

Weber State University  
Biennial Report on Assessment of Student Learning

Cover Page

Department/Program: English Language and Literature.

Date Submitted: December 15, 2022

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**Note from the Department Chair:** The Department of English encompasses the following programs: Associate of Arts in English, Composition, the Creative Writing emphasis, Developmental English, the English BA and Minor (aka Literary and Textual Studies Program), English Teaching BA and Minor, the General Education program (CA, DV, and HU Learning Outcomes), Linguistics, and Professional and Technical Writing (BA, Minor, Certificate). 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. Our Screenwriting Minor just launched in Fall 2022 and is not included in this report.

**And, a Special Note:** Future reports will be done by each program area (e.g., Composition, Creative Writing, English Teaching, etc.). This will provide greater clarity, better reporting of data and better commentary and more concise bites of data and review that can translate into action.

We've managed to do a lot the last 2-3 years in terms of improvement but the scope of our programs and responsibilities has grown faster than we can—or any one person in the Chair role—can manage without it becoming a half-time job.

It is my conclusion after working through several of these reports in my 8 years as Chair, that this reporting structure (one overall report) for English is too unwieldy for reporting purposes and for external review purposes, whether GEAIC or other University committees. The English department is

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too complex, with too many courses that cross multiple boundaries. For instance, ENGL 2015 involves Concurrent, the Library, Wildcat Scholars, General Education, and Composition. Further, the complete overhaul of several programs in response to EDI needs and/or Licensure requirements adds to the challenges. These are but the tip of the iceberg in terms of change in the last 3 years.

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*The Institutional Effectiveness website hosts a page for each program that displays assessment reports and information. All available biennial assessment and program review reports are located at the bottom of the program's page on our site. As a part of the biennial report process, we ask that you please review your page for completeness and accuracy, and indicate below the changes that need to be made.*

**Program page link:** <https://www.weber.edu/ie/Results/English.html>

## **A. Mission Statement**

Report due 11/15/2022

\_\_\_ **Information is current; no changes required.**

Update if not current: **We will review this in spring 2023 as I think it, as written, no longer does justice to the scope of our entire portfolio of programs.**

## **B. Student Learning Outcomes**

(Please include certificate and associate credential learning outcomes)

\_\_\_ **Information is current; no changes required.**

Update if not current:

- 1. We added the Literary Editing Minor in 2019-20 and as I look at the Student Learning Outcomes on the OIE website do not see any LOs there for that program. I don't see them in our catalog copy or in our R401 form that was part of the proposal, so this is something we need to create in Spring 2023.**
- 2. Also missing on this OIE page are the LOs for the English Minor, the PTW Minor, the PTW Certificate and the English Teaching Minor. We will work on these in Spring 2023.**
- 3. The Linguistics program LOs were updated twice (2021 and 2022) and we will confirm in Spring 2023 and report back to OIE.**
- 4. The Composition Program Outcomes need to be updated as well.**

### **Curriculum Grid**

*(Please review your current curriculum grid and verify that at least one course has been identified for each outcome in which you expect your students to demonstrate the desired competency of a graduating student. This could be shown in a variety of ways: classroom work, clinical or internship work, a field test, an ePortfolio, etc. You may request access to the Google Sheet on our site if that is easiest, or we can make the updates. Please reach out to [ois@weber.edu](mailto:ois@weber.edu) if you wish to have access)*

\_\_\_ **Information is current; no changes required.**

**--See updates in pages to follow.**

Curriculum Map: Creative Writing Emphasis

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

Core Courses in Department/Program	Department/Program Learning Outcomes 2019-21 Note: We have had multiple curricular changes in the last 3 years.					
	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.	
Required: ENGL 2200, 2250, 3080, 4560, 4940	Varies	Varies	Varies	Varies	Varies	
Core: ENGL 3610, 3620, 3650, 3660	NA	2	2	NA	2	
Surveys: ENGL 3610 or 3260 + 3650 or 3660 or 3510	2	2	2	NA	2	
Literature: ENGL 4560	2	2	2	NA	NA	
Introductory Writing Courses: ENGL 2260 or 2270	2	2	2	2	2	
Advanced Writing Courses: ENGL 3240, 3250, 3260, 4930	Varies	Varies	Varies	Varies	Varies	
Language: ENGL 3010, 3030, 3040 or 4000-literature course	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 2019-21 Note: We have had multiple curricular changes in the last 3 years.				
	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: One ENGL 2200, 2220, 2230, 2240, 2510, 2710	2	1	1	2	1
Critical Approaches: ENGL 3080	3	2	3	2	2
Core: ENGL 3610 or 3620, and 3650 or 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 3120, 3130, 3140, 3190, 3300, 3353, 3340, 3753, 4100, 4110, 4713	Varies	Varies	Varies	Varies	Varies
Areas of Specialization, Area 4: ENGL 3050, 3100, 3210, 3250, 3260, 3280, 3354, 3520, 3530, 3754, 3880, 4560	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 2019-21 Note: We have had multiple curricular changes in the last 3 years.					
	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, 3280, 4560	2 NA for 3050	2 NA for 3050	NA	NA	NA	NA
Methodology: ENGL 2420, 3020, 3410, 3755, 4910	3 (1 - 2420)	3 (1 -2420)	3 (1 -2420)	3 (1 -2420)	3 (1 -2420)	3 (1 -2420)
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

This is an interdisciplinary program.

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

Core Courses in Department/Program	Department/Program Learning Outcomes 2019-21 Note: We have had multiple curricular changes in the last 3 years.
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	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)

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

Core Courses in Department/Program	Department/Program Learning Outcomes 2019-21 Note: We have had multiple curricular changes in the last 3 years.					
	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, 3120, 3140, 4120	1 (all)	2	3 (3140)	3 (all)	Varies	3 (4120)
Electives: ENGL 3050, 3130, 3160, 3190, 3754, 4100, 4110	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 2019-21 Note: We have had multiple curricular changes in the last 3 years.				
	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 3300, 3353, 3540, 3753, 4713	3	3	3	3	3

Areas of Specialization, Area 4: ENGL 3050, 3100, 3210, 3250, 3260, 3280, 3354, 3520, 3754, 3880	3	3	3 N/A for 3050, 3100, 3210, 3250, 3260, 3270, 3280	3	3
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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 2019-21 Note: We have had multiple curricular changes in the last 3 years.					
	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, 4120	1 (all)	2 (3100, 3140, 3190)	3 (3140)	3 (all)	Varies	3 (4120)
Electives: ENGL 3120, 3130, 3160, 4100, 4110	3	2	3	3	Varies	N/A

Curriculum Map: English Teaching Minor

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

Core Courses in Department/Program	Department/Program Learning Outcomes 2019-21 Note: We have had multiple curricular changes in the last 3 years.						
	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: ENGL 2420, 3020, 3410, 3755, 4910	3	3	3	3	3	3	
Area of Specialization: ENGL 3050, 3100, 3210, 3250, 3260, 3280	Varies	Varies	Varies	Varies	Varies	Varies	
Student Teaching	3	3	3	3	3	3	

### **C. Program and Contact Information**

**\_\_XX\_ Information is current; no changes required.**

Update if not current:

### **D. Assessment Plan**

*We have traditionally asked programs to report on outcome achievement by students at the course level. We are encouraging programs to consider alternative assessment approaches and plans that are outcome-based as opposed to course-based, though course-based assessment can continue to be used. A complete assessment plan will include a timeline (which courses or which outcomes will be assessed each year), an overall assessment strategy (course-based, outcome-based, reviewed juries, ePortfolio, field tests, etc.), information about how you will collect and review data, and information about how the department/program faculty are engaged in the assessment review.*

**\_\_ Information is current; no changes required.**

**Update if not current: See following pages.**

### **Creative Writing:**

1. We need to ensure our OL courses are of the same quality as F2F. Simple data pulled by Eric Amsel shows no real difference in persistence or completion. The CW committee will need to continue to look at the artifacts to see what changes may or may not need to be made.
2. We were successful in adding EDI to the CW courses carrying CA designation, so we will need to onboard those LOs into syllabi, ensure there is a Big Question and a Signature Assignment, and then be sure these get adequately assessed by GEAIIC.
3. We will continue to use the CW Senior Portfolio as the foundation of our programmatic assessment, but we need to report out with the LO-based rubric (see appendix) to provide qualitative data on those portfolio assessments for the purpose of the next report.
4. We will continue to use data pulled by OIE for the CW Gen Ed courses, but need to do

### **Developmental English (for full report, see appendix):**

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, norming and then assessment of artifacts using a rubric. This procedure was refined during 2019-2021 based on processes established in the 2017-2019 cycle.

We will continue to follow this model and will need to apply it to the new ENGL 1005 course, both that taught in Wildcat Scholars and for the general student population. We will also need to begin assessing the new ENGL 1006 and ENGL 1007 courses that will appear in the catalog in Fall 2023. We also will need to begin assessing ENGL 1000, ENGL 1001 and ENGL 1002 as they begin to be taught in Fall 2023. LOs will need to be reviewed and aligned with EN1 LOs used by the Composition Program.

### Primary Developmental English assessment takeaways:

- The percentage of assessed **0900** students who were at or above “adequate” in Spring 2022 is:
  - 77% for reading comprehension
  - 54% for content
  - 54% for grammar and mechanics
- Percentage of enrolled students assessed in Spring 2021: 52%
- The percentage of assessed **0900** students who were at or above “adequate” in Fall 2021 is:
  - 87% for reading comprehension
  - 83% for content
  - 78% for grammar and mechanics
- Percentage of enrolled students assessed in Fall 2021: 51%
- The percentage of assessed **0955** students who were at or above “adequate” in Spring 2022 is:
  - 98% for content
  - 94% for organization and structure
  - 90% for sources and citation
  - 89% for mechanics
- Percentage of enrolled students assessed in Spring 2022: 63%
- The percentage of assessed **0955** students who were at or above “adequate” in Fall 2021 is:

- 92% for content
- 92% for organization and structure
- 73% for sources and citation
- 89% for mechanics
- Percentage of enrolled students assessed in Fall 2021: 68%

Action items: Identify the areas assessed at less than 80% and identify solutions to them, particularly in ENGL 0900. One shift, that of more heritage speakers in 0900, necessitates a new approach to teaching this course, which historically served monolingual speakers.

### **English Teaching:**

The English Teaching is slightly different in terms of assessment LOs because of state licensure requirements. But in a nutshell, faculty assesses the program's effectiveness via the LOs listed on the OIE website. Previously, the program used a coordinated English Methods Block. This model was abolished and new courses created. English Education monitor and assess the progress of its English teaching majors by providing content-area supervision during their student teaching experience. During those 12 weeks, 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. 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.

For our next assessment cycle, courses have had to be mapped to the Utah State Board of Education (USBE) new competency-based endorsements that secondary educators in English must achieve. In Fall 2021, we began mapping our courses to these new competencies, which will be the only option for endorsement after June 30, 2023. The 10 new competencies from USBE fall under the following areas:

- Adolescent Literacy Development;
- Critically Interpreting Texts;
- Selecting & Teaching Texts;
- Creating Texts;
- Teaching Text Creation;
- Language & Sociolinguistics Knowledge;
- Teaching Language & Sociolinguistics;
- Speaking & Listening Knowledge;

- Teaching Speaking & Listening;
- Professional Responsibility.

In anticipation of this change, the English Teaching Program has corresponded and met with the secondary ELA specialist to map our courses to these competencies. We are now assembling a report that features course names, numbers, descriptions, and sample syllabi. This will go to the state for approval.

All English Education courses aim at five learning outcomes, which state that students will:

- 1) demonstrate an ability to analyze texts through a pedagogical or critical lens.
- 2) develop English Language Arts curriculum that aligns with Utah State Core Standards.
- 3) articulate a research-based rationale for their pedagogical choices.
- 4) assess and revise their teaching approaches through ongoing study, collaboration, and reflection.
- 5) enact equitable pedagogical practices that promote respectful and inclusive learning communities for all students.

For the next cycle, these LOs and Competencies will be added to rubrics and artifacts from each course—or from a portfolio--will be assessed using a 70% threshold.

we will create rubrics with the program LOs, pull and rate artifacts from the courses in the program and assess them, using a threshold of 70% success rate, meaning that each learning outcome was successfully met by more than 70% of the students in the program. See appendix for more details.

### **General Education:**

Overall we continue to make progress. Per communications from OIE, we achieved in Fall 2019 a 39% compliance rate but in Spring 2020 had 75 of 97 sections participate, for a compliance rate of 77%.

For the Literature program, we continue to follow the model of creating a Signature Assignment and a Big Question and then having that assignment set up in Canvas. Then, OIE downloads these assignments and GEAIC assesses them. Then the results come over to English and we discuss with the faculty teaching these courses. Another important piece is that using a checklist we review the syllabi every semester to ensure that each syllabus contains the SA and BQ and that the GELOs are listed and linked to individual assignments to ensure compliance. See write-up, below, under “Literary and Textual Studies” for an analysis of the assessment process for the General Education LTS courses. For full data set see appendix.



For Composition Gen Ed discussion, see “General Education: Composition” in the appendix.

For Creative Writing Gen Ed discussion, see “General Education: Composition” in the appendix.

**Linguistics (for full report, see appendix):**

The Linguistics program assessed conceptual and procedural knowledge over three years and 7 courses, with a minimum of 4 or 5 artifacts per course. New PLOs were adopted in 2021 and then revised in 2022 and the assessment rubrics were based off these changes. With help from Gail Niklason results were tabulated and report to the program faculty. The program seeks a threshold of 75%, meaning that 75% of the students will meet LOs in the categories of “Adequate” or “Proficient.” In the 2021 cycle: PLO 1: 80%; PLO 2: 85%; PLO 3: 100%; PLO 4: 100%. Interrater reliability was 80-100% for all but two artifacts. In 2022, PLOs were consolidated and a different metric was used; 84.4% of students achieved at least Adequacy in all three types of knowledge.

Changes for the next cycle 2022-2024 include:

1. We plan to return to the schedule of assessing artifacts in May, after Spring 2023 semester is concluded, instead of Fall 2023.
2. We will fully anonymize artifacts by removing students’ names from them.
3. We would like to randomize the selection of artifacts beyond choosing either odd or even ones.
4. We will meet November 30<sup>th</sup> to discuss this year’s results, attending particularly to Section 6 to determine whether the 6% decrease in overall achievement is in fact (statistically) significant.
5. If the decrease does turn out to be significant, we will discuss possible causes and solutions, particularly in 3010 and 3050.
6. If we did not in fact use the NA category, we will evaluate whether to retain it.

**Literary and Textual Studies (English BA) (for data, see appendix)**

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

1. General Education courses carrying HU or HU/DV credit. This is done via SAs and BQs and randomized samples pulled by OIE. GEIAC reviews the artifacts, rates them and reports to the department with suggestions, which are then shared with the faculty. Starting in Fall 2023 DV will be replaced by EDI.

2. Courses for our major and minor. We are moving toward SAs and BQs for these courses. For this report faculty teaching courses in the program identified assignments for assessment and these were then downloaded and tracked in an Excel sheet. They were randomized with names removed and assigned to program faculty who then rated the artifacts using the LOs in a rubric. Typically 260-290 artifacts are assessed for each semester. One semester is missing due to Covid. Our threshold for success is 75% will meet or exceed standards. A number of LOs are not meeting thresholds and we need to have some sustained conversations about these and devise a plan to rectify this starting in Spring 2023.

### **Professional and Technical Writing (PTW) (for data and rubrics see appendix)**

PTW uses two assessment procedures:

1. Assessment of a core course in the program, ENGL 3100: Professional and Technical Writing. Artifacts are randomly pulled from the multiple sections of ENGL 3100 taught each semester and assessed, using a rubric, by program faculty. Using this course helps the program calibrate instruction and content across faculty, as the course is the one most widely taken by students. Done every semester.
2. Assessment of ENGL 4120: Seminar and Practicum in Professional and Technical Writing. In this capstone course a senior portfolio is required. The program faculty do assessment based on the materials collected in the portfolio to ensure that graduating students are meeting the program LOs. Done once per year when the course is taught.

Thresholds for the assessment are 70% Proficiency for each of the LOs. The PTW program director and the faculty pay close attention to the results and have noticed an improvement over the last 4 semesters, and in each semester reported students met the LOs at the appropriate threshold or better.

For the next assessment cycle PTW will continue to use the above process.

### **E. Student Achievement**

**F.A: For undergraduate programs only:** Percent of students completing degrees after 90 credit hours within 2 years and a reflection on that metric.

