27.27%</td> <td>72.73%</td> </tr> </tbody> </table>	Outcome	Does not meet	Meets/exceeds	Hum - 1: Demonstrate Knowledge	24.24%	75.76%	Hum - 2: Analyze Artifacts	24.24%	75.76%	Hum - 3: Effective Communication	27.27%	72.73%
Outcome	Does not meet	Meets/exceeds											
Hum - 1: Demonstrate Knowledge	24.24%	75.76%											
Hum - 2: Analyze Artifacts	24.24%	75.76%											
Hum - 3: Effective Communication	27.27%	72.73%											
<p>2230 Not Taught</p>	<p><b>English 2230 - Spring 2018 Humanities</b> n=8, sections = 1</p> <table border="1"> <thead> <tr> <th>Outcome</th> <th>Does not meet</th> <th>Meets/exceeds</th> </tr> </thead> <tbody> <tr> <td>Hum - 1: Demonstrate Knowledge</td> <td>0.00%</td> <td>100.00%</td> </tr> <tr> <td>Hum - 2: Analyze Artifacts</td> <td>25.00%</td> <td>75.00%</td> </tr> <tr> <td>Hum - 3: Effective Communication</td> <td>25.00%</td> <td>75.00%</td> </tr> </tbody> </table>	Outcome	Does not meet	Meets/exceeds	Hum - 1: Demonstrate Knowledge	0.00%	100.00%	Hum - 2: Analyze Artifacts	25.00%	75.00%	Hum - 3: Effective Communication	25.00%	75.00%
Outcome	Does not meet	Meets/exceeds											
Hum - 1: Demonstrate Knowledge	0.00%	100.00%											
Hum - 2: Analyze Artifacts	25.00%	75.00%											
Hum - 3: Effective Communication	25.00%	75.00%											

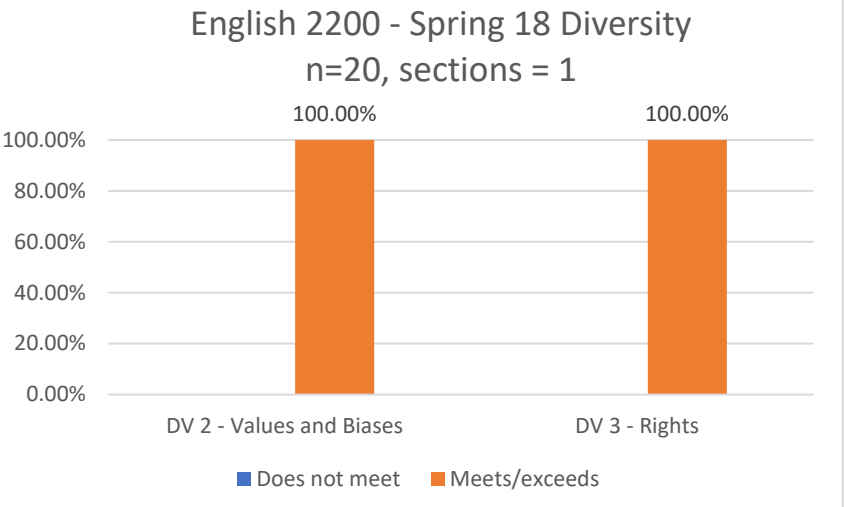
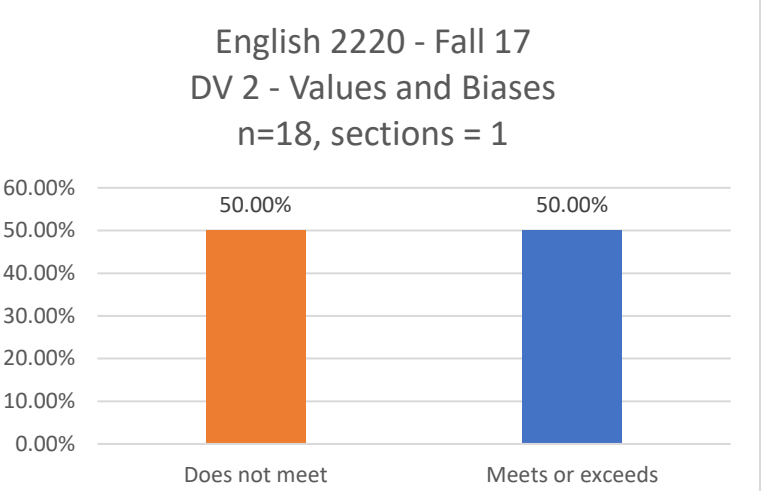
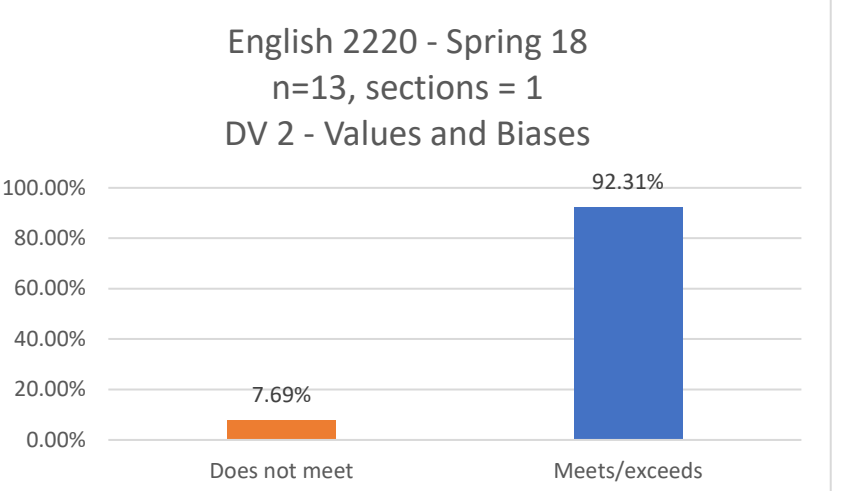
Fall 2017

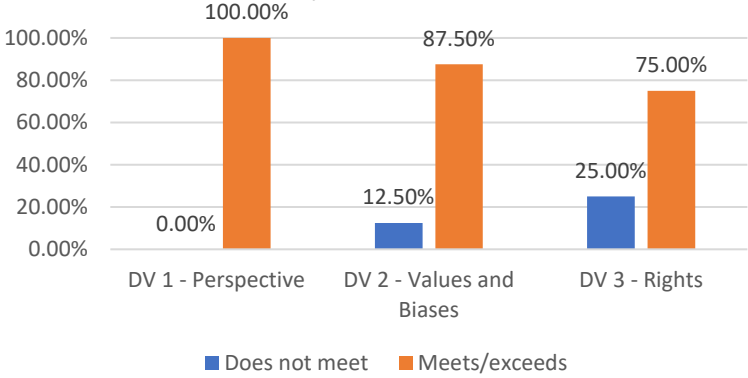
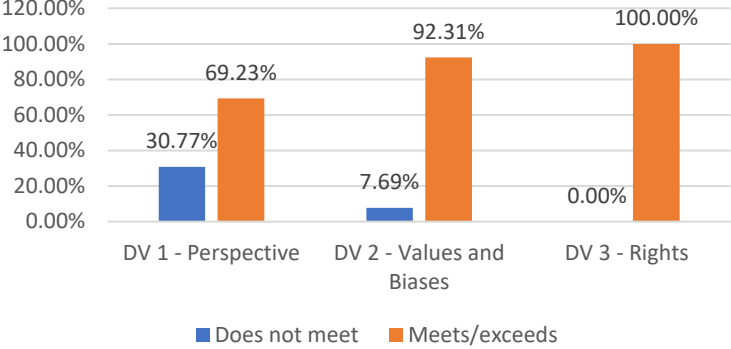
English 2240 Fall17 - Humanities  
n=13, sections = 1



