Weber State University
Annual Assessment of Evidence of Learning

Cover Page

Department/Program: Department of English
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A. **Brief Introductory Statement:**
Please review the Introductory Statement and contact information for your department displayed on the assessment site: **http://www.weber.edu/portfolio/departments.html** - if this information is current, please indicate as much. No further information is needed. We will indicate "Last Reviewed: [current date]" on the page.
If the information is not current, please provide an update:

Information is current as of 11/15/16.

B. Mission Statement

Please review the Mission Statement for your department displayed on the assessment site:
http://www.weber.edu/portfolio/departments.html - if it is current, please indicate as much; we will mark the web page as "Last Reviewed [current date]". No further information is needed.
If the information is not current, please provide an update:

Mission Statement is current as of 11/15/16.

C. Student Learning Outcomes

Please review the Student Learning Outcomes for your department displayed on the assessment site: **http://www.weber.edu/portfolio/departments.html** - if they are current, please indicate as much; we will mark the web page as "Last Reviewed [current date]". No further information is needed.
If they are not current, please provide an update:

Student Learning Outcomes are current as of 11/15/16 for the 2015-16 AY but need to be updated for 2016-17.

There are two overall Departmental Outcomes plus Learning Outcomes for the individual programs within the department.

D. **Curriculum**

Please review the Curriculum Grid for your department displayed on the assessment site: **http://www.weber.edu/portfolio/departments.html** - if it is current, please indicate as much; we will mark the web page as "Last Reviewed: [current data]". No further information is needed.
If the curriculum grid is not current, please provide an update:

Curriculum Grid is Current as of 11/15/16 for the 2015-16 AY but needs to be updated for the 2016-17 AY.

Curriculum Map: Creative Writing Emphasis KEY: 1= introduced, 2 = emphasized, 3 = mastered, NA=Not Applicable

Core Courses in Department/Program	Department/Program Learning Outcomes (updated in spring 2016; current in AY 2016-17)					
	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.	Show critical self-awareness.	Exhibit editorial proficiency.	Understand the professional writing environment.	Show knowledge of contemporary, canonical, and marginalized literature.	
Critical Approaches: ENGL 3080	NA	3	2	NA	2	
Writing: ENGL 3250, 3260, 3270, 3280	2	2	2	NA	NA	
Language: ENGL 3010, 3030, 3040, 3050	2	1	1	NA	NA	
American Literature: ENGL 4520, 4530	NA	2	2	NA	NA	
American Literature: ENGL 4540, 4550	NA	2	2	NA	NA	
British Literature: ENGL 4610, 4620, 4630	NA	2	2	NA	NA	
British Literature: 4640, 4650, 4660	NA	2	2	NA	NA	
World: ENGL 3510, 3730, 3880, 4750, 4760	NA	2	2	NA	NA	
Studies in Genre: ENGL 3350 (choice between different titles)	2	2	2	NA	NA	
Workshop: ENGL 4920, 4940, 4960	Varies	Varies	Varies	2	2	

Electives: 2100, 2200, 2220, 2240, 2250, 2260, 2290, 2510, 2710	Varies	Varies	Varies	Varies	Varies	
Portfolio & Public Reading	3	3	3	3	3	

Curriculum Map: English (BA) KEY: 1= introduced, 2 = emphasized, 3 = mastered, NA=Not Applicable

Core Courses in Department/Program	Department/Program Learning Outcomes				
	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.
Critical Approaches: ENGL 3080	3	2	3	3	2
Writing: ENGL 3100, 3210, 3250, 3270, 3280	Varies	Varies	NA	3100 (1) 3210(1)	NA
Language: ENGL 3010, 3030, 3040, 3050	1	NA	1	1	NA
American Literature: ENGL 4520, 4530	3	3	1	1	3
American Literature: ENGL 4540, 4550	3	3	1	1	3
British Literature: ENGL 4610, 4620, 4630	3	3	1	1	3
British Literature: ENGL 4640, 4650, 4660	3	3	1	1	3

World Literature: ENGL 3510, 3730, 3880, 4750, 4760	3	3	1	1	3
Electives: ENGL 2100, 2200, 2220, 2240, 2250, 2260, 2290, 2510, 2710	2	2	1	1	2

Curriculum Map: English Teaching (BA) KEY: 1= introduced, 2 = emphasized, 3 = mastered, NA=Not Applicable

Core Courses in Department/Program	Department/Program Learning Outcomes (updated in spring 2016; current in AY 2016-17)					
	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.
Critical Approaches: ENGL 3080	1	2	NA	2	1	NA
Methodology Block: ENGL 3020, 3400, 3410, 3420	3	3	3	3	3	3
Writing: ENGL 3100, 3210, 3250, 3270, 3280	2	NA	NA	1	1	NA
American Literature: ENGL 4520, 4530	2	2	NA	1	1	NA
American Literature: ENGL 4540, 4550	2	2	NA	1	1	NA
British Literature: ENGL 4610, 4620, 4630	2	2	NA	1	1	NA