\*\*\*\*See data on next page.\*\*\*\*



# Undergraduate Program Review

## Time to Baccalaureate Degree From 90 Credit Hours

Program Review Unit  
English

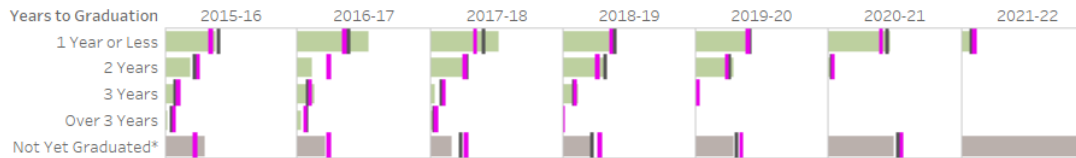
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### Time to Baccalaureate Degree from 90 Credit Hour Mark

View Comparisons?

Yes

Light gray & green bars are department percentages. Dark Gray benchmark bars indicate college percentage. Fuchsia benchmark bars indicate university percentage. If the light gray or green bar passes the benchmark lines, then that measure is performing above what your college and/or university is producing.

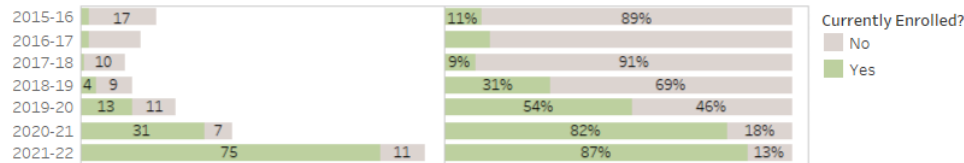


### Additive Program Unit Percentages

Data for the most recent three years reflect in-progress students and may change over time

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
In 1 Year or Less	40%	53%	51%	38%	42%	47%	9%
In 2 Years or Less	58%	64%	78%	69%	71%	51%	9%
In 3 Years or Less	69%	77%	81%	80%	71%	51%	9%
At Any Point	71%	79%	84%	80%	71%	51%	9%
Has Not Graduated	29%	21%	16%	20%	29%	49%	91%

### Has Not Graduated by Currently Enrolled



### Overall Numbers and Percentages

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	
1 Year or Less	University	993 (35%)	1051 (36%)	1024 (34%)	1144 (37%)	1169 (39%)	1154 (40%)	310 (10%)
	College	104 (41%)	118 (39%)	109 (39%)	109 (39%)	124 (41%)	131 (44%)	23 (7%)
	Program	25 (38%)	39 (53%)	35 (51%)	24 (38%)	35 (42%)	36 (47%)	9 (9%)
2 Years	University	701 (25%)	704 (24%)	771 (26%)	792 (26%)	707 (24%)	127 (4%)	
	College	57 (22%)	72 (24%)	75 (27%)	89 (32%)	78 (26%)	9 (3%)	
	Program	12 (18%)	8 (11%)	18 (26%)	20 (31%)	24 (29%)	3 (4%)	
3 Years	University	280 (10%)	303 (10%)	300 (10%)	290 (9%)	55 (2%)		
	College	20 (8%)	24 (8%)	22 (8%)	21 (7%)	5 (2%)		
	Program	7 (11%)	9 (12%)	2 (3%)	7 (11%)	0 (0%)		
Over 3 Years	University	193 (7%)	178 (6%)	113 (4%)	9 (0%)			
	College	13 (5%)	20 (7%)	9 (3%)	0 (0%)			
	Program	1 (2%)	2 (3%)	2 (3%)	0 (0%)			
Not Yet Graduated*	University	658 (23%)	701 (24%)	792 (26%)	848 (27%)	1035 (35%)	1598 (55%)	2681 (89%)
	College	59 (23%)	71 (23%)	63 (23%)	62 (22%)	94 (31%)	155 (53%)	284 (93%)
	Program	19 (29%)	15 (21%)	11 (16%)	13 (20%)	24 (29%)	38 (49%)	86 (91%)

\*Students who have not yet graduated may or may not be enrolled.

\* On 1st June of every year the recent academic year will be updated

**Please discuss what initiatives the department is doing to address the numbers shown.**

If I understand the data correctly, the “**Overall Numbers and Percentages**” section indicates that English, since 2015-16, is for 7 out of 7 years doing a better job getting students with 90+ credit hours through to graduation in 1 year or less than the University average. And in 5 of the 7 years shown does a better job than the College average.

For the 2-year data, since 2017-18, we have beaten the university average, and are either slightly below, slightly above, or at the College Average.

In the **Not Yet Graduated** category our numbers have historically been 5-9 points better than the University average and always better than the College average.

As for the **Additive Program Unit Percentages**, from 2014-15 through 2018-19, our program averages a 56.4% completion within 2 years of 90CH. Prior to 2020-21 we were averaging 70.4% from 2016-17 through 2019-20 in the 2-year category. I am guessing Covid knocked it down, but College Advisement told me we graduated a record number of students thanks to our OL offerings, but maybe these graduates were not all in the 90+ hours category?

What are we doing to improve this metric? We will continue to:

1. Offer a significant number of OL courses to reduce scheduling conflicts that students may have with F2F courses;
2. Move students off waitlists;
3. Continue to offer upper-division courses in summer;
4. Have College Advising call stopped-out students and encourage them to register for courses;
5. Continue having our students meet with our Departmental advisor—he averages about 410 appointments with students annually—to help coach students through efficiently managing their schedules;
6. We are providing more scholarships than ever, thanks to a donor gift and some wizardry from Betty K that has given us more scholarship dollars;
7. Continue with our recruitment and retention events;
8. Create a new student lounge to foster a sense of belonging and connectedness.

In the “**Has Not Graduated by Currently Enrolled**” metric, we show steady year-over-year improvement, including over the last three years. We are at 87%, which I think is pretty good. We will continue doing what we have been doing (see points 1-8, above) and seek ideas from Enrollment Services to make further gains.

**F.B: For Graduate Programs Only: N/A—The English Graduate Program files its own report.**

## **G: Evidence of Learning**

There are varieties of ways in which departments can choose to show evidence of learning.

### 1) Course-based assessment

- a. This is the format we have traditionally suggested programs use for assessment. The familiar ‘evidence of learning worksheets’ are included in the template and can also be accessed from the IE website. The critical pieces to include are:
  - i. learning outcomes addressed in the course,
  - ii. method(s) of measurement used,
  - iii. threshold for ‘acceptable – that is, the target performance,
  - iv. actual results of the assessment,
  - v. interpretation/reflection on findings,
  - vi. the course of action to be taken based upon the interpretation,
  - vii. how that action will be evaluated.

### 2) Outcome-based assessment

- a. Moving from course-based to outcome-based assessment has the potential for programs to gather and reflect upon data that are more meaningful, and to connect assessment findings from throughout the program. The approach may be much easier for associates and certificate programs where only select students in classes are earning the credential. For more information email ([oe@weber.edu](mailto:oe@weber.edu))
- b. Reporting options include:

- i. A traditional evidence-of-learning [worksheet](#) with an outcome (across multiple courses) as the focus (instead of a course with multiple outcomes).
- ii. A report that is more [narrative-based](#).
- iii. Other tools such as an ePortfolio in which key or signature assignments have been identified by the faculty, and uploaded by the student with their reflection. The key or signature assignments are aligned to student learning outcomes. (ePortfolio is an excellent assessment tool for certificates and associate degrees.)
- iv. There are other approaches such as juried reviews, physical portfolios, field tests, etc.

3) General Education course assessment needs to continue to be reported at the course level using either the [traditional template](#) or a more [narrative-based format](#). See the [Checklist and Template](#) page for area-specific worksheets as well.

**Note: if you cannot download templates directly from this document, please visit our [template page](#) for downloads.**

**G.A: Evidence of Learning: Courses within the Major**

**(This is a sample page for purpose of illustration only; a blank template can be found on the next page or at [this site](#))**

--See discussion throughout this report.

## 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 enacting.

**Recommendations are from Area C: Student Learning Outcomes and Assessment in BOR report. Average Score: G, Good.**

Date of BOR Program Review: 2020-21	Recommendation	Progress Description
Recommendation 1: Reassigned time	The department already maintains an effective, adaptable curriculum that is regularly reviewed and revised to maintain peak efficacy. Regular review and adjustment of reassigned time for Program Directors to maintain equitable labor distribution is also recommended.	We do this and have adjusted workload for Concurrent Liaisons.
		Ongoing monitoring in progress.
Recommendation 2: Standardization of Assessment	Emphases and programs under the English department might benefit from some standardization of assessment strategies without sacrificing the diversity and adaptability of such a large and complex department.	We have shared strategies, but assessment continues to be a moving target as we continually revise our curriculum, assessment processes and/or work to align our internal LO goals with changing university-level priorities (e.g., EDI). Amidst change it's hard to lock down one assessment model. Suggestions on this point made at end of report. Would like to discuss with OIE and other department chairs.
Recommendation 3	The largest concern raised in this area is that it is not entirely clear that assessment drives program change. Multiple faculty expressed concerns that	<ol style="list-style-type: none"> <li data-bbox="1318 1206 1797 1344">1. We have expanded our OL offerings greatly and are working to ensure these are of the same quality as F2F sections.</li> </ol>

	current assessment procedures do not get actionable results, and the department as a whole has been revising their assessment procedures already.	<ol style="list-style-type: none"> <li>2. We review 1x per semester all Gen Ed syllabi to be sure they have a Signature Assignment and Big Question. So that's one area of improvement that has led to results.</li> <li>3. Continue to work to create assessment-friendly culture in the department.</li> </ol>
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### Appendix B

Please provide the following information about the full-time *and adjunct faculty* contracted by your department during the last academic year.

Faculty Headcount	2018-19	2019-20	2020-21	2021-22
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)				
Full-time Tenured	16	16	17	17
Full-time Non-Tenured (includes tenure-track)	11	11	9	9
Part-time and adjunct	5	7	7	7
With Master's Degrees				
Full-time Tenured	0	0	0	0
Full-time Non-Tenured	11	11	10	10
Part-time and adjunct	70	59	59	53
With Bachelor's Degrees*				
Full-time Tenured	0	0	0	0
Full-time Non-tenured	0	0	0	0
Part-time and adjunct	7	18	22	25
Other				



Full-time Tenured	0	0	0	0
Full-time Non-tenured	0	0	0	0
Part-time	0	0	0	0
<b>Total Headcount Faculty</b>				
Full-time Tenured	16	17	17	17
Full-time Non-tenured	22	22	19	19
Part-time	89	84	88	85

\* Adjuncts listed with a BA are supervised Teaching Assistants in the Master of Arts in English graduate program.

Note: The Department also supervises 68 Concurrent Enrollment teachers in area public schools. Though not technically counted as WSU faculty the English Department is responsible for training and supervision of these teachers.

**Please respond to the following questions.**

1) *Looking back at your previous biennial report where you identified strategies for improvement, what progress has been made in implementing improvements?*

--Report from 2017-19, submitted 11/15/2020. Suggestions in regular font; progress in bold.

I. Creative Writing: 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.

**--These discussions have faded into the background; the top issue now is ensuring our OL courses are of the same quality as F2F. Simple data pulled by Eric Amsel shows no real difference in persistence or completion. The CW committee will need to continue to look at the artifacts to see what changes may or may not need to be made.**

**--We were successful in adding EDI to the CW courses carrying CA designation, so we will need to onboard those LOs into syllabi, ensure there is a Big Question and a Signature Assignment, and then be sure these get adequately assessed by GEIAC.**

**--Need report out with data from the rubrics we use and not just use qualitative write-ups.**

II. Developmental English:

- Continue faculty assessment training and norming sessions.
- Evaluate the current goals and objectives and identify if any changes are necessary for English 0900.
- 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.

**--We will sunset ENGL 0955 for 2023-24 due to assessment that did not involve rating artifacts—rather, we decided it wasn't fair to require students to take courses for which they do not receive credits toward graduation. We have replaced this course with ENGL 1005 and have created two new courses, ENGL 1006/1007, which we think will better serve students, along with new supplemental reading courses for monolingual speakers and heritage speakers. Most of these other items either have been addressed or we continue to address (training for faculty, new reading courses, allow ENGL 1005 only for Wildcat Scholars, placement questions, grading questions, etc.).**

**--We need to bring together the Developmental Faculty and leadership with the Comp faculty and leadership to agree on the ENGL 1005, and new ENGL 1006/1007 LOs, as these classes meet the EN1 requirement, same as ENGL 1010, and so we need to be sure these classes are taught to these standards.**

III. English Education: The program revised its curriculum and needed to assess the new courses and review the program LOs.

**--Curriculum revision is complete and the LOs have been reviewed. One area for improvement is that either the student artifacts need to be assessed using rubrics containing the LOs and then analysis of that assessment vis-à-vis success thresholds need to be met. Or the program needs to holistically / comprehensively review artifacts via a portfolio model based on rubrics, similar to Creative Writing's senior portfolio. One note: the goal of this program is to produce teachers licensed by the state of Utah; the fact that English Teaching students graduate with certification speaks to the meeting of the program's learning outcomes.**

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

Report due 11/15/2022

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.

**--Complete and ongoing. See notes elsewhere in this report.**

#### V. Literary and Textual Studies:

##### Overall:

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 are getting better at this. Start-of-term syllabus reviews helped us address #1 and #4, above.**

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. **DONE.**
2. Continue to do syllabus reviews and remind faculty that they are in fact teaching General Education classes. **DONE.**
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,  
**--Successful but #5, 7 and 8 still need addressing.**  
**--We have spent a lot of time building out OL courses.**  
**--We have added EDI texts and themes to our courses (so, that's not something that Assessment per se turned up, but rather via discussions in the department we did an analysis of EDI items across LTS and our other programs to see where we stood). This resulted in us building in more EDI themes and more EDI-focused courses into our curriculum/teaching schedule.**  
**--We determined that students need more digital (Adobe) training and are working to build that into our curriculum.**

More specifically, by year of assessment:

Progress Made with Assessment in 2020-21:

- Assessment process was overhauled and substantially streamlined, both for faculty members being assessed and for the LTS committee members conducting the assessment. Infrastructure was created using Excel, Box, and Qualtrics, as well as clear and detailed instructions.
- Coordinated with GEIAC, and identified misunderstanding that was impacting GEIAC's ability to collect assessment artifacts for LTS General Education courses.
- Created plan to remedy this misunderstanding, and as a result we will improve our already-strong compliance with GEIAC assessment.
- Successful program assessment: assessed all but two LTS classes over the 2020/2021 school year. Sent multiple e-mails about artifacts to one instructor and did not receive artifacts; otherwise, we assessed artifacts from every class for both semesters that LTS needed to assess.

Progress Made with Assessment in 2021-22:

- This year, we continued with our streamlined assessment infrastructure (using Excel, Box, and Qualtrics).
- We had an excellent rate of artifact collection: We had a 100% artifact collection / assessment rate for all LTS courses taught by instructors and tenure-line faculty.
- The only LTS classes for which artifacts were not able to be assessed were five sections of Concurrent Enrollment English 2200: Introduction to Literature. We need to build assessment of Concurrent Enrollment into our process for the next cycle.
- Consulted LTS committee to evaluate assessment process, program learning outcomes, and best practices. The committee agreed that the current program learning outcomes work well, but that 1) we need to ensure that artifacts submitted by instructors are relevant to the outcomes being assessed; 2) the committee needs more guidance to be able to evaluate whether certain learning outcomes are underdeveloped in an assignment or are simply not applicable to the assignment; 3) we need to ensure that submitted artifacts contain sufficient substance to be able to be evaluated (e.g. there were several issues with non-assessable artifacts submitted such as PowerPoints with minimal text).

- To address these concerns, the LTS director will 1) modify the instructions e-mail sent to faculty from whom artifacts are being collected, to specify a) that they should submit an artifact that contains a substantial amount of text and that addresses at least two learning objectives and b) the instructors of record should indicate to the LTS program director which LOs that assignment is designed to address; 2) update the Excel tracking sheet used by the LTS committee for assessment, to indicate which LOs each submitted artifact is designed to address; 3) update the Qualtrics survey used for assessment to better differentiate between an assignment that does not successfully meet the LO and an assignment for which the LO is not applicable, as this will allow the committee to better understand and evaluate the data generated by assessment.

#### VI. Professional and Technical Writing

**--Thresholds were met and so no major changes are planned.**

**--New courses have been added to the curriculum and so those needed / will need to be assessed.**

#### VIII. Composition Program

**--We needed to address LO6 to be sure students are getting training in APA and MLA style.**

**--We need to look again at our LOs and make sure they are appropriate for 1005, 1010, 2010 and 2015. We then need to communicate these to faculty and probably need to do syllabus reviews to be sure that the correct LOs are getting included.**

**--We will need to assess ENGL 2015, a new course combining ENGL 2010 and LIBS 1704.**

**--We also will need to decide on who—Composition or Developmental English—will need to take the lead on assessing ENGL 1005 and 1006/1007 as these new courses roll out and replace 0955 and some of the 1010 sections.**

2) *Please take a few minutes to review the new DFWI dashboard in the Report Gallery. This dashboard allows you to see the percentage of students in each course who earn a D+, D, D-, E, W, UW, or NC grade. The data can be filtered by several parameters. Reflect on the DFWI rates overall and of your underserved minority students versus your Caucasian students:*

a. What are you seeing?