Spring 2018

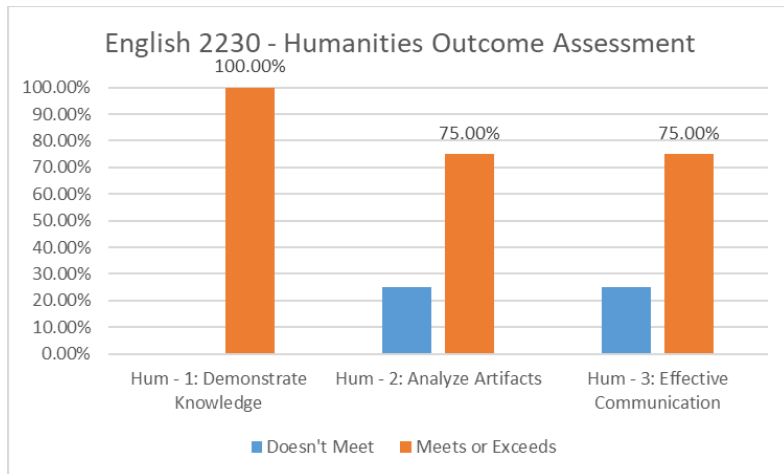
2240 Not Taught

Fall 2017	Spring 2018																		
<p>No English 2200 Diversity Outcome Alignments Generated</p>	<p>English 2200 - Spring 18 Diversity n=20, sections = 1</p>  <table border="1"> <thead> <tr> <th>Diversity Outcome</th> <th>Does not meet</th> <th>Meets/exceeds</th> </tr> </thead> <tbody> <tr> <td>DV 2 - Values and Biases</td> <td>0.00%</td> <td>100.00%</td> </tr> <tr> <td>DV 3 - Rights</td> <td>0.00%</td> <td>100.00%</td> </tr> </tbody> </table>	Diversity Outcome	Does not meet	Meets/exceeds	DV 2 - Values and Biases	0.00%	100.00%	DV 3 - Rights	0.00%	100.00%									
Diversity Outcome	Does not meet	Meets/exceeds																	
DV 2 - Values and Biases	0.00%	100.00%																	
DV 3 - Rights	0.00%	100.00%																	
<p>English 2220 - Fall 17 DV 2 - Values and Biases n=18, sections = 1</p>  <table border="1"> <thead> <tr> <th>Outcome</th> <th>Does not meet</th> <th>Meets or exceeds</th> </tr> </thead> <tbody> <tr> <td>Does not meet</td> <td>50.00%</td> <td>0.00%</td> </tr> <tr> <td>Meets or exceeds</td> <td>0.00%</td> <td>50.00%</td> </tr> </tbody> </table>	Outcome	Does not meet	Meets or exceeds	Does not meet	50.00%	0.00%	Meets or exceeds	0.00%	50.00%	<p>English 2220 - Spring 18 n=13, sections = 1 DV 2 - Values and Biases</p>  <table border="1"> <thead> <tr> <th>Outcome</th> <th>Does not meet</th> <th>Meets/exceeds</th> </tr> </thead> <tbody> <tr> <td>Does not meet</td> <td>7.69%</td> <td>0.00%</td> </tr> <tr> <td>Meets/exceeds</td> <td>0.00%</td> <td>92.31%</td> </tr> </tbody> </table>	Outcome	Does not meet	Meets/exceeds	Does not meet	7.69%	0.00%	Meets/exceeds	0.00%	92.31%
Outcome	Does not meet	Meets or exceeds																	
Does not meet	50.00%	0.00%																	
Meets or exceeds	0.00%	50.00%																	
Outcome	Does not meet	Meets/exceeds																	
Does not meet	7.69%	0.00%																	
Meets/exceeds	0.00%	92.31%																	

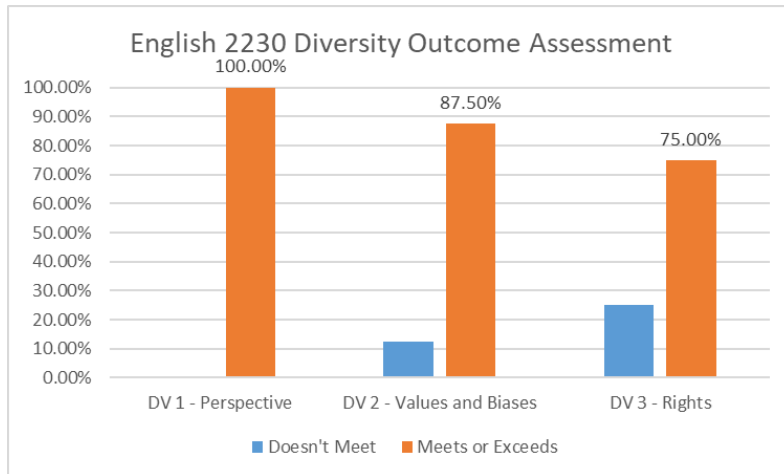
Fall 2017	Spring 2018												
<p data-bbox="499 305 701 331" style="text-align: center;">2230 Not Taught</p>	<p data-bbox="1146 256 1684 289" style="text-align: center;">English 2230 - Spring 2018 Diversity</p> <p data-bbox="1289 305 1541 331" style="text-align: center;">n=8, sections = 1</p>  <table border="1" data-bbox="1037 337 1780 711"> <thead> <tr> <th>Diversity Variable</th> <th>Does not meet</th> <th>Meets/exceeds</th> </tr> </thead> <tbody> <tr> <td>DV 1 - Perspective</td> <td>0.00%</td> <td>100.00%</td> </tr> <tr> <td>DV 2 - Values and Biases</td> <td>12.50%</td> <td>87.50%</td> </tr> <tr> <td>DV 3 - Rights</td> <td>25.00%</td> <td>75.00%</td> </tr> </tbody> </table>	Diversity Variable	Does not meet	Meets/exceeds	DV 1 - Perspective	0.00%	100.00%	DV 2 - Values and Biases	12.50%	87.50%	DV 3 - Rights	25.00%	75.00%
Diversity Variable	Does not meet	Meets/exceeds											
DV 1 - Perspective	0.00%	100.00%											
DV 2 - Values and Biases	12.50%	87.50%											
DV 3 - Rights	25.00%	75.00%											
<p data-bbox="365 764 821 797" style="text-align: center;">English 2240 Fall 17 - Diversity</p> <p data-bbox="457 813 728 839" style="text-align: center;">n=13, sections = 1</p>  <table border="1" data-bbox="222 873 949 1219"> <thead> <tr> <th>Diversity Variable</th> <th>Does not meet</th> <th>Meets/exceeds</th> </tr> </thead> <tbody> <tr> <td>DV 1 - Perspective</td> <td>30.77%</td> <td>69.23%</td> </tr> <tr> <td>DV 2 - Values and Biases</td> <td>7.69%</td> <td>92.31%</td> </tr> <tr> <td>DV 3 - Rights</td> <td>0.00%</td> <td>100.00%</td> </tr> </tbody> </table>	Diversity Variable	Does not meet	Meets/exceeds	DV 1 - Perspective	30.77%	69.23%	DV 2 - Values and Biases	7.69%	92.31%	DV 3 - Rights	0.00%	100.00%	<p data-bbox="1356 813 1558 839" style="text-align: center;">2240 Not Taught</p>
Diversity Variable	Does not meet	Meets/exceeds											
DV 1 - Perspective	30.77%	69.23%											
DV 2 - Values and Biases	7.69%	92.31%											
DV 3 - Rights	0.00%	100.00%											