British Literature: ENGL 4640, 4650, 4660	2	2	NA	1	1	NA
World Literature: ENGL 3510, 3730, 3880, 4750, 4760	2	2	NA	1	1	NA
Electives: ENGL 2100, 2200, 2220, 2240, 2250, 2260, 2290, 2510, 2710	1	1	NA	1	1	NA
Student Teaching	3	3	3	3	3	3

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

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

Core Courses in Department/Program	Department/Program Learning Outcomes					
	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.
Critical Approaches: ENGL 3080	NA	2	1	NA	NA	NA
Prof & Tech Writing: ENGL 3100, 3140, 3190, 4100, 4120, 4110	1 (all)	2 (3100, 3140, 3190, 4100)	3 (3140)	3 (all)	3 (4110)	3 (4120)
Language: ENGL 3010, 3030, 3040, 3050	NA	NA	2	1	NA	1

American Literature: ENGL 4520, 4530	NA	1	1	NA	NA	NA
American Literature: ENGL 4540, 4550	NA	1	1	NA	NA	NA
British Literature: ENGL 4610, 4620, 4630	NA	1	1	NA	NA	NA
British Literature: ENGL 4640, 4650, 4660	NA	1	1	NA	NA	NA
World Literature: ENGL 3510, 3730, 3880, 4750, 4760	NA	1	1	NA	NA	NA

Curriculum Map: English Minor

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

Core Courses in Department/Program	Department/Program Learning Outcomes				
	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.
Critical Approaches: ENGL 3080	3	2	3	2	2
Writing: ENGL 3100, 3210, 3250, 3270, 3280	3210 (1)	NA	NA	NA	1 (3210, 3250, 3270, 3280)
Language: ENGL 3010, 3030, 3040, 3050	1	NA	1	NA	NA

American Literature: ENGL 4520, 4530, 4540, 4550	2	2	1	2	3
British Literature: ENGL 4610, 4620, 4630, 4640, 4650, 4660	2	2	1	2	3
Electives	Varies	Varies	Varies	Varies	Varies

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

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					
	Learning Outcome 1	Learning Outcome 2	Learning Outcome 3	Learning Outcome 4	Learning Outcome 5	Learning Outcome 6
	Apply theories of technical communication in a variety of genres.	Write a variety of documents that reflect application of cognition.	Perform substantive editing.	Rhetorical approach to document design.	Construct documentation projects.	Develop a portfolio.
Prof & Tech Writing: ENGL 3100, 3140, 3190, 4100, 4110, 4120	1 (all)	2 (3100, 3140, 3190, 4100)	3 (3140)	3 (all)	3 (4110)	3 (4120)

Curriculum Map: English Teaching Minor KEY: 1= introduced, 2 = emphasized, 3 = mastered, NA=Not Applicable

Core Courses in Department/Program	Department/Program Learning Outcomes (updated in spring 2016; current in AY 2016-17)							
	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.		
Critical Approaches: ENGL 3080	2	2	NA	2	1	NA		
Methodology Block: ENGL 3020, 3400, 3410, 3420	3	3	3	3	3	3		
Writing: ENGL 3100, 3210, 3250, 3270, 3280	2	NA	NA	1	1	NA		
American Literature: ENGL 4520, 4530, 4540, 4550	2	2	NA	1	1	NA		
British Literature: ENGL 4610, 4620,	2	2	NA	1	1	NA		

4630, 4640, 4650, 4660								
Student Teaching	3	3	3	3	3	3		

E. Assessment Plan

Please review the Assessment Plan for your department displayed on the assessment site: http://www.weber.edu/portfolio/departments.html - if the plan is current, please indicate as much; we will mark the web page as "Last Reviewed [current date]". No further information is needed.

--The Assessment Plan displayed on the website needs to be updated to be current.

--The Assessment Plan for the department (with the exception of the Master of Arts in English Program, which does its own report) is broken out below by the various departmental programs: Composition, Creative Writing, Developmental English, Linguistics, Literary and Textual Studies, and Professional and Technical Writing. An explanation of the General Education Assessment plan is also included.

--In summary, each program conducts assessment individually, using a variety of strategies. Due to the diverse nature of the department's programs and course offerings, we do not have one centralized assessment plan.

Assessment Plan, by Program

For each program, the assessment plan is organized into 3 categories:
Completed Actions, Current Actions, and Intended Actions.