--Issues with high DFWI rates in courses where I did not expect to see them.

--Issues with race/ethnicity and gender in several courses.

b. What concerns you?

--All of this. We need to address it. It could be much worse but could be much better.

c. What additional data could be beneficial?

--I am not sure. I would like clarity on whether this data is focused on D+ or C-, it is conflicting.

**See data next pages.**

## DFWI Grade Rates (D+ or Lower)

**Academic Year**  
Multiple values

**Semester**  
All

**College**  
College of Arts and Humanities

**Instructional Method**  
All

**Subject**  
ENGL

**Course Number**  
All

**Course Grouping**  
All

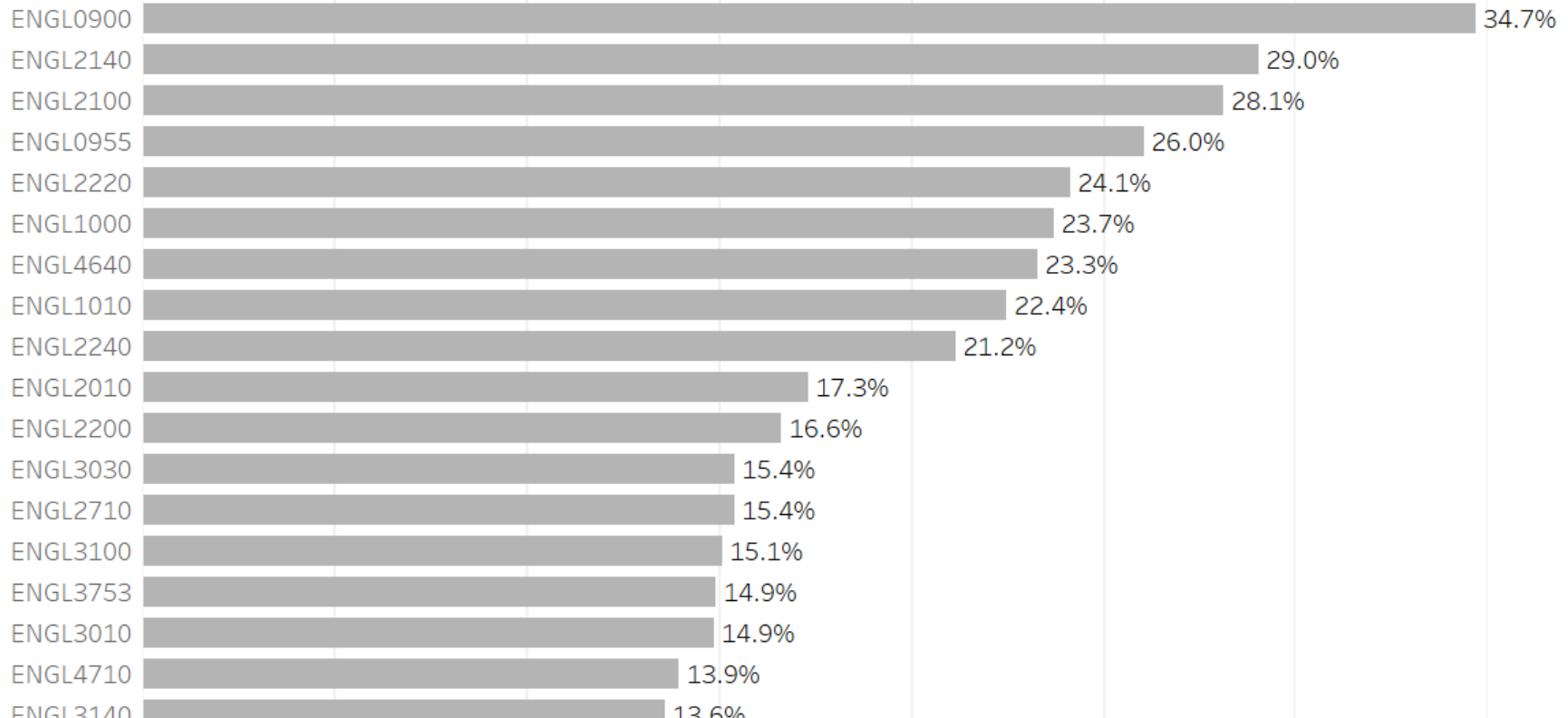
**Concurrent**  
Not Concurrent

**General Education**  
All

**'W' Grade Filter**  
Include 'W' Grades

**Student Count**  
25 to 13,835

Percent of students receiving a grade lower than a C- (bar)



## DFWI Grades (D+ or lower) by Race/Ethnicity Grouping

<b>Academic Year</b> Multiple values	<b>Semester</b> All	<b>College</b> College of Arts and Humanities	<b>Instructional Method</b> All
<b>Subject</b> ENGL	<b>Course Number</b> All	<b>Course Grouping</b> All	<b>Concurrent</b> Not Concurrent
<b>General Education</b> All	<b>'W' Grade Filter</b> Include 'W' Grades	<b>Demographic Filter</b> Gender	<b>Student Count</b> 25 to 13,835

Percent of students receiving a grade lower than a C-

	Female	Male
ENGL0900	36.2%	33.1%
ENGL0955	23.8%	28.6%
ENGL2220	23.1%	25.7%
ENGL1000	15.5%	36.1%
ENGL4640	18.2%	
ENGL1010	21.5%	23.6%
ENGL2240	17.5%	26.8%
ENGL2010	17.0%	17.6%
ENGL2200	15.6%	18.5%
ENGL3030	12.5%	20.0%
ENGL3100	16.8%	14.1%
ENGL3753	10.2%	
ENGL3010	18.8%	8.1%
ENGL4710	12.9%	
ENGL3140	12.7%	
ENGL3050	14.0%	12.5%

Report



## DFWI Grades (D+ or lower) by Race/Ethnicity Grouping

<b>Academic Year</b> Multiple values	<b>Semester</b> All	<b>College</b> College of Arts and Humanities	<b>Instructional Method</b> All
<b>Subject</b> ENGL	<b>Course Number</b> All	<b>Course Grouping</b> All	<b>Concurrent</b> Not Concurrent
<b>General Education</b> All	<b>'W' Grade Filter</b> Include 'W' Grades	<b>Demographic Filter</b> Ethnicity	<b>Student Count</b> 25 to 13,835

Percent of students receiving a grade lower than a C-

	American Indian or Al..	Asian	Black or African Am..	Hispanic Latino	Native Hawaiian o..	White	Two or more races	Internation..	Unknown
ENGL0900				46.9%		26.9%			
ENGL2140						34.6%			
ENGL0955		30.2%	42.4%	32.1%	54.5%	21.5%	22.9%		31.4%
ENGL2220				30.8%		22.8%	33.3%		32.1%
ENGL1000				23.3%		21.4%			
ENGL4640						21.1%			
ENGL1010	28.6%	25.0%	26.8%	30.2%	25.4%	19.9%	30.9%	15.2%	25.1%
ENGL2240						19.2%			
ENGL2010	13.9%	19.6%	22.2%	23.2%	29.6%	15.6%	22.4%	19.8%	16.9%
ENGL2200				21.5%		15.6%	16.7%		3.3%
ENGL3030						17.4%			
ENGL3100				23.5%		14.9%		10.7%	8.6%
ENGL3753						14.8%			
ENGL3010						14.8%			
ENGL4710						12.1%			
ENGL3140						13.8%			

3) *We have invited you to re-think your program assessment. What strategies are you considering? What support or help would you like?*

- I. As discussed via email, could we work from a "Top 3" or "Top Five" model, to identify our top 5 areas for improvement each year within each program, with a rough 3-year plan and then pursue data to confirm or disabuse ideas. That would allow us to more meaningfully target our research instead of a comprehensive data collection effort and assessment of all courses and programs every year. This is time-consuming and I am not sure it always yields meaningful results. For example, if we read artifacts to learn that we are, say 2% below our success threshold for one LO in English 2200—that's a lot of work to set up the assignment, download, rate, discuss, summarize and then document in a report like this. More meaningful, in my mind, is the DWFI report, above—that really is meaningful and caught my attention. (Note, though, the report at the top reads "D+ or Lower", but the heading above the actual bar graphs reads "Percent of students receiving a grade lower than a C-". I am not sure what the data is telling us—is it D+ or C- data?)
- II. The DWFI data is an excellent example of easy-to-get data that points us to areas of improvement. Are there other less formal pathways we could use to improve course outcomes and identify areas for improvement that don't involve artifact assessment or assessment grids? For instance, conversations with CE have made me realize we need to do a better job with our OL pathways.
- III. I think returning to annual reports could help streamline reporting.
- IV. In the future each Program Director is going to need to write their own report. It is too cumbersome to include every program in one report, and I think reviewers will appreciate having more bite-sized reports and data reporting.

### 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. Please see <https://weber.edu/weberthrives/HIEE.html>*

## APPENDIX: Individual Program Write-Ups

### COMPOSITION

#### English Composition General Education Overview:

The English Department's 2018 renewal [report](#) for ENGL 2010 also identified concerns assessing the seven [COMP](#) learning outcomes. The assessment was performed by a group of program faculty assessing students' final "persuasive argument" assignment. Pairs of faculty reviewed each artifact for each COMP outcome. The overall achievement rate of COMP ALOs was 69%, slightly below the Department's threshold of 70%, but there were multiple outcomes substantially below that threshold. The Department noted that the quality of the assessments could improve by conducting a norming session to assure that reviewers shared the same understanding of the COMP outcomes.

The 2020 biennial assessment [report](#) for ENGL 2010 details a new norming process (pp. 12), finding higher ALO student achievement rates (78%). One outcome remained a challenge for students: The proper use of APA and MLA style, which was going to be addressed by a new faculty training to address their outcome. The GEIAC faculty [response](#) acknowledged the strengths of the assessments but requested additional information about the training. The Department has continued to innovate by creating a new class combining ENGL 2010 and the Information Literacy class, which may help address students' understanding of the meaning and value of formatting and citing research. The Department also made strides to engage first-year and underserved students by creating new co-requisite COMP class ([EIE 1.D.4](#)) This new course, ENGL 2015, will need to be assessed for next year.

The above information also appears in the section "General Education: Composition".

#### **ENGL 1010 Assessment (Fall 2019-Fall 2021)**

For this assessment, we analyzed 54 artifacts, collected from 10 ENGL 1010 courses between Fall 2019 and Fall 2021. To enhance the rigor of the data, we pulled the same assignment from sections who were teaching the new ENGL 1010 syllabus and focused specifically on the editorial

assignment (Module 2). Please note that the scoring of the assessment tool was as follows: 3 (exceeds expectations), 2 (meets expectations), 1 (does not meet expectations), and 0 (not observed).

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

- Evaluators' mean for this outcome: 2.14

Outcome 2: Compose writing that is structurally coherent and unified

- Evaluators' mean for this outcome: 1.94

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

- Evaluators' mean for this outcome: 2.42

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

- Evaluators' mean for this outcome: 1.94

Outcome 5: Paraphrase, summarize, and use sources effectively

- Evaluators' mean for this outcome: 2.01

Outcome 6: Use MLA/APA citation method correctly

- Evaluators' mean for this outcome: 2.3

**Discussion:** Considering the fact that all ENGL 1010 data was taken from sections teaching the new 1010 curriculum—which means we are drawing from mostly new teachers—the data from this assessment is promising. We are exceeding our goal, which is to meet expectations, in four out of six outcomes, and in the cases where the mean doesn't meet expectations (Outcome 2 and Outcome 4), it is very close. These data suggest that new curriculum is doing a good job almost universally but needs some attention to teacher training along the lines of structural cohesion and sentence-level issues.

### **ENGL 2010 Assessment (Fall 2019-Fall 2021)**

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

- Evaluators' mean for this outcome: 1.95

Outcome 2: Compose writing that is structurally coherent and unified

- Evaluators' mean for this outcome: 1.95

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

- Evaluators' mean for this outcome: 1.8

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

- Evaluators' mean for this outcome: 2.05

Outcome 5: Paraphrase, summarize, and use sources effectively

- Evaluators' mean for this outcome: 2.08

Outcome 6: Use MLA/APA citation method correctly

- Evaluators' mean for this outcome: 2.05

**Discussion:** Similar to ENGL 1010, these data suggest that our instructors are doing a good job on most outcomes, though the numbers are slightly lower for 2010 than 1010 (which is surprising to me and which, I think, indicates the quality of the 1010 curriculum). But even in the cases where the mean is not quite a 2.0 (“meets expectations”), the numbers are extremely close to 2.0. These data do suggest, though, that 2010 instructors need more training on providing students the ability to connect ideas between and among texts, create writing that is structurally unified, and compose with a clear thesis or idea. I will make sure each of these areas are targeted in our next round of teacher training.

## **DIGITAL ADOBE PILOT ASSESSMENT**

**The first chunk measures how/how much students used Adobe tools during and since their pilot semester.**

- During the semester they took the pilot, 41.8% of students used Adobe tools for work-related writing projects.
- During the semester they took the pilot, 47.3% of students used Adobe tools for personal writing projects.
- Since their pilot, 63.6% of students have used Adobe tools in other courses at WSU.
- Since their pilot, 60% of students have used Adobe tools for work-related projects.
- Since their pilot, 56.4% of students have used Adobe tools for personal reasons.

**The second chunk measures students' sense of whether Adobe tools helped them meet course outcomes. The Likert scale used is as follows: 1) did not meet, 2) approached meeting, 3) met, 4) exceeded, and 5) dramatically exceeded**

- Comp Outcome 1: “Make connections between and among texts and their ideas”
  - 90.9% of students said these tools helped them meet this outcome

- 69.1% of students said these tools helped them exceed this outcome
- 23.6% of students said these tools helped them dramatically exceed this outcome
- Comp Outcome 2: “Compose writing that is structurally coherent”
  - 90.9% of students said these tools helped them meet this outcome.
  - 61.8% of students said these tools helped them exceed this outcome.
  - 27.3% of students said these tools helped them dramatically exceed this outcome.
- Comp Outcome 3: “Compose writing with a clear thesis or idea”
  - 89.1% of students said these tools helped them meet this outcome.
  - 61.8% of students said these tools helped them exceed this outcome.
  - 23.6% of students said these tools helped them dramatically exceed this outcome.
- Comp Outcome 4: “Control surface features like syntax, grammar, punctuation, and spelling”
  - 85.4% of students said these tools helped them meet this outcome.
  - 58.1% of students said these tools helped them exceed this outcome.
  - 23.6% of students said these tools helped them dramatically exceed this outcome.
- Comp Outcome 5: “Paraphrase, summarize, and use sources correctly”
  - 90.9% of students said these tools helped them meet this outcome.
  - 69.1% of students said these tools helped them meet this outcome.
  - 21.8% of students said these tools helped them dramatically exceed this outcome.
- Comp Outcome 6: “Use MLA and/or APA citation method correctly”
  - 85.5% of students said these tools helped them meet this outcome.
  - 60% of students said these tools helped them exceed this outcome.
  - 21.8% of students said these tools helped them dramatically exceed this outcome.

**The third chunk helps measure whether these digital tools enhanced students’ sense of audience.**

- 72.7% of students said these “digital writing tools enhance[d] their sense of audience”
- 76.4% of students said they “expect to use digital composition tools in the future”
- When asked *how* these digital writing tools enhanced their sense of audience, students said the following (selected):
  - “I was able to add visual[s] to my presentations that flowed well with my topic, as well as add[ing] visual information.”
  - “It made it easier to have others visualize a certain concept or idea I was trying to convey.”