Fall 2017	Spring 2018						
<p style="text-align: center;">2710 Not Taught</p>	<p style="text-align: center;">English 2710 - Spring 2018 DV 2 - Values and Biases n=27, sections = 1</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Does not meet</td> <td>25.93%</td> </tr> <tr> <td>Meets/exceeds</td> <td>74.07%</td> </tr> </tbody> </table>	Category	Percentage	Does not meet	25.93%	Meets/exceeds	74.07%
Category	Percentage						
Does not meet	25.93%						
Meets/exceeds	74.07%						

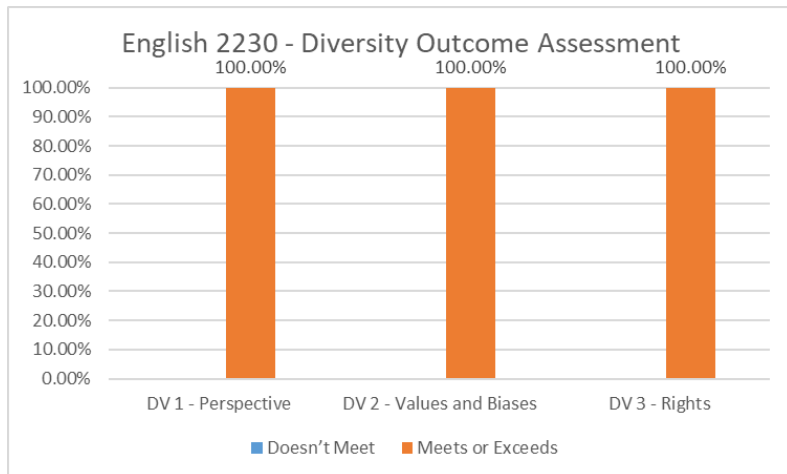
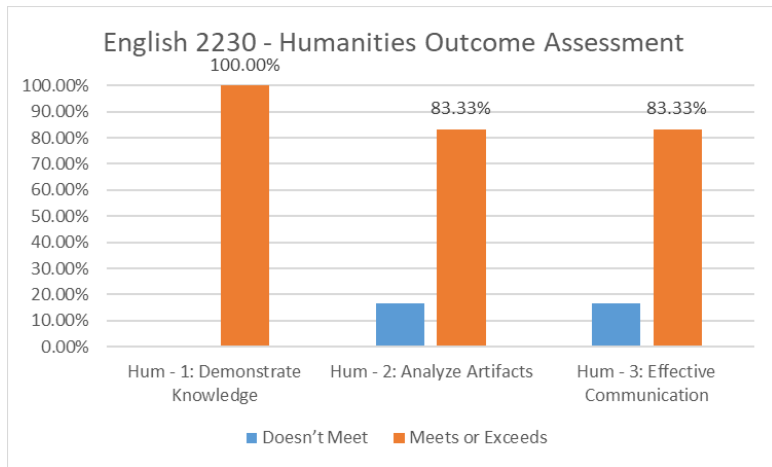
2230, Introduction to Drama, spring 2018. sections = 1. students = 8



2230, Introduction to Drama, spring 2018. sections = 1. students = 8



2230, Introduction to Drama, spring 2019, sections = 1, students = 6



### **Discussion of Data for General Education Courses**

Our review compels us to concentrate further on two areas: (1) effective communication, and (2) diversity.

One section of 2240, Introduction to Poetry, fall 2017, did not meet its threshold for effective communication.

One section of 2240, Introduction to Poetry, fall 2017, did not meet its threshold for diversity.

One section of 2200, Introduction to Literature, spring 2018, did not meet its threshold for effective communication.

One section of 2220, Introduction to Fiction, spring 2018, did not meet its threshold for effective communication, 72.73%.

One section of 2710, Perspectives on Women's Literature, did not meet its threshold for diversity, 74.07%.

Two Sections of 2200 taught in summer 2019 did not meet in the aggregate the Humanities 2 outcome (70.45% overall) nor the Humanities 3 outcome (56.82% overall)

In general, we are doing fairly well, here, and much better since the previous reports.

1. We need to remind faculty teaching the DV courses to explicitly focus on Diversity, though as Chair, I imagine they are doing that well and perhaps the artifacts gathered simply were not ones that addressed DV LOs.
2. We also need to work on the LO focused on communication.
3. We'll need to be sure faculty are tying appropriate assessment rubrics to assignments used for assessment.
4. We need to make sure that all LOs are included in future assessments.

We have some work to do in this area.



## Results from LTS Major and Minor Courses

### The LTS Learning Outcomes for our Major and Minor Courses, independent of General Education LOs

- 1- Read, analyze, and explicate texts within their cultural, historical, and critical contexts.
- 2- Research, using a variety of methods, sources, and documents.
- 3- Apply relevant critical theories.
- 4- Write effectively about texts for varied purposes and audiences.
- 5- Demonstrate knowledge of writers, works, genres, and periods.

**\*\*Data in pages to follow\*\***

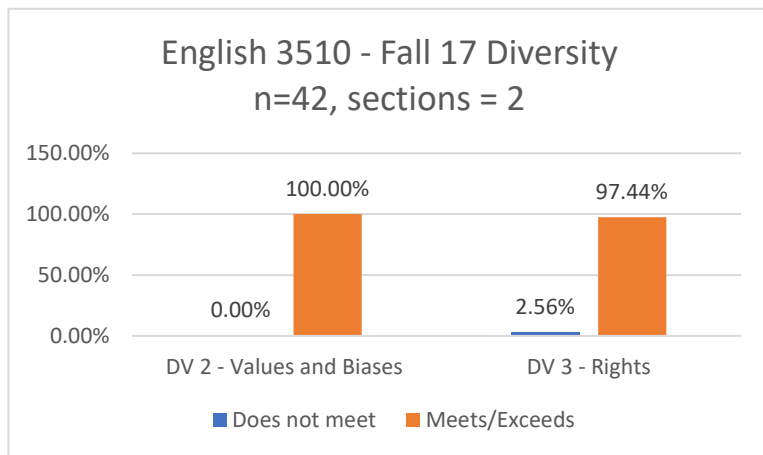
**ENGL 3080, Fall 2017 / Spring 2019 in RED**

Scores of 3.7, 3.8, 3.8, and 3.9 indicate students had not quite met our threshold of 4.0, “mastery,” suggesting that we should fine-tune this offering.