- “I was able to share my work with a greater audience.”
- “It helped me think of audience instead of thinking about my grade. It improved my attention to detail and understanding of the readers.”
- “Forced me to consider how to format my approach to introduce the subject to a particular audience.”
- “Using these digital tools helped me learn how to write for a specific audience and what visually works for different types to better get the point across.”
- “The digital writing tools helped me enhance my sense of audience by giving me the avenue to utilize more of my creativity in my work. Because I was able to do this, I felt as though I was able to change my projects to appeal to more audiences.”
- “I made a trailer for my story in my creative writing class I took last semester! The skills I learned with Adobe helped me get an A!”
- “Being able to present my ideas in a more creative format required me to think about my audience more than I otherwise would have.”
- “It enhanced by all of the features it included that we were able to use to capture their attention. It enhanced my sense of audience because it gave me a glimpse of what intrigues a person and in what ways you can mold your project to fit that standard.”
- “After this class, my audience was the first thing I thought about before writing or composing papers, videos, etc.”
- “By being aware of their need, formulating ideas, and offering solutions.”
- “I felt that I was better able to relate to my peers. In addition these tools elevated my proposals in my workplace as well.”
- “It enhanced it by making me aware of each audience and realize that each type of writing was for a different crowd of people.”
- “They made you focus on your audience more.”
- “In writing English papers, some of the difficulty comes from who am I writing this for. In my spring semester class with Prof. Guy, she had us use InDesign to create an article for an online magazine. This directly gave a direction on who this is for, as it felt more grounded in who we were writing for. Incorporating design and pleasant formatting into the actual essay made us get into the mindset of our reader, [making us formulate how] the audience will be perceiving what we wrote.”
- “They helped me understand and be able to connect to a broader audience and make my work more accessible to more people.”
- “With out final project we had to create a research video. Because of that, I tried harder to make my final project entertaining for a larger audience rather than just my professor if my project had been an essay instead.”
- “I was able to visualize how someone would look at my work better than just an essay.”

- “Social media posts, marketing—it did help me out to learn the basics of these programs, so I had the fundamentals when these skills have been required in my jobs.”
- “I was able to appeal to a wider range of readers by having a more visual layout. This also helped motivate me to make my writing more intriguing.”
- “It forces the writer to view the project from the audience’s perspective during the visual design phase.”
- “I felt like there were more people going to be critiquing and reading my writing rather than just the professor. Made me really conscious of my work.”
- “It helped me visualize who would be reading what I created using the tools. It was easier to [envision] what type of person would use it and look to it.”

**Finally, the fourth chunk solicited longer-form reflections on “other ways working with the digital tools we’ve provided has enhanced your writing, your sense of literacy, agency, professional standing, or your sense of creative potential.” (Only select responses are included here).**

- It has allowed me to be more creative with projects that I have had to in my other classes and for personal projects. That creativity has allowed me to focus on something I didn't realize I liked to do and so I look forward to those types of projects now.
- I think that in a technology driven society, using these platforms to make the content more engaging and visually appealing to the audience. I know my students will appreciate how effective and engaging my materials in the classroom will be.
- Learning these technologies really increased my awareness of the possibilities that are open in literary work. Whether it be digital, or hand written there are many options available. I felt very grateful to be in this class once it was all over because of the important skills I developed.
- I think working with these digital tools made learning writing techniques more interesting. It also was fun to learn how to use the software and be able to directly implement them in class. Learning how to use these then made it possible for me to feel comfortable learning other types of programs and being able to easily apply the skills I learned here in my workplace.
- These tools have helped me enhance my creative potential through the unique qualities that they brought to the table. Because I was introduced to some tools that I was not familiar with before, I was encouraged to explore their potential. This exploration resulted in more creativity and risk taking in my writing.
- It gives me an advantage that I learned to use these tools so early in my college education! With them it gave me alternative ways to do certain projects that was different and unique from what others were doing!

- Learning these technologies has empowered me to feel like I am able to create things easily, efficiently and even have fun with it. Though some programs were harder to learn than others, once known it became a great asset in my educational career and life. It also gives a great knowledge that some placed of work look for that many do not possess.
- I enjoy digital photography as a hobby. I found that these tools have loads of online support for creating and editing. You tube is loaded full of enthusiast who are open about sharing how to videos. The depth that one can dive into learning how to use these programs is intense. Truly enjoyed the learning experience with the new skills. Since it is free, I hope that more professors would focus their projects around the software.
- I never knew that I enjoyed digital media, or had an interest in computer sciences. Since this class I have been developing my own small business and have used many Adobe applications to enhance my users experience, as well as in my marketing campaigns. I've also created video content for a private education platform and used my knowledge from Adobe Rush to create the content. I am excited to continue to learn and explore my interests. I'm so glad that this blended learning opportunity was presented to me. I feel much better for it.
- I'm not a huge fan of writing or English and I absolutely loved this class. I liked how you could bring your story to life using these digital tools. This class is so beneficial with how much media and technology runs our world today.
- I was hesitant at first to continue with this class since we weren't informed beforehand that this class would be a pilot program. However, Professor Mickel was great at guiding us through it and I would 100% recommend that this class and these programs continue to be used and taught at Weber State. University is supposed to prepare people for their careers. The knowledge of these programs helps advance careers. It looks great on a resume and gives a step up above others who don't know how to use them. I don't feel like these programs helped increase my "English skills" (e.g., reading or writing), but I do feel they helped improve my communication and marketing skills which is now 90% of how people get messages heard.
- These digital tools gave actual understanding to the ways that an English paper is applied to the real world. Whether it is for a newspaper/magazine/online article or for a video presentation, these digital tools did a good job in showing the purpose of writing beyond just "write this essay". We are living in an increasingly digital world, and many jobs are incorporating more and more of these [types of] digital software. The more that we learn from general education classes the easier it will be to learn and apply in upper courses and in our future careers.
- Access to programs like these have allowed me to have access and gain proficiency in programs that are more advanced and complicated to anything I had access to in the past. They have challenged the way I work and the way I present my work to other. My work often comes out more sophisticated and eloquent when I use these programs.
- I think just learning the platform alone definitely helped me enhance my creativity. I plan on majoring in graphic design where we will have to use Adobe quite often, this class helped me gain more interest in graphic design but also gave me a head start with learning the

digital tools. Even outside of graphic design, many other careers use Adobe in their line of work and I think it is very beneficial that I got to get an early understanding of how to navigate it.

- The world has changed. Plain essay text fails to capture as much attention these days. I see using these digital tools as a way to stand out among the crowd to get my message across.
- These are great skills to add to my resume. Especially as an English major or adds another aspect that employers understand better. Because there is so much focus and digital work now these skills have helped a lot.
- It gave me a different way to think. Up until this class, every paper I've ever written was very traditionally structured. This pushed my creative limits and perspective of the world.
- Personally, I found learning about Photoshop to be the most beneficial. I have already used it to help create several different diagrams and designs for both school and personal use. I think that the class's increased emphasis on digital composition is a phenomenal step in the right direction toward modernizing an otherwise antiquated system. My only critique is to shift the focus to slightly more relevant facets. Rather than focusing on blog posts, journal articles, and recorded videos; I would recommend a focus on things like powerpoints, giving presentations, and explaining more complicated concepts or processes. I think that shifting the focus like that would make the class far more practical and useful for everyone since these are things that people are far more likely to encounter in their everyday lives and in their careers.
- It was cool to see things from a different point of view. To me this was all very foreign and hard to learn, but when I caught onto things it helped me see things from a point of view I normally wouldn't have which I found very valuable.

## **CREATIVE WRITING**

The Creative Writing Program assesses upper division courses, and the program as a whole, through the use of portfolios. These portfolios are generated by our graduating seniors in a course called Senior Projects. At the end of each semester, the co-directors meet to review the portfolios and we take our findings to the Creative Writing Committee. Lower division courses carrying the Gen ED CA designation are assessed by GEAC and the findings shared with the CW faculty.

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: Demonstrate critical self-awareness

LO 3: Demonstrate editorial proficiency

LO 4: Demonstrate an understanding of the professional writing environment

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

**Here is the rubric we use to evaluate the Senior Portfolio.**

**Portfolio Rubric**

On the following rubric, faculty may rate the student portfolios as follows:

- 0 student fails to show this skill or shows it insufficiently
- 1 student shows this skill, but has not mastered it
- 2 students shows this skill well, suggesting mastery or growing mastery

Outcome	Rating	Comments
Experiment in writing and develop drafts into polished original work (essay, pieces)	0    1    2	0 1 ----- 2 -----
Show critical self-awareness (essay, pieces)	0    1    2	0 1 ---- 2 -----

Exhibit editorial proficiency (whole portfolio—is the editing clean?)	0      1      2	0 1 ---- 2 -----
Understand the professional writing environment (project)	0      1      2	0 1 ---- 2 -----
Show knowledge of contemporary, canonical, and marginalized literature (literary tree)	0      1      2	0 - 1 ---- 2 -----

Findings 2019-2021:

Overall, over the past three years, we have been very pleased with the quality of Senior Project portfolios. The portfolios are clean and the work therein demonstrates the substantive quality of both CW faculty and CW majors at WSU.

Since 2019, Creative Writing Committee members, and the professors of record in our Senior Projects course, have acted upon assessment findings in several productive, meaningful ways.

First, committee members considered the wording of the LOs and concluded that it did 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.

Second, Senior Projects professors of record have actualized suggested revisions to the nuts and bolts of the final portfolio. We note greater strength across the board in the professionalization piece: students are creating exciting community opportunities, both on campus and off; and students are

demonstrating a stronger, more nuanced understanding of life beyond graduation, whether that means creating a CV, writing a pitch to an agent, or developing public facing language for what they've learned here while applying for jobs.

In the 2021 cycle, Smith and Ridge assessed senior project portfolios from Dr. Craggett's Spring 21 Senior Projects courses. Across the board, the portfolios met expectations. They were especially strong when it came to community engagement. Across the board, students struggled to connect their craft improvements to reading assignments at WSU; by leaning on their favorite grade school and high school era writers, they limited our ability to assess their literary tree and the impact of their WSU reading life on their WSU writing life.

Future steps:

We see continued room for growth, especially in the portfolio's introductory essay. This essay provides students the opportunity to narrativize the ways in which their instruction and collegiate reading life have helped them to imagine, write, and revise. Clearly, some students become mired in tracing their readerly and writerly roots in pre-WSU times and never quite fulfill the expectations of the assignment.

Assessment is always a work in progress, and we are energized to hone this course, the better to serve our students. To this end, we've scheduled Laura Stott to teach Senior Projects in Spring 2023; thereafter, all CW faculty who teach advanced courses will have taught this course. In late summer, we plan to call a meeting with these CW faculty--Stott, Craggett, Griffiths, Smith, and Ridge--to discuss further strategies for revision to this vital professionalization course and assessment tool.

Finally, we celebrate that one trend among our recent graduates has become a tradition: over the past three years, a minimum of two graduating seniors per academic year have been accepted into top-tier MFA programs at universities across the country, which serves as a form of external validation of the quality of work being done by students.

For the Creative Writing Program's work on their General Education courses, see the section below, "General Education: Creative Writing".

## **DEVELOPMENTAL ENGLISH**

### **A Program in Transition: The Transformation and Trajectory of Developmental English:**

The following report is an assessment summary of ENGL 0900, ENGL 0955, and ENGL 1005 for the 2021/2022 academic year. Included is a brief description of each of the courses and how they support the Developmental English's (DE) goals and objectives.

**ENGL 0900-Fundamental of College Reading and Writing (3 credits):** ENGL 0900 is designed to help students develop fundamental reading, writing, and thinking skills. ENGL 0900 students work closely with the Developmental English Learning Center (DELIC) in both group and one-on-one tutoring sessions. Students with an ACT score in either Reading or Writing with a 12 or below are required to take ENGL 0900. Students can also be placed in ENGL 0900 with an Accuplacer score. Students must complete the course with a C or better before enrolling in ENGL 0955 or ENGL 1005.

**ENGL 0955-Developmental College Reading and Writing (6 credits):** ENGL 0955 is designed to help students develop reading, writing, and critical thinking skills, a prerequisite for entry-level college courses. Students work closely with tutors in the DELIC and use the center for support in their ENGL 0955 course alongside other courses students are taking. Students with an ACT score in the 13-16 range in either Reading or Writing will be placed in ENGL 0955. Students can also be placed into ENGL 0955 with an Accuplacer score. Students must complete ENGL 0955 with a grade of C or better before enrolling in ENGL 1010.

**ENGL 1005-College Reading and Introductory Writing (6 credits):** ENGL 1005 is designed to introduce students to the habits and practices necessary for reading and writing at the college level. Students focus on the writing process, writing for specific audiences, collaboration with peers, grammatical and mechanical correctness, improving reading comprehension, and the interrelationship between reading and writing. ENGL 1005 students also work closely with the DELIC and the Writing Center for support throughout the semester. Students who have placed into ENGL 0955 may choose to take this accelerated course, which will satisfy the requirements for ENGL 0955 and ENGL 1010. Students must complete ENGL 1010 with a grade of C or better before enrolling in ENGL 2010 or ENGL 2015.

**ENGL 1005-College Reading and Introductory Writing-Wildcat Scholars (6 credits):** ENGL 1005 Wildcat Scholars is a course designed closely to the ENGL 1005 model. The course goals and objectives align with ENGL 1005; however, the Wildcat Scholar cohorts are sheltered courses that do not appear on the university schedule. Students are recruited into the Wildcat Scholar program. Students must complete ENGL 1005 Wildcat Scholars with a C or better before enrolling in ENGL 2015 Wildcat Scholars.

Since receiving national certification through NADE in 2014, the DE program consisted mostly of ENGL 0900 and ENGL 0955 courses until the introduction of Wildcat Scholars approximately five years ago. The introduction of Wildcat Scholars into the program led to the development of ENGL 1005, which was offered to all developmental students in Fall 2021. The DE program has changed significantly over the last few years as the program evolves and continues to keep pace with national, state, and university initiatives.



The following information provides a closer look into the courses at the 0900, 0955, 1005, and 1005 WS level. The information will identify how each course is administered, how many students enrolled in each course, student success rates, failure rates, assessment procedures, and an analysis of the data collected. Current concerns will be addressed along with concerns for the future. Furthermore, strategies to improve each course now and looking forward will also be stated.

**ENGL 0900:**

A small population of students is placed into ENGL 0900 every academic year. Students placed in ENGL 0900 have scored a 12 or below on the ACT or had an Accuplacer score of 40 or below in both Reading and/or Writing criteria. The program’s outcomes were created with a fundamental approach and understanding of ENGL 0900 students and their skills. In ENGL 0900, DE collects artifacts from each section, and we use the data to assess student success and retention. All ENGL 0900 instructors receive training that focuses on creating content that functions with the ENGL 0900 course parameters. All instructors have engaged in multiple norming sessions that examine 0900 artifacts using a standardized rubric. The rubric evaluates the program’s goals and objectives and establishes a baseline for students’ success and retention. Below is a summary of artifacts collected and the scores recorded for all ENGL 0900 sections:

**Results of Spring 2022 assessment -- 0900:**

- 2 sections; 1 instructor
- 50% contribution of both artifacts and rubrics

**Spring 2022 --- 0900**

<b>PERFORMANCE AREA</b>	<b>(3) PROFICIENT</b>	<b>(2) ADEQUATE</b>	<b>(1) EMERGING</b>
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<p><b>READING COMPREHENSION</b> Demonstrates comprehension and retention of reading material.</p>	<p>Skillfully incorporates information gathered from reading materials. <b>TOTAL: 3</b></p>	<p>Incorporates information gathered from reading materials but misses some key ideas or details. <b>TOTAL: 7</b></p>	<p>Insufficient incorporation of information gathered from reading materials. <b>TOTAL: 3</b></p>
<p><b>CONTENT</b> Writes with clarity, focus, creativity, and authenticity.</p>	<p>Writing is clear, focused, creative, and authentic. <b>TOTAL: 1</b></p>	<p>Writing is clear at times, somewhat focused, and includes aspects of creativity, or authenticity. <b>TOTAL: 6</b></p>	<p>Writing is vague, unorganized, lacks creativity, or presents as artificial. <b>TOTAL: 6</b></p>
<p><b>GRAMMAR and MECHANICS</b> 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). <b>TOTAL: 3</b></p>	<p>Writing is somewhat free of spelling, grammar, and mechanical errors (fewer than ten). <b>TOTAL: 4</b></p>	<p>Writing contains significant errors in spelling, grammar, and mechanics (ten or more). <b>TOTAL: 6</b></p>

**TOTAL STUDENTS** enrolled in the course (among sections assessed): **25**

**TOTAL ARTIFACTS** assessed: **13**

**Results of Fall 2021 assessment -- 0900:**

- 3 sections; 2 distinct instructors
- 100% contribution of both artifacts and rubrics

**Fall 2021 --- 0900**

<b>PERFORMANCE AREA</b>	<b>(3) PROFICIENT</b>	<b>(2) ADEQUATE</b>	<b>(1) EMERGING</b>
<b>READING COMPREHENSION</b> Demonstrates comprehension and retention of reading material.	Skillfully incorporates information gathered from reading materials. <b>TOTAL: 10</b>	Incorporates information gathered from reading materials but misses some key ideas or details. <b>TOTAL: 10</b>	Insufficient incorporation of information gathered from reading materials. <b>TOTAL: 3</b>
<b>CONTENT</b> Writes with clarity, focus, creativity, and authenticity.	Writing is clear, focused, creative, and authentic. <b>TOTAL: 8</b>	Writing is clear at times, somewhat focused, and includes aspects of creativity, or authenticity. <b>TOTAL: 12</b>	Writing is vague, unorganized, lacks creativity, or presents as artificial. <b>TOTAL: 4</b>

<p><b>GRAMMAR and MECHANICS</b> 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). <b>TOTAL: 12</b></p>	<p>Writing is somewhat free of spelling, grammar, and mechanical errors (fewer than ten). <b>TOTAL: 6</b></p>	<p>Writing contains significant errors in spelling, grammar, and mechanics (ten or more). <b>TOTAL: 5</b></p>
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**TOTAL STUDENTS enrolled in the course (among sections assessed): 45**

**TOTAL ARTIFACTS assessed: 23**

**ENGL 0955:**

ENGL 0955 has been the mainstay course of the DE program. A high percentage of DE students place into ENGL 0955 each academic year. ENGL 0955 is a 6-credit hour course that is focused on improving students’ reading, writing, and critical thinking skills. Placement is determined by either the student’s ACT score or Accuplacer score. For the ACT, if a student has a score of 13-16, they will be placed in ENGL 0955. A student who receives an Accuplacer score of 237-249 on either the Reading or Writing section of the test will be placed in ENGL 0955. The majority of DE students, up to this point, have been placed in ENGL 0955. Below is a summary of the artifacts collected and the scores recorded for ENGL 0955 students:

**Results of Spring 2022 assessment -- 0955:**

- 9 sections; 6 distinct instructors
- 44% contribution: 4 faculty members contributed artifacts and rubrics with overall totals for their classes.

**Spring 2022 --- 0955**

<b>PERFORMANCE AREA</b>	<b>(3) PROFICIENT</b>	<b>(2) ADEQUATE</b>	<b>(1) EMERGING</b>
<p><b>CONTENT</b> 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. <b>TOTAL: 24</b></p>	<p>Incorporates many ideas from texts or other possible source materials but misses some key ideas or details. <b>TOTAL: 22</b></p>	<p>Insufficient incorporation of main or supporting points from text or other source materials. <b>TOTAL: 1</b></p>
<p><b>ORGANIZATION AND STRUCTURE</b> 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. <b>TOTAL: 22</b></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. <b>TOTAL: 22</b></p>	<p>Poorly organized. Problems with the conveyance of clear ideas that follow in a progressive order. <b>TOTAL: 3</b></p>

<p><b>SOURCES AND CITATION</b> Sources are credited, in text, for any quoted or paraphrased references.</p>	<p>All of the required sources and references are appropriately credited. <b>TOTAL: 20</b></p>	<p>Most of the required sources and references are appropriately credited. <b>TOTAL: 23</b></p>	<p>The required sources are not appropriately credited. <b>TOTAL: 5</b></p>
<p><b>MECHANICS</b> Edits writing to correct spelling, grammar, and any mechanical errors.</p>	<p>Essentially error free. <b>TOTAL: 24</b></p>	<p>Minor errors only. <b>TOTAL: 18</b></p>	<p>Numerous errors that hinder the conveyance of ideas. <b>TOTAL: 5</b></p>

**TOTAL STUDENTS enrolled in the course (among sections assessed): 75**

**TOTAL ARTIFACTS assessed: 47**

**Results of Fall 2021 assessment -- 0955:**

- 14 sections; 11 distinct instructors
- 57% contribution: 8 faculty members contributed artifacts and rubrics with overall totals for their classes.

**Fall 2021 --- 0955**

<b>PERFORMANCE AREA</b>	<b>(3) PROFICIENT</b>	<b>(2) ADEQUATE</b>	<b>(1) EMERGING</b>
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Report due 11/15/2022

<p style="text-align: center;"><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. <b>TOTAL: 39</b></p>	<p>Incorporates many ideas from texts or other possible source materials but misses some key ideas or details. <b>TOTAL: 32</b></p>	<p>Insufficient incorporation of main or supporting points from text or other source materials. <b>TOTAL: 6</b></p>
<p style="text-align: center;"><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. <b>TOTAL: 40</b></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. <b>TOTAL: 32</b></p>	<p>Poorly organized. Problems with the conveyance of clear ideas that follow in a progressive order. <b>TOTAL: 6</b></p>
<p style="text-align: center;"><b>SOURCES AND CITATION</b></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. <b>TOTAL: 20</b></p>	<p>Most of the required sources and references are appropriately credited. <b>TOTAL: 37</b></p>	<p>The required sources are not appropriately credited. <b>TOTAL: 21</b></p>

<p style="text-align: center;"><b>MECHANICS</b></p> <p>Edits writing to correct spelling, grammar, and any mechanical errors.</p>	<p>Essentially error free. <b>TOTAL: 35</b></p>	<p>Minor errors only. <b>TOTAL: 32</b></p>	<p>Numerous errors that hinder the conveyance of ideas. <b>TOTAL: 8</b></p>
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**TOTAL STUDENTS enrolled in the course (among sections assessed): 115**

**TOTAL ARTIFACTS assessed: 78**

**Primary assessment takeaways:**

- The percentage of assessed **0900** students who were at or above “adequate” in Spring 2022 is:
  - 77% for reading comprehension
  - 54% for content
  - 54% for grammar and mechanics
- Percentage of enrolled students assessed in Spring 2021: 52%
- The percentage of assessed **0900** students who were at or above “adequate” in Fall 2021 is:
  - 87% for reading comprehension
  - 83% for content
  - 78% for grammar and mechanics
- Percentage of enrolled students assessed in Fall 2021: 51%
- The percentage of assessed **0955** students who were at or above “adequate” in Spring 2022 is:
  - 98% for content
  - 94% for organization and structure



- 90% for sources and citation
- 89% for mechanics
- Percentage of enrolled students assessed in Spring 2022: 63%
- The percentage of assessed **0955** students who were at or above “adequate” in Fall 2021 is:
  - 92% for content
  - 92% for organization and structure
  - 73% for sources and citation
  - 89% for mechanics
  - Percentage of enrolled students assessed in Fall 2021: 68%

The Developmental English Program is a program in transition. Over the past year, several events have combined to disrupt and redirect the efforts of the program. Following years of pushback on a national level against developmental education by legislatures and higher education administrators, our accrediting body, the National Association for Developmental Education (NADE), underwent a dramatic transformation in 2019, changing both its name and its mission. In its new iteration, the National Organization for Student Success (NOSS) “exists to assist education professionals in making a positive difference in the lives of students” – a noticeable shift away from focusing on underprepared students. The program found itself without the backing of a national organization, as the field of developmental education has been slowly phased out in favor of “accelerated programs for student skills development and college-level ‘mainstreaming’ or placing underskilled students in college level classes in hopes of reducing their chances of being stigmatized” (Saxon 26).

In concert with this national trend, our curriculum has undergone a significant revision, as the stand-alone ENGL 0955 was transformed into ENGL 1005, an accelerated ENGL 0955 co-requisite with ENGL 1010. This iteration was born of necessity, at the request of the Associate Provost, in order to accommodate the Wildcat Scholars program (WCS). The short turnaround time for creating the ENGL 1005 class has resulted in a continuous and informal course assessment process as we work to fill the skills gaps engendered by ENGL 1005’s combination of an accelerated developmental/first year composition class. Through the last five years, as the enrollment in WCS has increased, the Program Director has spent considerable time training new adjunct faculty to meet their enrollment needs.

Although DE has regarded the ENGL 1005 class as a work-in-progress, the English department saw the class as a way to increase WSU’s Concurrent Enrollment offering and piloted it in local high schools. Pending the results of late fall’s assessment, it is possible that the Department could see an increase of 1000 to 1500 students in 18 high schools. This puts added pressure on DE to ensure that ENGL 1005 in the high schools is carefully

aligned with on-campus classes and that close communication between CE teachers and DE faculty is established and maintained. It will be the responsibility of DE to update CE teachers concerning any refinement or revision of ENGL 1005.

Also of note is the dissolution of the Learning English for Academic Purposes program (LEAP) in the fall of 2021. DE has worked closely with LEAP for many years. Although the core members of Developmental English have over 50 years of combined experience with developmental learners, they lack TESOL experience or training. LEAP has been indispensable as a resource for those students who are placed into Developmental English because of language acquisition deficits. The unfortunate demise of the LEAP program has decreased our ability to provide resources for English language acquisition students.

Another important event occurred in 2021, when the Board of Trustees approved WSU's commitment that "[b]y Fall 2025, WSU will become an Emerging Hispanic-Serving Institution by growing our percent of students who identify as Hispanic or Latino descent to 15% (<https://www.weber.edu/strategic-plan>)." This decision has changed the face of Developmental English markedly. The number of second language or multilingual students in Developmental English has increased dramatically, especially those served in the Wildcat Scholars program. Many, if not most, of these students are by definition "heritage speakers," e.g.,

[speakers] who [have] learned a language informally by being exposed to it at home as opposed to having learned it formally in a school setting. It may be their native tongue – the language they identify as being their primary language – but more often than not, their heritage language becomes secondary to English, the language in which they receive their formal education and is used the most in their daily life outside the home. A heritage speaker may speak the language easily and fluidly (what we call fluency) but may not have learned the language to its full functional capacity. For example, a heritage speaker may be quite comfortable talking about everyday topics but lack vocabulary on subjects that go beyond the pale of personal experiences and themes. This is not a failing of the heritage speaker but a recognition that fluency does not always equal proficiency in all contexts. (<https://www.languagetesting.com/heritage-speakers-frequently-asked-questions>)

The challenges that developmental students face in reading and writing college-level texts is compounded now by the challenges of developing proficiency in a second language (English).

### References:

Saxon, Patrick D., Martirosyan, Nara M., Sides, Meredith, L.C. "NADE/NOSS Members Respond: What's In a Name? Part 1." *Journal of Developmental Education*, vol. 43, no. 2, 2020, pp. 26-28, 32.

## ENGLISH TEACHING

Assessment in the English Teaching Program has been focused on an upcoming review by the Utah State Board of Education (USBE). In July 2021, USBE released information about the new competency-based endorsements that secondary educators in English must achieve. In Fall 2021, we began mapping our courses to these new competencies, which will be the only option for endorsement after June 30, 2023. The 10 new competencies from USBE fall under the following areas:

- Adolescent Literacy Development;
- Critically Interpreting Texts;
- Selecting & Teaching Texts;
- Creating Texts;
- Teaching Text Creation;
- Language & Sociolinguistics Knowledge;
- Teaching Language & Sociolinguistics;
- Speaking & Listening Knowledge;
- Teaching Speaking & Listening;
- Professional Responsibility.

In anticipation of this change, the English Teaching Program has corresponded and met with the secondary ELA specialist to map our courses to these competencies. We are now assembling a report that features course names, numbers, descriptions, and sample syllabi. This will go to the state for approval.

All of our courses aim at five learning outcomes, which state that students will:

- 1) demonstrate an ability to analyze texts through a pedagogical or critical lens.
- 2) develop English Language Arts curriculum that aligns with Utah State Core Standards.
- 3) articulate a research-based rationale for their pedagogical choices.
- 4) assess and revise their teaching approaches through ongoing study, collaboration, and reflection.
- 5) enact equitable pedagogical practices that promote respectful and inclusive learning communities for all students.

The Young Adult Literature (ENG 2420) course achieves the first outcome by analyzing texts through either a pedagogical or critical lens. Papers in the class allow students who want to teach to write on various Y.A works from the standpoint of the pedagogical dimensions. For those not interested in teaching, the written analysis can emerge from a more general critical or theoretical perspective.

The other four outcomes are achieved in the Topics in English Teaching (ENG 3755) course, the Teaching English (ENG 3020) course, and the Teaching Writing (ENG 3410) course. All three of these have curriculum development assignments that align with Utah State Core Standards. Also in completing teaching plans, students must “articulate a research-based rationale for their pedagogical choices.” These choices are anchored in an equity framework. Most assignments across these three courses are staged so that students actively refine drafts of their work. Students are guided in reading and understanding rubrics so as to self-check their progress. They receive suggestions from peers and detailed comments and feedback from faculty. This process reinforces the importance of continual improvement. Assignments that use this recursive format include but are not limited to teaching plans, Canvas content and design, and the video reflection assignment required at both the beginning and end of each semester.

The English Teaching Capstone (ENG 4910) course coheres around the fourth learning outcome. Students take the class when they complete their field experience. In the course, they are engaged regularly in a discussion of their experience as teachers in the field. In this collaborative space, students address concerns and actively improve their instructional plans. Also for the course, they complete a portfolio that showcases their learning and training. The portfolio serves to synthesize their knowledge and skills across the program of study. It also becomes an important job document.

### **GENERAL EDUCATION: COMPOSITION**

The English Department's 2018 renewal [report](#) for ENGL 2010 identified concerns assessing the seven [COMP](#) learning outcomes. The assessment was performed by a group of program faculty assessing students' final "persuasive augment" assignment. Pairs of faculty reviewed each artifact for each COMP outcome. The overall achievement rate of COMP ALOs was 69%, slightly below the Department's threshold of 70%, but there were multiple outcomes substantially below that threshold. The Department noted that the quality of the assessments could improve by conducting a norming session to assure that reviewers shared the same understanding of the COMP outcomes.

The 2020 biennial assessment [report](#) for ENGL 2010 details a new norming process (pp. 12), finding higher ALO student achievement rates (78%). One outcome remained a challenge for students: The proper use of APA and MLA style, which was going to be addressed by a new faculty training to address their outcome. The GEIAC faculty [response](#) acknowledged the strengths of the assessments but requested additional information about the training. The Department has continued to innovate by creating a new class combining ENGL 2010 and the Information Literacy class, which may help address students' understanding of the meaning and value of formatting and citing research. The Department also made strides to engage first-

year and underserved students by creating a new co-requisite COMP class (EIE 1.D.4) This new course, ENGL 2015, will need to be assessed for next year.

## GENERAL EDUCATION: CREATIVE WRITING

Gen Ed assessment committees were comprised of the following CW Committee members: Fall 20: Jan Hamer, Sian Griffiths, Courtney Craggett, and Laura Stott; Spring 21: William Pollett, Ryan Ridge, Clint Johnson, and Abraham Smith.

Fall 2020 and Spring 2021 were assessed via GEIAC learning outcomes #1: Students will create works of art and/or increase their understanding of creative processes in writing, visual arts, interactive entertainment, or performing arts, and #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.

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

More often than not, the creative work outpaced our expectations. The quality of writing in our intro courses is often as strong as our advanced classrooms. And this batch was no exception. Students demonstrated great flare, excellent range, and nuanced approaches to craft. There was one glitch when it came to Spring 21: Wilkinson's 2270 courses were rich in critical depth, but there was no creative work attached.

*#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.*

The common threads here revolve around enthusiasm and verve. Again and again, students described courses that met and exceeded their expectations. Again and again, students expressed gratitude for the opportunities to be at play with words.

Recap: We saw strong evidence of excellent teaching in all Gen Ed courses. In 2250, the vast majority of assessed courses met expectations: while it's clear that adjuncts, instructors and professors are exceling at creating excitement, broadening students' understanding of creative approaches in and beyond the classroom, and inspiring more than a few lifelong writers, it's a little less clear that a broad spectrum of analytical terms are at the fingertips of our intro students. In 2260 and 2270, the vast majority of assessed courses exceeded expectations.

Strategies for improvement: We plan to suggest that faculty members remind our students of the analytical tools and terms broached and learned across the span of the semester. We'll also advocate for slightly less broad signature assignment big questions.