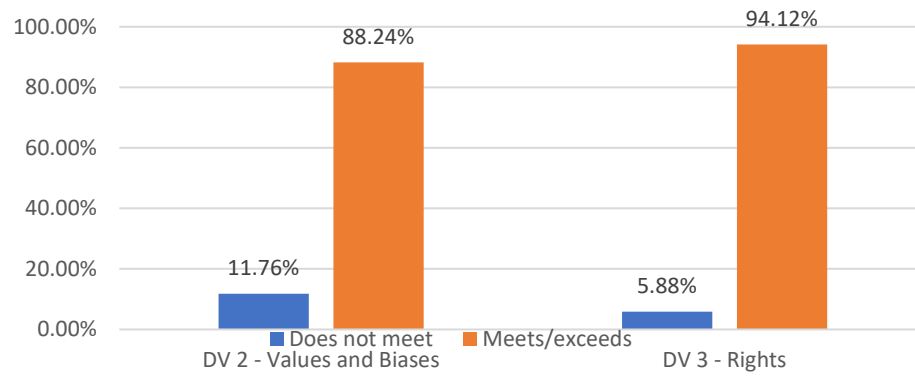
<b>ENGLISH DEPARTMENT LITERARY AND TEXTUAL STUDIES LEARNING OUTCOMES</b>	5=Exceeds Expectations	4=Meets Expectations	3=Approaching Mastery	2=Developing	1=Does Not Meet Expectations	0=Not Observed
Read, explicate, and analyze texts within their cultural, Spring historical, and critical contexts.	74% meets or exceeds	3.9				
Research using a variety of methods and sources and document sources according to standard guidelines.	91% meets or exceeds					0
Apply relevant critical theories to the interpretation and production of texts.	77% meets or exceeds	3.7				
Write effectively about texts for varied purposes and audiences across multiple genres and media.	81% meets or exceeds	3.8				
Demonstrate knowledge of major writers, works, genres, periods, and literary histories of texts.	98% meets or exceeds	3.8				

**Assessment, 3510, World Literature, fall 2017 and spring 2018**

**Presentation of Data for 3510, World Literature**



English 3510 - Spring 2018 Diversity  
n=17, sections =1



**Assessment, 3650, British Literature, Spring 2018**  
**N=15**

<b>ENGLISH DEPARTMENT LITERARY AND TEXTUAL STUDIES LEARNING OUTCOMES</b>	5=Exceeds Expectations	4=Meets Expectations	3=Approaching Mastery	2=Developing	1=Does Not Meet Expectations	0=Not Observed
Read, explicate, and analyze texts within their cultural, historical, and critical contexts.		4.3 78% met threshold				
Research using a variety of methods and sources and document sources according to standard guidelines.		4 71% met threshold				
Apply relevant critical theories to the interpretation and production of texts.		4.2 86% met threshold				
Write effectively about texts for varied purposes and audiences across multiple genres and media.						0
Demonstrate knowledge of major writers, works, genres, periods, and literary histories of texts.	4.8 100% met threshold					

ENGL 4660, British  
Literature: Contemporary;  
N=11

<b>ENGLISH DEPARTMENT LITERARY AND TEXTUAL STUDIES LEARNING OUTCOMES</b>	5=Exceeds Expectations	4=Meets Expectations	3=Approaching Mastery	2=Developing	1=Does Not Meet Expectations	0=Not Observed
Read, explicate, and analyze texts within their cultural, historical, and critical contexts.		3.9 Average Score/ 77% met threshold				
Research using a variety of methods and sources and document sources according to standard guidelines.						0
Apply relevant critical theories to the interpretation and production of texts.		3.7 77% met threshold				
Write effectively about texts for varied purposes and audiences across multiple genres and media.		3.8 68% met threshold				
Demonstrate knowledge of major writers, works, genres, periods, and literary histories of texts.		3.8 68% met threshold				

**Assessment, 4760, Irish  
Literature, Spring 2018**

<b>ENGLISH DEPARTMENT LITERARY AND TEXTUAL STUDIES LEARNING OUTCOMES</b>	5=Exceeds Expectations	4=Meets Expectations	3=Approaching Mastery	2=Developing	1=Does Not Meet Expectations	0=Not Observed
Read, explicate, and analyze texts within their cultural, historical, and critical contexts.		4.2 88% met threshold				
Research using a variety of methods and sources and document sources according to standard guidelines.						0
Apply relevant critical theories to the interpretation and production of texts.			2.6 17% met threshold			
Write effectively about texts for varied purposes and audiences across multiple genres and media.			3.56 79% met threshold			
Demonstrate knowledge of major writers, works, genres, periods, and literary histories of texts.		4 88% met threshold				

### **Major and Minor Course Assessment Key Points**

*The LTS Program threshold is that 75% of our students will meet or will meet our standards.*

3650 - Spring 18, 14 students

Four outcomes out of five assessed; 3 of the 4 met thresholds. **Need to communicate with professor.**

4660 – Spring 18, 11 students

Four outcomes out of five assessed; 2 of the 4 met thresholds. **Need to communicate with professor.**

4760 – Spring 18, 12 students

Four outcomes out of five assessed; 3 of the 4 met thresholds. **Need to communicate with professor.**

### **LTS Completed Actions**

Remediated 2000-level classes that Gen-Ed assessment previously placed on probation: ENGL 2220, Introduction to Fiction; ENGL 2230, Introduction to Drama (formerly ENGL 2290); ENGL 2510, Masterpieces of Literature; and ENGL 2710, Perspectives on Women's Literature.

Remediated mixed HU ratings and low DV ratings.

Remediated syllabi for all 2000-level literature classes, checking expressly for HU and DV learning outcomes, tied specifically to the students' writing assignments. The department's chair, along with the LTS director, have been checking GenED syllabi each semester, using a 21-item checklist. This has greatly standardized the syllabi by which we organize our courses and helped to ensure that LOs are present on the syllabus, tied to specific assignments and better communicated to students.



## LTS Planned Actions

1. Continue to implement so-called Big Questions and Signature Assignments into all literature sections of courses carrying HU or HU/DV designations. Begin encouraging implementation of Big Questions and Signature Assignments into LTS classes not part of the General Education Program.
2. Continue to do syllabus reviews and remind faculty that they are in fact teaching General Education classes.
3. Faculty members will also be asked to save in Canvas **all submissions** of one assessment-appropriate assignment from their HU or HU/DV classes and link the assignment to a rubric so that we don't have to guess whether an assignment was supposed to meet particular LOs.
4. Need to move away from faculty assessing their own classes.
5. Consider doing a syllabus review for all LTS courses.
6. The LTS Director will need to spend more time bringing our HU Gen Ed Assessment program up to speed, including the assessment of artifacts and the closing of the feedback loop.
7. The LTS program needs to consider moving to a portfolio model for the major and minor courses.
8. Very much would like to move to a program-level assessment for LTS major and minor,

**Professional and Technical Writing (PTW)**

The PTW Learning Outcomes are as follows:

- 1) Analyze rhetorical situations and develop appropriate communication strategies by assessing audiences, needs, purposes, uses, tasks, constraints, and media;
- 2) Design and format deliverables that are accessible, easy to navigate, and easy to read; and
- 3) Deliver information and documentation professionally and ethically, both individually and collaboratively.

Curriculum Map Format

Courses in PTW Program	PTW Program Learning Outcomes				
	<u>Learning Outcome 1</u>	<u>Learning Outcome 2</u>	<u>Learning Outcome 3</u>	-	-
ENGL 3100	2	1	1	-	-
ENGL 3140	2	2	2	-	-
ENGL 3190	2	3	2	-	-
ENGL 4100	2	2	2	-	-
ENGL 4110	2	2	2	-	-
ENGL 4120	3	3	3	-	-

**1= introduced, 2 = emphasized, 3 = mastered**

## **Professional and Technical Writing**

At this time, all of our assessment thresholds are being met. We will continue to assess PTW courses at least once every five years, according to the following rotation:

ENGL 4110 and ENGL 4120 - Assess 2019-20  
New Course(s) - Assess 2020-21  
ENGL 3100 - Assess 2021-22  
ENGL 3140 and ENGL 4100 - Assess 2022-23  
ENGL 3190 and ENGL 2100 - Assess 2023-24

### **F. Report of assessment results for the most previous academic year:**

#### **Assessment of ENGL 3100**

##### **Assessment Procedures**

Artifacts from all sections of ENGL 3100 taught during Fall 2017 and Fall 2018 were collected. These artifacts consisted of the final projects students produced in each section. In April 2017 and April 2018, the Professional and Technical Writing Committee members selected ten (10) of these artifacts for each assessment at random and assessed them based on the rubric of course outcomes, displayed below:

Each artifact was assessed by two different reviewers, and then the scores assigned by each reviewer were averaged.