**GENERAL EDUCATION: LTS**

**General Education Data:**

<b>English 3510 - Fall 20 (1 section)</b>	<b>Not Mastered</b>	<b>Mastered</b>	<b>Not Rated</b>	<b>Grand Total</b>	<b>Perc_Mastery</b>
DV 2 - Values and Biases	2	19		21	90.48%
DV 3 - Rights	1	20		21	95.24%
Hum - 1: Demonstrate Knowledge		43	1	44	97.73%
Hum - 2: Analyze Artifacts	9	35		44	79.55%
Hum - 3: Effective Communication	5	39		44	88.64%
<b>Grand Total</b>	<b>17</b>	<b>156</b>	<b>1</b>	<b>174</b>	<b>89.66%</b>

<b>English 2220 - Fall 20 (2 sections)</b>	<b>Not Mastered</b>	<b>Mastered</b>	<b>Not Rated</b>	<b>Grand Total</b>	<b>Perc_Mastery</b>
DV 1 - Perspective		1		1	100.00%
DV 2 - Values and Biases		1		1	100.00%
DV 3 - Rights		1		1	100.00%
Hum - 1: Demonstrate Knowledge	2	13	1	16	81.25%
Hum - 2: Analyze Artifacts	3	13		16	81.25%
Hum - 3: Effective Communication	3	13		16	81.25%
<b>Grand Total</b>	<b>8</b>	<b>42</b>	<b>1</b>	<b>51</b>	<b>82.35%</b>

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English 2220 - Spring 21 (1 section)	Not Mastered	Mastered	Not Rated	Grand Total	Perc_Mastery
Hum - 1: Demonstrate Knowledge	4	11		15	73.33%
Hum - 2: Analyze Artifacts	5	10		15	66.67%
Hum - 3: Effective Communication	2	13		15	86.67%
Grand Total	11	34		45	75.56%

English 2200 - Fall 21 (1 section)	Not Mastered	Mastered	Not Rated	Grand Total	Perc_Mastery	
DV 1 - Perspective			24	24	100.00%	
DV 2 - Values and Biases			24	24	100.00%	
DV 3 - Rights			24	24	100.00%	
Hum - 1: Demonstrate Knowledge			24	24	100.00%	
Hum - 2: Analyze Artifacts			24	24	100.00%	
Hum - 3: Effective Communication			23	1	24	95.83%
<b>Grand Total</b>			<b>143</b>	<b>1</b>	<b>144</b>	<b>99.31%</b>

English 2220 - Fall 21 (1 section)	Not Mastered	Mastered	Not Rated	Grand Total	Perc_Mastery
Hum - 1: Demonstrate Knowledge	10	10		20	50.00%
Hum - 2: Analyze Artifacts	12	8		20	40.00%
Hum - 3: Effective Communication	12	8		20	40.00%
<b>Grand Total</b>	<b>34</b>	<b>26</b>		<b>60</b>	<b>43.33%</b>

English 3510 - Fall 21 (1 section)	Not Mastered	Mastered	Not Rated	Grand Total	Perc_Mastery
DV 2 - Values and Biases			20	20	100.00%
DV 3 - Rights			20	20	100.00%
Hum - 1: Demonstrate Knowledge	1	38		39	97.44%
Hum - 2: Analyze Artifacts	4	35		39	89.74%
Hum - 3: Effective Communication		39		39	100.00%

<b>Grand Total</b>	<b>5</b>	<b>152</b>	<b>157</b>	<b>96.82%</b>
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<b>English 2200 - Spring 22 (1 section)</b>	<b>Not Mastered</b>	<b>Mastered</b>	<b>Not Rated</b>	<b>Grand Total</b>	<b>Perc_Mastery</b>
Hum - 1: Demonstrate Knowledge	12	3		15	20.00%
Hum - 2: Analyze Artifacts	12	3		15	20.00%
Hum - 3: Effective Communication	13	2		15	13.33%
<b>Grand Total</b>	<b>37</b>	<b>8</b>		<b>45</b>	<b>17.78%</b>

<b>English 2220 - Spring 22 (3 sections)</b>	<b>Not Mastered</b>	<b>Mastered</b>	<b>Not Rated</b>	<b>Grand Total</b>	<b>Perc_Mastery</b>
DV 1 - Perspective	17	17		34	50.00%
DV 2 - Values and Biases	34	0		34	0.00%
DV 3 - Rights	34	0		34	0.00%
Hum - 1: Demonstrate Knowledge	11	41		52	78.85%
Hum - 2: Analyze Artifacts	16	36		52	69.23%
Hum - 3: Effective Communication	12	40		52	76.92%
<b>Grand Total</b>	<b>124</b>	<b>134</b>		<b>258</b>	<b>51.94%</b>

<b>English 3510 - Spring 22 (1 section)</b>	<b>Not Mastered</b>	<b>Mastered</b>	<b>Not Rated</b>	<b>Grand Total</b>	<b>Perc_Mastery</b>
DV 2 - Values and Biases		17		17	100.00%
DV 3 - Rights	1	16		17	94.12%
Hum - 1: Demonstrate Knowledge	6	30		36	83.33%
Hum - 2: Analyze Artifacts	7	29		36	80.56%
Hum - 3: Effective Communication	3	33		36	91.67%
<b>Grand Total</b>	<b>17</b>	<b>125</b>		<b>142</b>	<b>88.03%</b>



## ASSESSMENT REPORT FOR LINGUISTICS: FALL 2019–SPRING 2022

Mark LeTourneau, Program Director

### 0 Introduction

The following report documents program-level assessment carried out by the faculty teaching linguistics classes in the Department of English: Mark LeTourneau, Susan McKay, and Debi Sheridan. I have organized the report by the Office of Institutional Effectiveness (OIE) criteria for programmatic evaluation, with minor modifications.

Linguistics in the Department of English is offered in 3000- and 4000-level courses. (6000-level linguistics courses are assessed separately in the MENG program.) The 3000-level courses are more internal to the departmental curriculum; they present theoretical, descriptive, historical, and applied linguistics, primarily with reference to English. The 4000-level courses are dual-designation courses that form part of the curriculum for the undergraduate TESOL endorsement jointly offered by English and Teacher Education. Because these classes are typically small and we strove to collect five artifacts from each class, we did not segregate 4000-level from 6000-level artifacts. To representatively assess the curriculum, we selected courses from both groups:

- 3010 Introduction to Linguistics
- 3030 The Structure of English
- 3040 The History of the English Language
- 3050 Grammar, Style, and Usage for Advanced Writing
- 4410 Strategies and Methodology of Teaching ESL
- 4420 Syntax and Phonology for ESL Teachers
- 4450 ESL/Bilingual Assessment: Theories, Methods, and Practices

This report is based on three years of artifacts assessed over two assessment cycles, in 2021 and 2022. Because we revised our assessment instrument this year, based on feedback from Gail Niklason and our own experience, we report on both assessments within most categories.

### 1 Student Learning Outcomes

## 1.1 2021 Cycle

We assessed conceptual and procedural knowledge. Conceptual knowledge is knowledge of or about the course content; procedural knowledge is knowledge of how to use the course content to complete a task.

Because we were assessing courses at the program level, in 2021 we adopted the following programmatic learning outcomes (PLOs). PLOs 1 and 2 were for the 3000-level courses, 3 and 4 for the 4000-level courses. PLOs 1 and 3 were conceptual, 2 and 4 procedural.

PLO 1 Students will learn linguistic terminology to identify and classify the linguistic data studied in the course.

PLO 2 Students will use formal procedures to analyze and describe the linguistic data studied in the course.

PLO 3 Students will learn terminology (and the theories to which it belongs) for ESL pedagogy, materials preparation, and assessment.

PLO 4 Students will apply principles and practices of sound ESL pedagogy, materials preparation, and assessment to lesson plans, assignments, and tests, respectively.

## 1.2 2022 Cycle

We revised our PLOs so that they would apply to all of our classes at both the 3000 and 4000 levels. We also wanted to refine the typology of forms of knowledge we are measuring. To accomplish these goals, we added a category intermediate between conceptual and procedural knowledge, which we dubbed “analytic.” In May of this year, we agreed on the following definitions:

- *Conceptual* knowledge requires students to “recognize terminology, and be able to define [it].” Conceptual knowledge subsumes PLOs 1 and 3 above.
- *Analytical* knowledge requires students to “apply [conceptual] knowledge by identifying instances of the concept ([e. g.,] inflectional vs. derivational [affixes]).”
- *Procedural* knowledge requires students to “use analytical procedures: solve a phonology problem, draw a tree, make a sentence passive.” Procedural knowledge subsumes PLOs 2 and 4 above.

## 2 Curriculum Grid

Revising the PLOs moves our assessment closer to the OIE’s goal of “demonstrat[ing] intersection of student learning outcomes and courses.” Using the same PLOs to assess both 3000- and 4000-level courses erodes the tenuous distinction between descriptive (and theoretical) linguistics on the one hand and applied linguistics on the other. In its place, the trinary set of PLOs makes the riskier and more interesting claim that the courses in the linguistics program are a pedagogically coherent set. We believe that the generally positive results of the current assessment bear out this strong(er) claim. They show that students are acquiring several types of knowledge in a way that cuts across the theoretical-applied distinction.

## 3 Assessment Tool (Rubric)

### 3.1 2021 Cycle

Each type of knowledge, conceptual and procedural, was measured on a binary scale; that is, it was judged to be exhibited by an artifact or not.

<i>Knowledge Assessed</i>	<i>Knowledge Exhibited</i>	<i>Knowledge Not Exhibited</i>
Conceptual Knowledge		
Procedural Knowledge		

Gail Niklason set up the rubric as a Qualtrics survey. For example, if an artifact successfully identified and classified linguistic data, it received a “Knowledge Exhibited” rating for PLO 1.

### 3.2 2022 Cycle

We made three changes to the rubric: [1] we added the intermediate “analytic” category, as already explained; [2] we made the proficiency levels as well as the types of knowledge trinary, settling on Emergence, Adequacy, and Proficiency; [3] we added a category NA (not applicable). We did this last in cognizance of the fact that not every artifact (or part of an artifact) would

meet all three PLOs. Here is the revised rubric:

	Emergence	Adequacy	Proficiency	Not Applicable
Conceptual Knowledge				
Analytical Knowledge				
Procedural Knowledge				

#### 4 Evidence

##### 4.1 2021 Cycle

Because this was our first formal program assessment, we selected artifacts from five semesters: Fall 2019, Spring 2020, Summer 2020, Fall 2020, and Spring 2021.

<i>Course</i>	<i>Term</i>	<i>CRN</i>	<i>Name of Artifact</i>	<i># of Artifacts</i>
3010 (Mark)	Fall 2020	22400	Problem Set 8	3
3030 (Mark)	Spring 2021	31899	Problem Set 6	3
3050 (Mark)	Spring 2020	32833	Style Analysis 1	3
3010 (Susan)	Spring 2020	32826	Exam	3
3030 (Susan)	Fall 2020	32828	Exam	3
3040 (Susan)	Fall 2020	22403	Exam	3
4410 (Debi)	Spring 2021		Portfolio	3
4420 (Debi)	Summer 2020		Lesson Plan	3
4450 (Debi)	Fall 2019		Portfolio	3

*Table 1: Artifacts for the 2021 Assessment Cycle*

Total number of artifacts: 27

The 18 artifacts for Mark and Debi’s classes were uploaded to a Box folder and assessed by two raters using the rubric in the Qualtrics survey. The nine artifacts for Susan’s classes were assessed by the same two raters in a face-to-face session on 26 May 2021. Gail tabulated the assessment for all 27 artifacts and reported the results to us on a spreadsheet.

#### 4.2 2022 Cycle

<i>Course</i>	<i>Term</i>	<i>CRN</i>	<i>Name of Artifact</i>	<i># of Artifacts</i>
3010 (Mark)	Fall 2021	26895	Problem Set 8	5
3030 (Susan)			Test	5
3040 (Susan)	Fall 2021		Test	5
3050-1 (Mark)	Fall 2021	26896	Style Analysis 1	5
3050-2 (Mark)	Spring 2022	33496	Style Analysis 1	5
4410 (Debi)	Spring 2022	33489	Project	4
4450 (Debi)	Fall 2021	26919	Project	4

Table 2: Artifacts for the 2022 Assessment Cycle

Total number of artifacts: 33

The 23 artifacts for Mark and Debi’s classes were uploaded to a Box folder and assessed by at least one rater using the rubric in the Qualtrics survey. The ten artifacts for Susan’s classes were assessed by all three of us in a face-to-face session on 26 October 2022. Gail tabulated the assessment for all 33 artifacts and reported the results to us on a spreadsheet.

We assessed artifacts for all of the courses during both assessment cycles except for 4420; we had artifacts for the course last year but not this year. We had only four artifacts for 4410 and 4450 because the classes were quite small. We used the same types of artifacts each cycle to allow for meaningful comparisons. They are a representative sample of the types of assignment we use. They also accurately assess all the three types of knowledge; we infer this from the fact that the NA category was seldom if ever used in our ratings. (On the spreadsheet, there are two blanks for Artifact 33, which one might infer to be instances of NA. But this artifact was one of the paper artifacts that we scored on hard copies of the rubric. All three paper rubrics have scores for Artifact 33.)

## 5 Threshold

### 5.1 2021 Cycle

Report due 11/15/2022

We set the threshold for satisfactory achievement of the PLOs at 75% of the artifacts. We assessed 27 artifacts: three each from nine sections of the seven courses. Because we had only three artifacts from each course, the threshold would not be met in an individual course if one artifact did not exhibit the relevant conceptual or procedural knowledge; that would lower the achievement level to 66%. We therefore decided, for this initial assessment, to apply the threshold to the entire set of artifacts and so raised it: 21 of them (78%) would have to exhibit both conceptual and procedural knowledge for the threshold to be met.

## **5.2 2022 Cycle**

We again set the threshold for satisfactory achievement of the PLOs—a rating of Adequacy or Proficiency—for 75% of the artifacts. We assessed 33 artifacts: five each from the five 3000-level classes and four each from the 4000-level courses. At Gail’s suggestion, we increased the number of artifacts to five per class where possible to avoid the problems with having only three. The higher number of artifacts seems not to have increased variation in the ratings (but see 6.2.1 below).

The rationale for the 75% threshold was simply that it would show that we as instructors had achieved Adequacy in our instruction. If three quarters of the students met the PLOs, then we would have earned a C. This is, to quote from the OIE Threshold criterion, “reasonable” but arguably less than “aspirational.” However, given that most students come to linguistics courses with less preparation (and no prerequisites beyond ENGL 2010) than for their literature and writing classes, the threshold aspires higher than might at first appear.

## **6 Interpretation**

We report here two measures: interrater reliability and students’ overall achievement of PLOs

### **6.1 2021 Cycle**

#### **6.1.1 Interrater Reliability**

Interrater reliability was 80–100% for all but Artifacts 11 and 12, two of the three artifacts for 4450, for which interrater reliability was only 33%.

#### **6.1.2 Overall Student Achievement**

Overall student achievement for the four PLOs was as follows:

- PLO 1 80%
- PLO 2 85%
- PLO 3 100%
- PLO 4 100%

We are gratified that interrater reliability was generally quite high. For Artifact 11, the two raters disagreed in their assessment for PLOs 3 and 4; for Artifact 12, they disagreed in their assessment for PLO 3. Conversely, they agreed in their assessment of Artifact 10 for both PLOs and of Artifact 12

for PLO 4. It therefore appears that they agreed 50% of the time. At Gail's suggestion, the two raters will meet to discuss Artifacts 11 and 12 to determine why their ratings diverged.

We are also gratified that students exceeded the 75% threshold for all four PLOs. This indicates that our instruction is achieving its aims programmatically as well as in individual courses.

## **6.2 2022 Cycle**

### **6.2.1 Interrater Reliability**

Interrater reliability was reported for only one set of artifacts, Artifacts 29–33 for ENGL 3040. For this set, agreement was 100%. For 3030, disagreements were resolved in favor of the majority. With that adjustment, of the 45 ratings for 3030 (five artifacts times three raters times three proficiency levels), only four were eliminated, meaning that the adjusted interrater reliability was 91%.

For the courses for which interrater reliability was not reported, the only plain disagreement was in the scores for the three types of knowledge reported for ENGL 3050: 70% for conceptual, 90% for analytic, and 80% for procedural knowledge. Only one rater assessed the digital artifacts, so the question of interrater reliability cannot be answered. But the variation still calls for explanation.

The percentages are for Style Analysis 1 (SA 1), for which we had 10 artifacts from two classes. The score of 90% for analysis may have been higher because SA 1 was a guided assignment in which students wrote up the results of in-class analysis comparing the opening paragraphs the first-person narrators of two novels (David Copperfield in Charles Dickens' novel of the same name and Holden Caulfield in J. D. Salinger's *The Catcher in the Rye*). Students reproduced the grammatical and stylistic analysis we'd done in class, but that may not have improved their underlying understanding of the concepts or their capacity to elaborate them.

### **6.2.2 Overall Student Achievement**

Overall, 84.84% of students achieved at least Adequacy in all three types of knowledge: conceptual, analytical, and procedural. This is well above the threshold of 75%, with, however, two caveats. First, only 60% of the students in 3010 achieved at least Adequacy on the three types of knowledge. Second, last year the average student achievement—calculated by summing the percentages for PLOs 1–4 and dividing by 4—was 91.25%. This year's percentage is thus a 6.39% decrease from last year's.

We suspect it would be premature to conclude that overall achievement has declined. It may be that consolidating the PLOs has eroded last year's percentage, which retrospectively seems unusually high.

## **7 Action Plan**

### **7.1 2021 Cycle**

In the light of the results for the initial assessment, we planned to make the following changes next year:

1. To ensure that we can reach the 75% threshold in individual classes (as well as for the entire set), we will assess five abstracts from each class instead of only three.
2. We will attempt to assess all the linguistics classes taught during 2021–22.
3. We will consider whether to adopt a trinary or  $n$ -ary scale instead of a binary one.
4. We will re-examine artifacts that fell below the 75% threshold to determine the reasons and adjust our instruction if needed.

Of these action items, we have fully implemented (1) and (3) and nearly succeeded in assessing all of the classes offered during 2021–22 per (2). I believe we discussed the discrepancy between Artifacts 11 and 12 but do not remember how we resolved it.

### **7.2 2022 Cycle**

In the light of this year's assessment results, we plan to make the following changes next year:

1. We plan to return to the schedule of assessing artifacts in May, after Spring 2023 semester is concluded, instead of Fall 2023.
2. We will fully anonymize artifacts by removing students' names from them.
3. We would like to randomize the selection of artifacts beyond choosing either odd or even ones.



4. We will meet November 30<sup>th</sup> to discuss this year's results, attending particularly to Section 6 to determine whether the 6% decrease in overall achievement is in fact (statistically) significant.
5. If the decrease does turn out to be significant, we will discuss possible causes and solutions, particularly in 3010 and 3050.
6. If we did not in fact use the NA category, we will evaluate whether to retain it.

ASSESSMENT REPORT FOR LINGUISTICS: FALL 2021  
Mark LeTourneau, Program Director

The following report documents program-level assessment carried out by the faculty teaching linguistics classes in the Department of English: Mark LeTourneau, Susan McKay, and Debi Sheridan. It describes the assessment procedure, summarizes and discusses the results, and offers actionable recommendations for next year's assessment.

## Procedures

### *1 Learning Outcomes*

Linguistics in the department is offered in 3000- and 4000- level courses. (6000-level graduate linguistics courses are assessed separately in the MENG program.) The 3000-level courses are more internal to the departmental curriculum; they present theoretical, descriptive, historical, and applied linguistics, primarily with reference to English. The 4000-level courses are dual-designation courses that form part of the curriculum for the undergraduate TESOL endorsement jointly offered by English and Teacher Education. To representatively assess the curriculum, we selected courses from both groups:

- 3010 Introduction to Linguistics
- 3030 The Structure of English
- 3040 The History of the English Language
- 3050 Grammar, Style, and Usage for Advanced Writing

- 4410 Strategies and Methodology of Teaching ESL
- 4420 Syntax and Phonology for ESL Teachers
- 4450 ESL/Bilingual Assessment: Theories, Methods, and Practices

Because we were assessing courses at the program level, we adopted the following programmatic learning outcomes (PLOs). PLOs 1 and 2 are for the 3000-level courses, 3 and 4 for the 4000-level courses.

PLO 1 Students will learn linguistic terminology to identify and classify the linguistic data studied in the course.

PLO 2 Students will use formal procedures to analyze and describe the linguistic data studied in the course.

PLO 3 Students will learn terminology (and the theories to which it belongs) for ESL pedagogy, materials preparation, and assessment.

PLO 4 Students will apply principles and practices of sound ESL pedagogy, materials preparation, and assessment to lesson plans, assignments, and tests, respectively.

## 2 Rubric

We assessed conceptual and procedural knowledge. Conceptual knowledge is knowledge of or about the course content; procedural knowledge is knowledge of how to use the course content to complete a task. PLOs 1 and 3 are conceptual, 2 and 4 procedural. Each type of knowledge was measured on a binary scale; that is, it was judged to be exhibited by an artifact or not.

<i>Knowledge Assessed</i>	<i>Knowledge Exhibited</i>	<i>Knowledge Not Exhibited</i>
Conceptual Knowledge		
Procedural Knowledge		

Gail Niklason set up the rubric as a Qualtrics survey. For example, if an artifact successfully

identified and classified linguistic data, it received a “Knowledge Exhibited” rating for PLO 1.

### 3 *Threshold*

We set the threshold for satisfactory achievement of the PLOs at 75% of the artifacts. We assessed 27 artifacts: three each from nine sections of the seven courses. Because we had only three artifacts from each course, the threshold would not be met in an individual course if one artifact did not exhibit the relevant conceptual or procedural knowledge; that would lower the achievement level to 66%. We therefore decided, for this initial assessment, to apply the threshold to the entire set of artifacts and so raised it: 21 of them (78%) would have to exhibit both conceptual and procedural knowledge for the threshold to be met.

### 4 *Selection of Artifacts*

Because this was our first formal program assessment, we selected artifacts from five semesters: Fall 2019, Spring 2020, Summer 2020, Fall 2020, and Spring 2021. The courses and artifacts assessed are given in the following table.

<i>Course</i>	<i>Term</i>	<i>CRN</i>	<i>Name of Artifact</i>	<i># of Artifacts</i>
3010 (Mark)	Fall 2020	22400	Problem Set 8	3
3030 (Mark)	Spring 2021	31899	Problem Set 6	3
3050 (Mark)	Spring 2020	32833	Style Analysis 1	3
3010 (Susan)	Spring 2020	32826	Exam	3
3030 (Susan)	Fall 2020	32828	Exam	3
3040 (Susan)	Fall 2020	22403	Exam	3
4410 (Debi)	Spring 2021		Portfolio	3
4420 (Debi)	Summer 2020		Lesson Plan	3
4450 (Debi)	Fall 2019		Portfolio	3

### 5 *Assessment of Artifacts*

The eighteen artifacts for Mark and Debi’s classes were uploaded to a Box folder and assessed by two raters using the rubric in the Qualtrics survey. The nine artifacts for Susan’s classes were assessed by the same two raters in a face-to-face session on 26 May 2021. Gail tabulated the assessment for all 27 artifacts and reported the results to us.

#### **Results**

We report here two measures: interrater reliability and students' overall achievement of PLOs

Interrater reliability was 80–100% for all but Artifacts 11 and 12, two of the three artifacts for 4450, for which interrater reliability was only 33%.

Overall student achievement for the four PLOs was as follows:

- PLO 1 80%
- PLO 2 85%
- PLO 3 100%
- PLO 4 100%

We are gratified that interrater reliability was generally quite high. For Artifact 11, the two raters disagreed in their assessment for PLOs 3 and 4; for Artifact 12, they disagreed in their assessment for PLO 3. Conversely, they agreed in their assessment of Artifact 10 for both PLOs and of Artifact 12 for PLO 4. It therefore appears that they agreed 50% of the time. At Gail's suggestion, the two raters will meet to discuss Artifacts 11 and 12 to determine why their ratings diverged.

We are also gratified that students exceeded the 75% threshold for all four PLOs. This indicates that our instruction is achieving its aims programmatically as well as in individual courses.

### **Action Plan**

In the light of this initial assessment, we plan to make the following changes next year:

1. To ensure that we can reach the 75% threshold in individual classes (as well as for the entire set), we will assess five abstracts from each class instead of only three.
2. We will attempt to assess all the linguistics classes taught during 2021–22.
3. We will consider whether to adopt a trinary or  $n$ -ary scale instead of a binary one.
4. We will re-examine artifacts that fell below the 75% threshold to determine the reasons and adjust our instruction if needed.

## **LITERARY and TEXTUAL STUDIES (English BA)**

2020-2021

NOTE: due to the disruption of Covid, both of these semesters were assessed in Spring 2021

### **Procedure:**

We will continue to assess our courses designated HU/DV (EDI in the future) as we have been doing at the department level. These courses include ENGL 2200, 2220, 2230, 2240, 2510, 2710, 3500, 3510, 3520, and 3750. GELOs will also be assessed at the university level by GEAIC.

### **Progress Made with Assessment This Year:**

- Assessment process was overhauled and substantially streamlined, both for faculty members being assessed and for the LTS committee members conducting the assessment. Infrastructure was created using Excel, Box, and Qualtrics, as well as clear and detailed instructions.
- Coordinated with GEIAC, and identified misunderstanding that was impacting GEIAC's ability to collect assessment artifacts for LTS General Education courses.
- Created plan to remedy this misunderstanding, and as a result we will improve our already-strong compliance with GEIAC assessment.
- Successful program assessment: assessed all but two LTS classes over the 2020/2021 school year. Sent multiple e-mails about artifacts to one instructor and did not receive artifacts; otherwise, we assessed artifacts from every class for both semesters that LTS needed to assess.

### **LTS Assessment Report: Spring 2022**

- This academic year, we continued with our streamlined assessment infrastructure (using Excel, Box, and Qualtrics).
- We had an excellent rate of artifact collection: We had a 100% artifact collection / assessment rate for all LTS courses taught by instructors and tenure-line faculty.
- The only LTS classes for which artifacts were not able to be assessed were five sections of Concurrent Enrollment English 2200: Introduction to Literature. We need to build assessment of Concurrent Enrollment into our process for the next cycle.
- Consulted LTS committee to evaluate assessment process, program learning outcomes, and best practices. The committee agreed that the current program learning outcomes work well, but that 1) we need to ensure that artifacts submitted by instructors are relevant to the outcomes being assessed; 2) the committee needs more guidance to be able to evaluate whether certain learning outcomes are underdeveloped

in an assignment or are simply not applicable to the assignment; 3) we need to ensure that submitted artifacts contain sufficient substance to be able to be evaluated (e.g. there were several issues with non-assessable artifacts submitted such as PowerPoints with minimal text).

- To address these concerns, the LTS director will 1) modify the instructions e-mail sent to faculty from whom artifacts are being collected, to specify a) that they should submit an artifact that contains a substantial amount of text and that addresses at least two learning objectives and b) the instructors of record should indicate to the LTS program director which LOs that assignment is designed to address; 2) update the Excel tracking sheet used by the LTS committee for assessment, to indicate which LOs each submitted artifact is designed to address; 3) update the Qualtrics survey used for assessment to better differentiate between an assignment that does not successfully meet the LO and an assignment for which the LO is not applicable, as this will allow the committee to better understand and evaluate the data generated by assessment.

**For data on meeting learning thresholds where LTS courses are part of the WSU General Education Program, see data under “General Education”.**

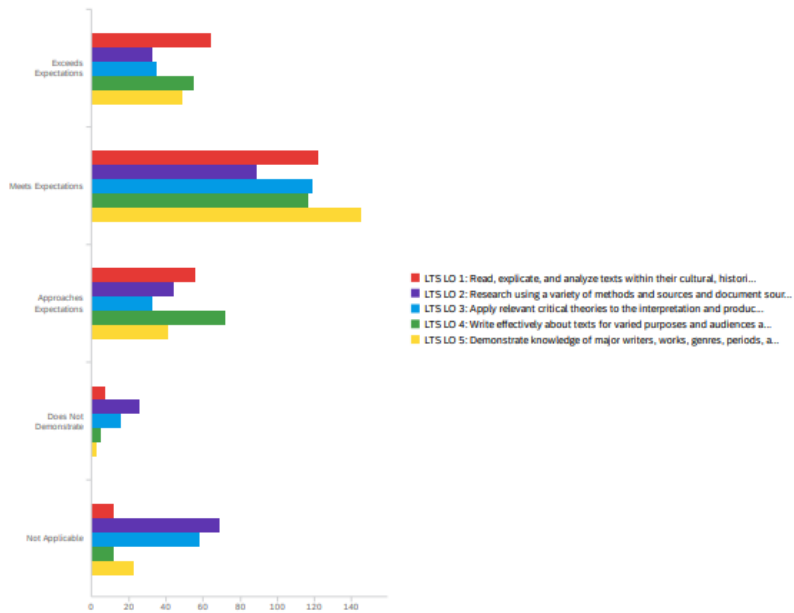
**Data for non-General Education LTS courses:**

**See next page**

## Default Report

LTS Assessment - Fall 2020  
October 30, 2022 5:07 PM MDT

Q4 - Rate the selected artifact on the following outcomes:



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	LTS LO 1: Read, explicate, and analyze texts within their cultural, historical, and critical contexts.	1.00	5.00	2.16	0.98	0.95	261
2	LTS LO 2: Research using a variety of methods and sources and document sources according to standard guidelines.	1.00	5.00	3.03	1.42	2.00	261
3	LTS LO 3: Apply relevant critical theories to the interpretation and production of texts.	1.00	5.00	2.78	1.38	1.89	261

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
4	LTS LO 4: Write effectively about texts for varied purposes and audiences across multiple genres and media.	1.00	5.00	2.24	0.96	0.92	261
5	LTS LO 5: Demonstrate knowledge of major writers, works, genres, periods, and literary histories of texts.	1.00	5.00	2.26	1.06	1.12	261

#	Field	Exceeds Expectations	Meets Expectations	Approaches Expectations	Does Not Demonstrate	Not Applicable	Total
1	LTS LO 1: Read, explicate, and analyze texts within their cultural, historical, and critical contexts.	24.52% 64	46.74% 122	21.46% 56	2.68% 7	4.60% 12	261
2	LTS LO 2: Research using a variety of methods and sources and document sources according to standard guidelines.	12.64% 33	34.10% 89	16.86% 44	9.96% 26	26.44% 69	261
3	LTS LO 3: Apply relevant critical theories to the interpretation and production of texts.	13.41% 35	45.59% 119	12.64% 33	6.13% 16	22.22% 58	261
4	LTS LO 4: Write effectively about texts for varied purposes and audiences across multiple genres and media.	21.07% 55	44.83% 117	27.59% 72	1.92% 5	4.60% 12	261
5	LTS LO 5: Demonstrate knowledge of major writers, works, genres, periods, and literary histories of texts.	18.77% 49	55.56% 145	15.71% 41	1.15% 3	8.81% 23	261

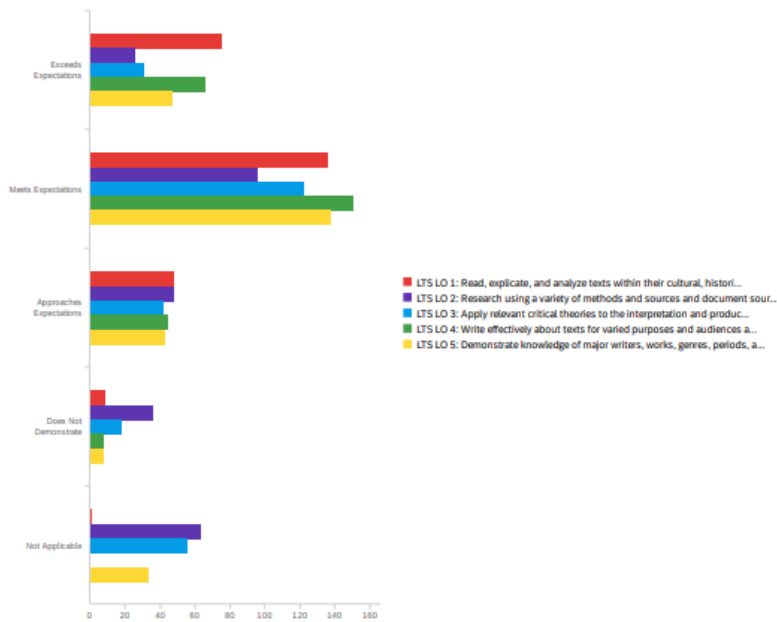
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End of Report

## Default Report

LTS Assessment - Spring 2021  
October 30, 2022 5:21 PM MDT

Q4 - Rate the selected artifact on the following outcomes:



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	LTS LO 1: Read, explicate, and analyze texts within their cultural, historical, and critical contexts.	1.00	5.00	1.97	0.79	0.63	270
2	LTS LO 2: Research using a variety of methods and sources and document sources according to standard guidelines.	1.00	5.00	3.06	1.35	1.82	270
3	LTS LO 3: Apply relevant critical theories to the interpretation and production of texts.	1.00	5.00	2.80	1.33	1.77	270

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
4	LTS LO 4: Write effectively about texts for varied purposes and audiences across multiple genres and media.	1.00	4.00	1.98	0.73	0.53	270
5	LTS LO 5: Demonstrate knowledge of major writers, works, genres, periods, and literary histories of texts.	1.00	5.00	2.42	1.19	1.41	270

#	Field	Exceeds Expectations	Meets Expectations	Approaches Expectations	Does Not Demonstrate	Not Applicable	Total
1	LTS LO 1: Read, explicate, and analyze texts within their cultural, historical, and critical contexts.	28.15% 76	50.37% 136	17.78% 48	3.33% 9	0.37% 1	270
2	LTS LO 2: Research using a variety of methods and sources and document sources according to standard guidelines.	9.63% 26	35.56% 96	17.78% 48	13.33% 36	23.70% 64	270
3	LTS LO 3: Apply relevant critical theories to the interpretation and production of texts.	11.48% 31	45.56% 123	15.56% 42	6.67% 18	20.74% 56	270
4	LTS LO 4: Write effectively about texts for varied purposes and audiences across multiple genres and media.	24.44% 66	55.93% 151	16.67% 45	2.96% 8	0.00% 0	270
5	LTS LO 5: Demonstrate knowledge of major writers, works, genres, periods, and literary histories of texts.	17.41% 47	51.11% 138	15.93% 43	2.96% 8	12.59% 34	270