##### **Assessment Results (Fall 2017)**

The average score for *all artifacts* is 12.8. The averaged score for each artifact is as follows:

<b>Averaged score for each artifact</b>	11.5	16	15	13.5	12.5	8.5	13	11.5	10.5	16
---	------	----	----	------	------	-----	----	------	------	----

Prior to conducting this assessment, the Professional and Technical Writing Committee set 70% proficiency as the satisfactory threshold, meaning that 70% of the artifacts (7 of 10) should average a “proficient” score on the rubric (12 of 18 points). Only **sixty percent (6)** of the artifacts met the desired threshold, as highlighted on the table above, although the **overall average score (12.8)** exceeds the threshold.

### Discussion

These results are very similar to the results of the Fall 2016 assessment.

As noted above, for the Fall 2017 assessment only individually created artifacts were requested. However, discussions about the assessment process revealed that in some sections of ENGL 3100, individual projects are completed early in the semester and collaborative ones later on. Thus, some artifacts assessed for 2017 were created during the first few weeks of class and may not accurately represent students’ end-of-course skill levels. In future, attempts will be made to collect artifacts from as late in the semester as is feasible.

In the case of two of the artifacts assessed, a large discrepancy (a gap of 6-7 points) was noted between the reviewers’ scores. This type of discrepancy was more pronounced in the previous year’s assessment, where half of the reviewers’ scores were 5-8 points apart. Thus, the PTW Committee held a norming session prior to assessing the artifacts to validate the assessment process and help normalize assessment/grading standards across sections of ENGL 3100. Unfortunately, not all reviewers were able to attend this session, so its effectiveness cannot be fully known.

### Assessment Results (Fall 2018)

The averaged score for each artifact is as follows:

<b>Averaged score for each artifact</b>	15.5	12.5	13	8	6.5	15	14	14	16	13
---	------	------	----	---	-----	----	----	----	----	----

Prior to conducting this assessment, the Professional and Technical Writing Committee set 70% proficiency as the satisfactory threshold, meaning that 70% of the artifacts (7 of 10) should average a “proficient” score on the rubric (12 of 18 points). Of the samples for this year’s assessment, **eighty percent (8)** of the artifacts met the desired threshold, as highlighted on the table above. The **overall average score (12.5)** also exceeds the threshold.

### Discussion

These results for 2018 reflect a notable gain when compared with the Fall 2017 assessment, wherein only sixty percent (6) artifacts met the threshold.

In the case of two of the artifacts assessed in 2017, a large discrepancy (a gap of 6-7 points) was noted between the reviewers’ scores; even larger discrepancies were noted in 2016. To address these inconsistencies, the PTW Committee held a norming session prior to assessing the 2018 artifacts to validate the assessment process and help normalize assessment/grading standards across sections of ENGL 3100. The norming session appears to have been beneficial since four (4) points of difference was the largest discrepancy in the 2018 assessment process.

### Assessment of ENGL 4120

Each semester in which ENGL 4120 - Seminar and Practicum in Professional and Technical Writing is taught, students in this capstone course submit portfolios which are then evaluated by three or four PTW faculty from the PTW Committee. These faculty members assign the portfolios scores based on the rubric titled “Portfolio Assessment Rubric -- Professional & Technical Writing.” The table below indicates which rubric items pair with specific program outcomes.

<b>PTW Program Outcome</b>	<b>Rubric Item(s) Associated with This Outcome</b>
----------------------------	--

<b>1. Apply theories of technical communication in a variety of genres. (Introduced throughout the program)</b>	General Appearance
<b>2. Write a variety of documents that reflect application of cognition. (Emphasized in several program courses)</b>	Rhetorical Situation
<b>3. Perform substantive editing. (Mastered in ENGL 3140)</b>	Writing Style
<b>4. Rhetorical approach to document design. (Mastered in all required program courses)</b>	Document Design/Navigation Purposeful Organization
<b>5. Construct documentation projects. (Mastered in ENGL 4110)</b>	Collaborative and Individual Documents
<b>6. Develop a portfolio. (Mastered in ENGL 4120)</b>	General Appearance Rhetorical Situation Document Design/Navigation Purposeful Organization Collaborative and Individual Documents Writing Style

This ongoing process of portfolio assessment continues each semester during which ENGL 4120 is taught.

To calculate the overall assessment score for the PTW program, reviewers' scores for each portfolio were averaged. To demonstrate proficiency at the required level (introduced, emphasized, or mastered) the PTW program expects at least 75% of the portfolios for Fall 2016 (at least 5.25 portfolios) and Spring 2017 (at least 9.75 portfolios) to earn at least 75% of the points available (3.75 of 5 points possible).

**Discussion of Methods:**

The artifacts collected for this assessment are the electronic portfolios each student in ENGL 4120 (capstone course) created as a final project during Spring 2018 (n=12). Each portfolio was rated by PTW faculty on a scale of 1-5 for each outcome (1=little or no evidence of the outcome; 5=excellent evidence of the outcome). The PTW program expects 70% of students will score "4" or better in each outcome.

The table below captures the findings.

ENGL 4100 Outcome	1 (little or no evidence of this outcome)	2	3	4	5 (excellent evidence of this outcome)	Average
1. Analyze rhetorical situations and develop appropriate communication strategies: assessing audiences, needs, purposes, uses, tasks, constraints, and media.		2	5	10	30	0%=1 4.2%=2 10.6%=3 21.3%=4 63.4%=5  <b>84.7% scored "4" or better</b>
2. Design and format deliverables that are accessible, easy to navigate, and easy to read.		1	3	8	36	0%=1 2.0%=2 6.3%=3 16.7%=4 75.0%=5  <b>91.7% scored "4" or better</b>

3. Deliver information and documentation professionally and ethically, both individually and collaboratively.	1		5	11	31	2.0%=1 0%=2 10.4%=3 22.9%=4 64.6%=5  <b>87.5% scored  “4” or better</b>
---	---	--	---	----	----	---

Scores based on Becky G., Emily, Mali, and Becky M.’s assessments

**Further Explanation of Methods:**

In using the capstone portfolios as artifacts for assessing ENGL 4100’s outcomes, one advantage is being able to see the skills from 4100 applied to work done (or revised) near the end of students’ PTW studies, measuring their progress on the outcomes overall. A disadvantage is that since 4100 is a variable title class, students who submitted portfolios did not all take 4100 on the same topic. Some studied grant writing, some writing for the web, some the rhetoric of professional and technical writing, etc. However, as evinced above, all of the 4100 outcomes were sufficiently learned regardless of course topic.

**Discussion of Results:**

The target threshold for each outcome is 70%, meaning that 70% of portfolios reviewed should earn a score of “4” or better for that outcome. As shown in the table above, the portfolios scored well beyond the threshold on Outcome 1 (84.7%), Outcome 2 (91.7%), and Outcome 3 (87.5%).

As all thresholds are being exceeded, no changes are planned at this time.

The results of these semesters’ assessment are shown below:



**Averaged Portfolio Scores -- Spring 2018**

<b>Portfolio Number</b>	<b>Portfolio Score (averaged from all reviewers)</b>	<b>Scored at 75% or higher (Yes / No)</b>
1	4.5	<b>Yes</b>
2	3.25	No
3	4	<b>Yes</b>
4	3.875	<b>Yes</b>
5	4.75	<b>Yes</b>
6	4	<b>Yes</b>
7	4.625	<b>Yes</b>
8	4.625	<b>Yes</b>
9	4.125	<b>Yes</b>

10	4.625	Yes
11	3.75	Yes
12	3.375	No

The PTW Program’s overall threshold is 70%, meaning that 70% or more of students finishing our program should produce portfolios with average scores at the “acceptable” level: 75% or higher. In Spring 2018, 83.3% (10 of 12) portfolios scored 75% or higher, so the threshold was met.

**Averaged Portfolio Scores -- Fall 2018**

Portfolio Number	Portfolio Score (averaged from all reviewers)	Scored at 75% or higher (Yes / No)
1	4.5	Yes
2	3.5	No
3	4.875	Yes
4	4.375	Yes

5	4.25	Yes
6	3.625	No
7	4.125	Yes

The PTW Program's overall threshold is 70%, meaning that 70% or more of students finishing our program should produce portfolios with average scores at the "acceptable" level: 75% or higher. In Fall 2018, 71.4% (5 of 7) portfolios scored 75% or higher, so the threshold was met.

#### Averaged Portfolio Scores -- Spring 2019

Portfolio Number	Portfolio Score (averaged from all reviewers)	Scored at 75% or higher (Yes / No)
1	4.375	Yes
2	2.5	No
3	4.375	Yes
4	4.75	Yes

5	3.375	No
6	4.125	Yes
7	4.875	Yes
8	4.625	Yes
9	3.625	No
10	3.5	No

The PTW Program’s overall threshold is 70%, meaning that 70% or more of students finishing our program should produce portfolios with average scores at the “acceptable” level: 75% or higher. In Spring 2019, 60% (6 of 10) portfolios scored 75% or higher, so the program did not meet the threshold. As this is the first term recorded in which the threshold was not met, the program will compare this data with data from the upcoming Fall 2019-Spring 2020 academic year to determine if these results represent the beginning of a concerning trend or only an anomaly.

**ENGL 2100 outcomes:**

1. Study the basic features of technical writing genres and learn how to modify these features in response to your audience and rhetorical situation.
  
2. Write usable, persuasive, clear, accurate, and readable documents.

**Assessment plan (approved Nov. 12, 2018) implemented:**

Instructor(s) teaching 2100 in the semester when assessment took place:

- a) Identified an assignment applicable to both outcomes: “Researched Proposal” assignment
- b) Evaluated all student submissions of the assignment (n=10), documenting results on the rubric shown below.
- c) Submitted to the PTW program director
  - i. a copy of the completed rubric
  - ii. sample artifacts that roughly represent examples in each rubric category: proficient, adequate, and emerging

Since the PTW Committee agreed on a threshold of 70% proficiency as our target, the assessment results are considered acceptable if an average of 70% of the artifacts provide evidence of proficiency (3) for both outcomes. **In this round of assessment, 80% of the artifacts (8 of 10) demonstrated proficiency for both outcomes, as shown below.**

**Rubric for artifact evaluation:**

OBJECTIVE	(3) PROFICIENT	(2) ADEQUATE	(1) EMERGING
1. Study the basic features of technical writing genres and learn how to modify these features in response to your audience and rhetorical situation.	<p>The writer <i>skillfully</i> adheres to and/or modifies the basic features of technical writing genres in response to the audience and rhetorical situation.</p> <p><b>TOTAL: 8</b></p>	<p>The writer <i>partially</i> adheres to and/or modifies the basic features of technical writing genres in response to the audience and rhetorical situation, resulting in significant problems with content, tone, and/or structure.</p> <p><b>TOTAL: 2</b></p>	<p>The writer <i>ineffectively</i> adheres to and/or modifies the basic features of technical writing genres in response to the audience and rhetorical situation, seriously disrupting the content, tone, and/or structure.</p> <p><b>TOTAL: 0</b></p>

2. Write usable, persuasive, clear, accurate, and readable documents.	All or virtually all aspects of the artifact are usable, persuasive, clear, accurate, and readable.  <b>TOTAL: 8</b>	Although most aspects of the artifact are usable, persuasive, clear, accurate, and readable--significant problems are evident and impede usability, clarity, accuracy, and readability.  <b>TOTAL: 2</b>	The artifact is unusable, not persuasive, unclear, inaccurate, and/or unreadable.  <b>TOTAL: 0</b>
---	--	--	--

**TOTAL STUDENTS enrolled in the course: 11 (one UW)**

**TOTAL ARTIFACTS assessed: 10**

**Results of Assessing of ENGL 3190 -- Spring 2019**

The table below displays the outcomes for ENGL 3190 (revised March 27, 2019). Using the portfolios from the Spring 2019 section of ENGL 4120, the PTW capstone course, as artifacts (n=9), reviewers rated each artifact on a scale of 1-5 for each outcome (1=little or no evidence of the outcome; 5=excellent evidence of the outcome). The results are represented below.

<b>ENGL 3190 Outcomes</b>	<b>1</b> (little or no evidence of this outcome)	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b> (excellent evidence of this outcome)	<b>Average</b> (excluding N/As)

1. Students effectively apply the rhetorical principles of audience, purpose, and context in their deliverables.	3	1	2	3	18	<p>11.1%=1 3.7%=2 7.4%=3 11.1%=4 66.7%=5</p> <p>77.8% scored "4" or better</p>
2. Students effectively apply design theories and principles in the layout and design of their own projects.		4	4	5	14	<p>0%=1 14.8%=2 14.8%=3 18.5%=4 51.9%=5</p> <p>70.4% scored "4" or better</p>
3. Students effectively use software in their designs.	1	2		6	18	<p>3.7%=1 7.4%=2 0%=3 22.2%=4 66.7%=5</p> <p>88.9% scored "4" or better</p>

The numbers listed under 1-5 in the table represent the total count for all artifacts in each rating category. The average score for each outcome is shown at the right.

The threshold for this assessment is 70%, meaning that 70% of the artifacts should score at a level of 4 or better for each outcome. As the table indicates, this threshold was met.



**D-2. High Impact Educational Experiences in the Curriculum**

In response to the recent USHE requirement that all students have at least 1 HIEE in the first 30 credit hours and 1 HIEE in the major or minor we are asking programs to map HIEEs to curriculum using a traditional curriculum grid. This helps demonstrate how and where these goals are accomplished.

Courses	<u>Composition Program use of High Impact Educational Experiences</u>					
	<u>Community-Engaged learning</u>	<u>Project-based learning</u>				
<u>ENGL 1010</u>	<u>x</u>	<u>x</u>				
<u>ENGL 2010</u>	<u>x</u>	<u>x</u>				

Narrative explanation of HIEE practices in the Composition Program.