Showing rows 1 - 5 of 5

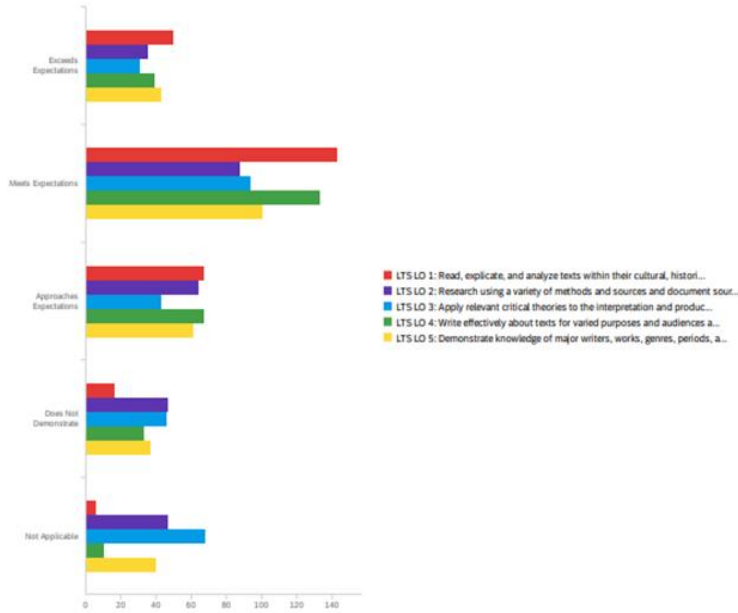
**End of Report**



## Default Report

LTS Assessment - Spring 2022  
October 30, 2022 4:33 PM MDT

Q4 - Rate the selected artifact on the following outcomes:



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	LTS LO 1: Read, explicate, and analyze texts within their cultural, historical, and critical contexts.	1.00	5.00	2.24	0.88	0.78	282
2	LTS LO 2: Research using a variety of methods and sources and document sources according to standard guidelines.	1.00	5.00	2.94	1.28	1.64	281
3	LTS LO 3: Apply relevant critical theories to the interpretation and production of texts.	1.00	5.00	3.09	1.38	1.89	282

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
4	LTS LO 4: Write effectively about texts for varied purposes and audiences across multiple genres and media.	1.00	5.00	2.44	0.98	0.97	282
5	LTS LO 5: Demonstrate knowledge of major writers, works, genres, periods, and literary histories of texts.	1.00	5.00	2.75	1.27	1.61	282

#	Field	Exceeds Expectations	Meets Expectations	Approaches Expectations	Does Not Demonstrate	Not Applicable	Total
1	LTS LO 1: Read, explicate, and analyze texts within their cultural, historical, and critical contexts.	17.73% 50	50.71% 143	23.76% 67	5.67% 16	2.13% 6	282
2	LTS LO 2: Research using a variety of methods and sources and document sources according to standard guidelines.	12.46% 35	31.32% 88	22.78% 64	16.73% 47	16.73% 47	281
3	LTS LO 3: Apply relevant critical theories to the interpretation and production of texts.	10.99% 31	33.33% 94	15.25% 43	16.31% 46	24.11% 68	282
4	LTS LO 4: Write effectively about texts for varied purposes and audiences across multiple genres and media.	13.83% 39	47.16% 133	23.76% 67	11.70% 33	3.55% 10	282
5	LTS LO 5: Demonstrate knowledge of major writers, works, genres, periods, and literary histories of texts.	15.25% 43	35.82% 101	21.63% 61	13.12% 37	14.18% 40	282

Showing rows 1 - 5 of 5

Report due 11/15/2022

## PROFESSIONAL AND TECHNICAL WRITING (PTW)

### Results of ENGL 3100 Assessments

#### ENGL 3100 Assessment - Fall 2019

In January 2020, the Professional and Technical Writing Program at Weber State University conducted course-level assessment of ENGL 3100.

#### Assessment Procedures

Individually created artifacts were collected from all sections of ENGL 3100 taught during Fall 2019. Ten (10) were selected at random and assessed based on a rubric of course outcomes, displayed below:

ENGL 3100 Course-Level Assessment								
Criteria	Ratings							Pts
Analyze rhetorical situations and develop appropriate communication strategies: assessing audiences, needs, purposes, uses, tasks, constraints, and media.	Mastered 6.0 pts	Nearing Mastery 5.0 pts	Proficient 4.0 pts	Nearing Proficiency 3.0 pts	Emerging 2.0 pts	Unsatisfactory 1.0 pts	Not Observed 0.0 pts	6.0 pts
Design and format deliverables that are accessible, easy to navigate, and easy to read.	Mastered 6.0 pts	Nearing Mastery 5.0 pts	Proficient 4.0 pts	Nearing Proficiency 3.0 pts	Emerging 2.0 pts	Unsatisfactory 1.0 pts	Not Observed 0.0 pts	6.0 pts
Deliver information and documentation professionally and ethically, both individually and collaboratively.	Mastered 6.0 pts	Nearing Mastery 5.0 pts	Proficient 4.0 pts	Nearing Proficiency 3.0 pts	Emerging 2.0 pts	Unsatisfactory 1.0 pts	Not Observed 0.0 pts	6.0 pts
Total Points: 18.0								

Each artifact was assessed by two different reviewers, and then the scores assigned by each reviewer were averaged. Note: since only *individually created* artifacts were used in this assessment, the *collaborative* component of Outcome 3 was not assessed.

Report due 11/15/2022

Since Outcome 3 refers to both individual and collaborative work, it cannot be fully assessed using a single set of artifacts. An artifact is inherently either individual or collaborative--never both. To obviate the difficulty of assessing Outcome 3, therefore, the PTW Program has decided to alternate each year between collecting *collaborative* artifacts and *individually produced* ones. Thus, each aspect of the outcome is assessed every two years.

### Assessment Results

The averaged score for each artifact is as follows:

<b>Averag ed score for each artifact</b>	18	18	18	18	18	18	18	18	18	18
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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, **one hundred percent (10)** of the artifacts met the desired threshold, as highlighted on the table above. The **overall average score (18)** also exceeds the threshold.

### Discussion

These results for 2019 reflect a notable gain when compared with the Fall 2018 assessment, wherein eighty percent (8) artifacts met the

threshold.

That said, there was no discrepancy in the reviewers' scores. They rated all artifacts the same, with perfect scores. This may reflect a couple of things to note. First, the artifacts used were the final reflection memos of ENGL 3100, meaning that students had improved throughout the semester and presented their best work. Second, it could also mean that reviewers may need another norming session, in which the PTW committee decides whether or not to be more critical or to vary the types of individual artifacts collected. However, we are pleased with these results, as they indicate that students are performing well, learning according to course outcomes, and engaged with the content and delivery of it in productive ways.

#### ENGL 3100 Assessment - Fall 2020

In January 2021, the Professional and Technical Writing Program at Weber State University conducted course-level assessment of ENGL 3100.

#### **Assessment Procedures**

Collaboratively created artifacts were collected from all sections of ENGL 3100 taught during Fall 2020. Ten (10) were selected at random and assessed based on a rubric of course outcomes, displayed below:

ENGL 3100 Course-Level Assessment								
Criteria	Ratings							Pts
Analyze rhetorical situations and develop appropriate communication strategies: assessing audiences, needs, purposes, uses, tasks, constraints, and media.	Mastered 6.0 pts	Nearing Mastery 5.0 pts	Proficient 4.0 pts	Nearing Proficiency 3.0 pts	Emerging 2.0 pts	Unsatisfactory 1.0 pts	Not Observed 0.0 pts	6.0 pts
Design and format deliverables that are accessible, easy to navigate, and easy to read.	Mastered 6.0 pts	Nearing Mastery 5.0 pts	Proficient 4.0 pts	Nearing Proficiency 3.0 pts	Emerging 2.0 pts	Unsatisfactory 1.0 pts	Not Observed 0.0 pts	6.0 pts
Deliver information and documentation professionally and ethically, both individually and collaboratively.	Mastered 6.0 pts	Nearing Mastery 5.0 pts	Proficient 4.0 pts	Nearing Proficiency 3.0 pts	Emerging 2.0 pts	Unsatisfactory 1.0 pts	Not Observed 0.0 pts	6.0 pts
Total Points: 18.0								

Each artifact was assessed by two different reviewers, and then the scores assigned by each reviewer were averaged. Note: since only *collaboratively created* artifacts were used in this assessment, the *individual* component of Outcome 3 was not assessed.

Since Outcome 3 refers to both individual and collaborative work, it cannot be fully assessed using a single set of artifacts. An artifact is inherently either individual or collaborative--never both. To obviate the difficulty of assessing Outcome 3, therefore, the PTW Program has decided to alternate each year between collecting *collaborative* artifacts and *individually produced* ones. Thus, each aspect of the outcome is assessed every two years.

## Assessment Results

The averaged score for each artifact is as follows:

Report due 11/15/2022

<b>Averag ed score for each artifact</b>	16	17	12.5	14	15	14.5	11.5	12.5	11.5	15.5
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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 (80)** of the artifacts met the desired threshold, as highlighted on the table above. The **overall average score (14)** also exceeds the threshold.

### **Discussion**

These results for 2020 reflect a decrease from 2019, when 100 percent (10) artifacts met the threshold. However, these results are the same as the Fall 2018 assessment, wherein eighty percent (8) artifacts met the threshold.

We are pleased with these results, as they indicate that students are performing well, learning according to course outcomes, and engaged with the content and delivery of it in productive ways.

## ENGL 3100 Assessment - Fall 2021

In January 2022, the Professional and Technical Writing Program at Weber State University conducted course-level assessment of ENGL 3100.

### Assessment Procedures

Individually created artifacts were collected from all sections of ENGL 3100 taught during Fall 2021. Ten (10) were selected at random and assessed based on a rubric of course outcomes, displayed below:

ENGL 3100 Course-Level Assessment								
Criteria	Ratings							Pts
Analyze rhetorical situations and develop appropriate communication strategies: assessing audiences, needs, purposes, uses, tasks, constraints, and media.	Mastered 6.0 pts	Nearing Mastery 5.0 pts	Proficient 4.0 pts	Nearing Proficiency 3.0 pts	Emerging 2.0 pts	Unsatisfactory 1.0 pts	Not Observed 0.0 pts	6.0 pts
Design and format deliverables that are accessible, easy to navigate, and easy to read.	Mastered 6.0 pts	Nearing Mastery 5.0 pts	Proficient 4.0 pts	Nearing Proficiency 3.0 pts	Emerging 2.0 pts	Unsatisfactory 1.0 pts	Not Observed 0.0 pts	6.0 pts
Deliver information and documentation professionally and ethically, both individually and collaboratively.	Mastered 6.0 pts	Nearing Mastery 5.0 pts	Proficient 4.0 pts	Nearing Proficiency 3.0 pts	Emerging 2.0 pts	Unsatisfactory 1.0 pts	Not Observed 0.0 pts	6.0 pts
Total Points: 18.0								

Each artifact was assessed by two different reviewers, and then the scores assigned by each reviewer were averaged. Note: since only *individually created* artifacts were used in this assessment, the *collaborative* component of Outcome 3 was not assessed.

Since Outcome 3 refers to both individual and collaborative work, it cannot be fully assessed using a single set of artifacts. An artifact is inherently either individual or collaborative--never both. To obviate the difficulty of assessing Outcome 3, therefore, the PTW Program has decided to alternate each year between collecting *collaborative* artifacts and *individually produced* ones. Thus, each aspect of the outcome is assessed every two years.

### Assessment Results

The average score for each artifact is as follows:

<b>Average score for each artifact</b>	16.5	17.5	17	15	12.5	18	13.5	17.5	15	17
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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, **one hundred percent (10)** of the artifacts met the desired threshold, as highlighted on the table above. The **overall average score (15.95)** also exceeds the threshold.

### Discussion

These results for 2021 reflect a gain when compared with the Fall 2020 assessment, wherein eighty percent (8) of the artifacts met the threshold. We are pleased with these results, as they indicate that students are learning according to course outcomes.



## ENGL 3100 Assessment - Fall 2021

In January 2022, the Professional and Technical Writing Program at Weber State University conducted course-level assessment of ENGL 3100.

### Assessment Procedures

Individually created artifacts were collected from all sections of ENGL 3100 taught during Fall 2021. Ten (10) were selected at random and assessed based on a rubric of course outcomes, displayed below:

ENGL 3100 Course-Level Assessment								
Criteria	Ratings							Pts
Analyze rhetorical situations and develop appropriate communication strategies: assessing audiences, needs, purposes, uses, tasks, constraints, and media.	Mastered 6.0 pts	Nearing Mastery 5.0 pts	Proficient 4.0 pts	Nearing Proficiency 3.0 pts	Emerging 2.0 pts	Unsatisfactory 1.0 pts	Not Observed 0.0 pts	6.0 pts
Design and format deliverables that are accessible, easy to navigate, and easy to read.	Mastered 6.0 pts	Nearing Mastery 5.0 pts	Proficient 4.0 pts	Nearing Proficiency 3.0 pts	Emerging 2.0 pts	Unsatisfactory 1.0 pts	Not Observed 0.0 pts	6.0 pts
Deliver information and documentation professionally and ethically, both individually and collaboratively.	Mastered 6.0 pts	Nearing Mastery 5.0 pts	Proficient 4.0 pts	Nearing Proficiency 3.0 pts	Emerging 2.0 pts	Unsatisfactory 1.0 pts	Not Observed 0.0 pts	6.0 pts
Total Points: 18.0								

Each artifact was assessed by two different reviewers, and then the scores assigned by each reviewer were averaged. Note: since only *individually created* artifacts were used in this assessment, the *collaborative* component of Outcome 3 was not assessed.

Since Outcome 3 refers to both individual and collaborative work, it cannot be fully assessed using a single set of artifacts. An artifact is inherently either individual or collaborative--never both. To obviate the difficulty of assessing Outcome 3, therefore, the PTW Program has decided to alternate each year between collecting *collaborative* artifacts and *individually produced* ones. Thus, each aspect of the outcome is assessed every two years.

**Assessment Results**

The average score for each artifact is as follows:

<b>Average score for each artifact</b>	16.5	17.5	17	15	12.5	18	13.5	17.5	15	17
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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, **one hundred percent (10)** of the artifacts met the desired threshold, as highlighted on the table above. The **overall average score (15.95)** also exceeds the threshold.

**Discussion**

These results for 2021 reflect a gain when compared with the Fall 2020 assessment, wherein eighty percent (8) of the artifacts met the threshold. We are pleased with these results, as they indicate that students are learning according to course outcomes.

## ENGL 4120 Results

Averaged Portfolio Scores – Fall 2019

<b>Portfolio Number</b>	<b>Portfolio Score (averaged from all reviewers)</b>	<b>Scored at 75% or higher (Yes / No)</b>
1	5	<b>Yes</b>
2	4.375	<b>Yes</b>
3	3.75	<b>Yes</b>
4	4.625	<b>Yes</b>
5	4.5	<b>Yes</b>
6	4	<b>Yes</b>

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 2019, 100% (6 of 6) portfolios scored 75% or higher, so the program did meet the threshold.

As the threshold was not met in Spring 19 (the first term recorded in which the threshold was not met), these results are encouraging and suggest that the unmet threshold from Spring 19 may have been an anomaly. The program will continue to evaluate data from Spring 2020 to make sure that the Spring 19 results were an anomaly, and not the beginning of a concerning trend.

As for Fall 2019, we have exceeded our goal, as 100% of the portfolios averaged higher than 75%.

Averaged Portfolio Scores – Spring 2020

<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	3.5	No
3	4.875	<b>Yes</b>
4	4.375	<b>Yes</b>
5	4.25	<b>Yes</b>
6	3.625	No
7	4.125	<b>Yes</b>

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 2021

<b>Portfolio Number</b>	<b>Portfolio Score (averaged from all reviewers)</b>	<b>Scored at 75% or higher (Yes / No)</b>
1	3	No
2	4.6	<b>Yes</b>
3	3.2	No
4	3	No
5	2.9	No
6	4.3	<b>Yes</b>
7	4.5	<b>Yes</b>
8	4	<b>Yes</b>
9	4.3	<b>Yes</b>
10	4.5	<b>Yes</b>
11	4.4	<b>Yes</b>

12	4.5	<b>Yes</b>
13	4.7	<b>Yes</b>
14	4.4	<b>Yes</b>

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 2021, 71% (10 of 14) portfolios scored 75% or higher, so the program met the threshold.



**End of Report**