1. High-impact practices specific to ENGL 1010 and 2010 include a new emphasis on project-based learning in digital formats.
  - a. The new ENGL 1010 curriculum, for instance, asks students to write in scaffolded, accumulating public genres, from a Documentary Review to an Editorial to a Literature Review to a Researched Argument-Documentary. Projects 2 and 4, in this case, are digital projects, with the Editorial appearing as an interactive Adobe InDesign document (interactive by means of hyperlinks for sources, meta-and-para data collection, reader polls, etc.) and the final Documentary in an edited, researched,

storyboarded, and scripted digital video produced and edited using Adobe Rush. The newly designed, digitally-enhanced ENGL 1010 curriculum is project-based because its scaffolding requires students to attend to a larger, ecological problem throughout the semester, gaining knowledge and skills that correspond to the layout of *They Say/I Say*: 1) paraphrasing/summarizing others' language (Documentary Review), 2) making assertions (Editorial), 3) synthesizing (Literature Review), and deploying a larger, more complex argument (Researched-Argument Documentary). This development along the lines of a central question chosen by students and related to ecology leads to an authentic, engaging, and complex challenge as defined by a series of projects that accumulate in complexity.

- b. In ENGL 2010, as well, emphasis on the writing and projection of researched, digital arguments in the form of videos, documentaries, info-graphics, etc., meet the High-Impact Experiences expectation in the potential—even necessity—for collaboration on these projects. In fact, Lampros 201, a fully-digital classroom was constructed in conversation with the Composition Program exactly to facilitate collaboration and invention in digital writing.

Courses	<u>Creative Writing Program use of High Impact Educational Experiences</u>							
	<u>Community-Engaged learning</u>	<u>Evidence-based teaching</u>	<u>Project-based learning</u>	<u>Team-based learning</u>	<u>Pre-professional career development</u>			
<u>ENGL 2250, 2260 and 2270</u>	<u>x</u>	<u>x</u>	<u>x</u>	<u>x</u>	<u>NA</u>			
<u>ENGL 3240, 3250 and 3260 &amp; ENGL 4930</u>	<u>x</u>	<u>x</u>	<u>x</u>	<u>x</u>	<u>x</u>			
<u>ENGL 3350 &amp; ENGL 3280</u>	<u>x</u>	<u>x</u>	<u>x</u>	<u>x</u>	<u>x</u>			
<u>ENGL 4560</u>	<u>x</u>	<u>x</u>	<u>x</u>	<u>x</u>	<u>x</u>			

ENGL 4940	<u>x</u>	<u>x</u>	<u>x</u>	<u>x</u>	<u>x</u>				
-----------	----------	----------	----------	----------	----------	--	--	--	--

LTS Program use of High Impact Educational Experiences—Has not been tracked—need to start doing this								
Courses	<u>HIEE 1</u>	<u>HIEE 2</u>	<u>HIEE 3</u>	<u>HIEE 4</u>	<u>Etc...</u>	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-

HIEEs include capstone courses or experiences, community-engaged learning, evidence-based teaching practices, internships, project-based learning, study abroad/away, supplemental instruction, team-based learning, undergraduate research, pre-professional/career development experiences.

<b>Professional and Technical Writing Program use of High Impact Educational Experiences</b>								
Courses	<u>HIEE 1</u> Capstone & Internship	<u>HIEE 2</u> Team-based Learning	<u>HIEE 3</u> CEL	<u>HIEE 4</u> Project-Based Learning	<u>HIEE 3</u> Undergrad Research	-	-	-
ENGL 3100		X	X	X	X			
ENGL 3140			X	X	X			
ENGL 3190		X	X	X	X			
ENGL 4100		X	X	X	X			
ENGL 4110		X	X	X				
ENGL 4120	X		X	X				

**Developmental English Program use of High Impact Educational Experiences**

	HIEE 1: COMMUNITY ENGAGED LEARNING	HIEE 2: LEARNING COMMUNITY	HIEE 3: FIRST-YEAR EXPERIENCE	HIEE 4: HONORS (DESIGNING YOUR FUTURE COURSE)	HIEE 5: PROACTIVE ADVISING (STARFISH)	HIEE 6: PROJECT BASED LEARNING (WRITING PROJECTS)	HIEE 7: SUPPLEMENTAL INSTRUCTION/ TUTORING
ENGL 0900	X	X	X		X		X
ENGL 0955	X	X	X	X	X	X	X
ENGL 1000	X	X	X	X	X	X	X

**E. Assessment Plan**

Please update the Assessment Plan for your department displayed on the assessment site: <http://www.weber.edu/portfolio/departments.html>. Keep in mind that reporting will be done biennially instead of annually; that should be reflected in your assessment plan. Please ensure that Gen Ed courses are assessed/reported at least twice during a standard program review cycle.

**Appendix A**

*Most departments or programs receive a number of recommendations from their Five/Seven-Year Program Review processes. This page provides a means of updating progress towards the recommendations the department/program is acting upon.*

It's unclear whether Appendix A is just for recommendations pertaining to Assessment, or if it is for all recommendations. I have provided here recommendations as they pertain to undergraduate curriculum from our 2015-16 Board of Regents Program Review.

Developmental English: Remove the “developmental” from the course title and introduce the “stretch” concept for students with low placement scores: a two-semester English 101E and 101 F course (or Weber numbered equivalent) which would not carry the onus of a “developmental” or remedial course, signaled by course titling and course numbering such as “098.” Students would have the same classmates and same teacher for both semesters. Educational research has shown that removing the stigma of special labeling and numbering for students having low placement scores increases their chances of advancing to graduation—without compromising academic integrity.

Action taken: We have not removed the word “Developmental” but we have via the Wildcat Scholars Program (discussed under **Composition**) developed a highly successful program that addresses the issues identified above.

Additional narrative:

One ongoing challenge for Creative Writing is that the assessment grid provided by the university’s General Education committee is a poor fit for CW courses. Dr. Gail Niklason clarified that the data section of the grid is less important than the plan of action and that we need not use the assessment grid if a narrative or other form would be more suitable to our program. She stressed that the important components were:

- That CW describe our expectations for the course, including our plan for meeting the learning outcomes.
- That CW measure student progress towards those outcomes.
- That CW reflect on the successes and failures of the course.
- That CW consider a plan of action to improve.

Hence the committee’s priority in assessment is to continue to exceed expectations in relation to the Gen Ed learning outcomes.

In fall 2019 the Creative Writing committee worked on creating standard assessment procedures, including archiving late-semester artifacts in Canvas. Also, ideas for implementing a program-wide end-of-semester self-reflection within which students will narrativize progress towards mastery of extant learning outcomes.



**Appendix B**

Please provide the following information about the full-time and adjunct faculty contracted by your department during the last academic year (summer through spring). Gathering this information each year will help with the headcount reporting that must be done for the final Five Year Program Review document that is shared with the State Board of Regents.

Faculty Headcount	2017-18	2018-19
MFA and other terminal degrees, as specified.	25 (3 of these MFA)	27 (3 of these MFA)
Full-time Tenured	16	16
Full-time Non-Tenured (includes tenure-track)	20	21
Part-time and adjunct	73	70
With Master's Degrees		
Full-time Tenured	0	0



Full-time Non-Tenured	11	10
Part-time and adjunct	67	63
With Bachelor's Degrees		
Full-time Tenured	0	0
Full-time Non-tenured ( <b>Instructors + TT</b> )	0	0
Part-time and adjunct ( <b>TAs in the Grad Program</b> )	6	7
Other		
Full-time Tenured	0	0
Full-time Non-tenured	0	0
Part-time	0	0

Total Headcount Faculty	109	107
Full-time Tenured	16	16
Full-time Non-tenured ( <b>Instructors + TT</b> )	20	21
Part-time	73	70

Appendix C – alternative format for Evidence of Learning Reporting

Evidence of Learning Status by Program, Fall 2017-Spring 2019						
PROGRAM	Artifacts Collected in 17-19?	Artifacts Assessed in 17-19?	Evidence of Learning? (Success rates of meeting each learning outcome for 2017-19).	Interpretation of Findings? (How results are interpreted--good here, improvement needed there)	Implementation of Action Plan? (How will feedback be used for improvement?)	Comments
Composition	YES	YES	YES	YES	YES	In compliance.
Creative Writing GE CA	Only one year.	Only one year's worth	Some	YES	YES	Room for Improvement—need data every year.
Creative Writing Major	YES	YES	Some	Some	Some	Room for Improvement—need data every year.
Developmental English	YES	YES	YES	YES	YES	In compliance.
English Education	YES	YES	YES	YES	YES.	In compliance.
Linguistics	Only one class.	Only one year's worth	Some	Some, but only one class.	Only one class.	Room for Significant Improvement.
LTS GE HU + DV	YES	YES	YES	YES	YES	Mostly in compliance.
LTS Major	Some	YES	YES	YES	Room for Improvement	Room for Improvement.
PTW	YES	YES	YES	YES	YES	In compliance.

**Please respond to the following questions.**

1) First year student success is critical to WSU's retention and graduation efforts. We are interested in finding out how departments support their first-year students. Do you have mechanisms and processes in place to identify, meet with, and support first-year students? Please provide a brief narrative focusing on your program's support of new students:

a. Any first-year students taking courses in your program(s).

We have many first-year students in our programs. We seek to support these students by making courses accessible—online, hybrid, evening, F2F, first- and second-block courses, multiple locations—Ogden, Davis, Farmington, Roy, Morgan, Weber West, and by offering a full slate of fall, spring and summer offerings. Students meet with our department advisor, John Schwiebert, and college advisors to ensure appropriate schedules and to get them connected. We run outreach events such as our pizza socials open mic event and readings from visiting writers, leverage our small class sizes and personalized instruction, use Starfish, and employ an active recruitment program that encourages students in our 1000- and 2000-level course to consider other English Department offerings through the use of handwritten cards. We use syllabi reviews to ensure faculty teaching general education courses are executing on the learning outcomes and communicating the value of these courses to student, and participate in pilot programs such as the new English 1010 Digital Literacy, the English 2010/Library 1704 courses which better integrate writing with library research, and the Wildcat Scholars Program, which seeks to better retain and mainstream developmental English students.

Creative Writing hosts a wide array of first-year students in our GenEd courses. Creative Writing courses cultivate a robust sense of community via ample group work, in-class sharing of work, and in-class workshoping of drafts and revisions. Further, we support incoming students through literary citizenship: Creative Writing students are required to attend a literary event on or off campus; and are invited to perform their original work at the program's biweekly open mic. Through in-class and out-of-class activities, our first-year pupils are encouraged to find their footing in the classroom and broader community.

b. Students declared in your program(s), whether or not they are taking courses in your program(s)

We are doing the same as listed above in "a." for this population of students and will add 11/15/19 a new listserv that will allow the Chair to communicate directly with this set of students to better communicate changes, course offerings and so forth.

Creative Writing provides students with myriad opportunities to find their voice at WSU through open mics, *Metaphor*, collaborative Weber interviews of visiting writers, an extant Creative Writing internship, and a soon-to-be rolled out WITS internship.

2) A key component of sound assessment practice is the process of ‘closing the loop’ – that is, following up on changes implemented as a response to your assessment findings, to determine the impact of those changes/innovations. It is also an aspect of assessment on which we need to improve, as suggested in our NWCCU mid-cycle report. Please describe the processes your program has in place to ‘close the loop’.

In general, program directors are responsible for closing the loop and providing feedback to faculty teaching in specific program. The Chair oversees this process in part by observing assessment data, by review of syllabi and through course evaluations, which often provide information about courses or programs that do not seem to be functioning as well as they should. One example would be our ENGL 3100 Professional and Technical Writing course. Evals pointed to a problem with course structure and assignments for the online version. I was able to share these concerns with the PTW faculty and they were willing to revise the course structure and assignments. This has eliminated the problems and resulted better instruction as well as reduced the number of students having an unfavorable impression of the PTW program.

Another example would be the syllabus reviews we do for the LTS general education courses. When we began this a couple years ago we found that many faculty were not even including GE LOs on their syllabi, suggesting they probably were not executing well on LOs in the courses—or at least were not paying as much attention to them as they should. We developed a checklist and required faculty to have all items checked off on their syllabi in order to teach the class. This results in greater awareness of the goals of General Education on the part of faculty and we think this translates to better execution around LOs, though we still have some work to do in the DV area.

Another example is the learning outcome regarding critical theory in the LTS program—we have scored low on that measure and try to communicate to faculty the importance of including this LO in at least one assignment.

In the Creative Writing space, the committee intends to meet annually in the fall to assess artifacts from our Gen Ed course offerings. Rigorous assessment has revealed a significant gap between online and face-to-face progress. We seek to remedy this disparity through beginning of semester troubleshooting workshops with online instructors and the mandate of a best practices course review for a current or past online course; based on these reviews, changes will be implemented.

## Glossary

### Student Learning Outcomes/Measurable Learning Outcomes

The terms 'learning outcome', 'learning objective', 'learning competency', and 'learning goal' are often used interchangeably. Broadly, these terms reference what we want students to be able to do AFTER they pass a course or graduate from a program. For this document, we will use the word 'outcomes'. Good learning outcomes are specific (but not too specific), are observable, and are clear. Good learning outcomes focus on skills: knowledge and understanding; transferrable skills; habits of mind; career skills; attitudes and values.

- Should be developed using action words (if you can see it, you can assess it).
- Use compound statements judiciously.
- Use complex statements judiciously.

### Curriculum Grid

A chart identifying the key learning outcomes addressed in each of the curriculum's key elements or learning experiences (Suskie, 2019). A good curriculum:

- Gives students ample, diverse opportunities to achieve core learning outcomes.
- Has appropriate, progressive rigor.
- Concludes with an integrative, synthesizing capstone experience.
- Is focused and simple.
- Uses research-informed strategies to help students learn and succeed.
- Is consistent across venues and modalities.
- Is greater than the sum of its parts.

### Target Performance (previously referred to as 'Threshold')

The level of performance at which students are doing well enough to succeed in later studies (e.g., next course in sequence or next level of course) or career.

### Actual Performance

How students performed on the specific assessment. An average score is less meaningful than a distribution of scores (for example, 72% of students met or exceeded the target performance, 5% of students failed the assessment).

### Closing the Loop

The process of following up on changes made to curriculum, pedagogy, materials, etc., to determine if the changes had the desired impact.

-

### Continuous Improvement

An idea with roots in manufacturing, that promotes the ongoing effort to improve. Continuous improvement uses data and evidence to improve student learning and drive student success.

Direct evidence

Evidence based upon actual student work; performance on a test, a presentation, or a research paper, for example. Direct evidence is tangible, visible, and measurable.

Indirect evidence

Evidence that serves as a proxy for student learning. May include student opinion/perception of learning, course grades, measures of satisfaction, participation. Works well as a complement to direct evidence.

HIEE – High Impact Educational Experiences

Promote student learning through curricular and co-curricular activities that are intentionally designed to foster active and integrative student engagement by utilizing multiple impact strategies.