Composition Program

Sylvia Newman, Interim Director

Completed Actions

In 2012 the Composition Program completed the following assessment work:

a. In Fall 2012, a random sample of 10 adjunct-taught sections from ENGL 1010 and ENGL 2010 was generated (20 sections, total) and instructors of those sections were asked to submit examples of "strong," "adequate," and "emerging" student writing.
b. These documents were scanned and placed in Canvas as an assignment.
c. A team of assessors was assembled and met to discuss the (many) Composition outcomes.
d. In Canvas, a rubric was created out of the outcomes and attached to each artifact. Artifacts were randomly assigned to each assessor, who used the outcomes rubric to assess each artifact.

In 2013-14 the assessment process was essentially identical to the 2012 assessment but with a few modifications.

In 2014-15 the Composition program did not do assessment. Artifacts were collected from spring 2015 classes but no action was taken with them. This is primarily because of the change in the directorship of the program (Dr. Scott Rogers stepped down in spring 2015, and Sylvia Newman took over as Interim Director in June 2015) and due to the removal of the Department Chair by the Dean.

--However, the Composition Program participated in the Collegiate Learning Assessment (CLA), under the direction of Dr. Gail Niklason, director of the Institutional Effectiveness Office. The CLA is a performance-based assessment that measures critical-thinking, problem-solving, analytic-reasoning, and writing skills. The CLA allows schools to benchmark how much progress their students have made relative to the progress of similar students at other colleges. The principal goal of the CLA is to provide an objective assessment about the critical-thinking skills student possess as they enter and exit college.

--Several sections of English 1010 were randomly selected to have their students participate. One-hundred Composition students took the assessment. Specific results are attached (See Appendix 1). In summary, our students, as a group, scored in the "middle of the pack," an expected result for freshman in an open-enrollment university.

2015-16: Because the WPA outcomes are so comprehensive, they are a little unwieldy when it comes to assessing them and putting them on course syllabi, which is something we have been asked to do. Therefore, José Otero, Assistant Director of Composition, "distilled" them down into some workable assessment goals (See Appendix 3, WPA Outcomes Review & Rubric). We turned this "distillation" into a working rubric and used it in our spring 2016 assessment of English 2010.

We completed our assessment of English 2010 in spring 2016. See Appendix 3.

Our training of TAs and TAPs has increased and improved. We have held workshops specifically to address their questions and discuss our curriculum, policies, syllabus requirements and design, assignment design, and classroom management.

Current Actions

In fall 2015 and fall 2016, several sections of 2010 were selected to participate in the CLA—this will provide more interesting and important information because it will show if and how much students have progressed in their critical-thinking, problem-solving, analytic-reasoning, and writing skills since completing English 1010. This will be a useful measure. One downside of participation in the CLA is that it was not possible to facilitate the taking of the CLA by the *same* students, although there may be some overlap. While it would be nice to follow individual students, this random sampling will still make it possible to see if students have increased their proficiency in the areas assessed. The beauty of the assessment is that it is primarily handled by OIE; Composition only has to provide the participants. The Program looks forward to the information that will be provided from this second round of testing.

Composition is also in the process of addressing its outcome goals. Currently, outcome goals are based on the outcome goals developed by the Council of Writing Program Administrators (WPA) (See **Appendix 2,** WPA Outcomes Statement). These goals were chosen because they are comprehensive, supported by research, and developed and shared by hundreds of writing programs across the country. The current plan is to keep the WPA goals but call them Learning Objectives instead and then develop a smaller list of outcome goals for assessment purposes.

Composition continues to improve the program overall and support faculty by observing adjunct faculty regularly, collecting and reviewing composition faculty syllabi, sponsoring workshops to keep composition faculty up to date on new trends and applications for teaching, and meeting regularly with the composition committee to keep them informed about and get their feedback on the Program's plan and goals.

We are in the process of creating a FERPA training module in Canvas to more easily train our TAs and adjunct faculty.

Intended Actions

Composition is still in the process of developing a common assignment for 1010 and one for 2010. The hope is that a common assignment can bring a bit of standardization to the curriculum without having to formally standardize the curriculum. The goal is to have the common assignments ready to go by spring so that faculty can be trained and ready to incorporate them in their courses in fall 2017.

As mentioned, Composition will continue working on outcome goals, the common assignment with which to assess them, and the possibility of a pre- and post-assignment for English 2010.

We plan to improve our training and assessment of TAs, TAPs and new adjunct faculty by updating our Canvas resource page, standardizing our evaluation tools and processes, and implementing more formal training workshops.

Composition will take new LOs to GEAIC in January for approval. (The LOs on the department website are the correct ones, but may not have been approved by anyone at the university level).

Creative Writing Program

William Pollett, Interim Director

General Education Classes within Creative Writing (this information also included under General Education on page 30)

Completed Actions

In 2013-14 Dr. Griffiths met with the Creative Arts subcommittee of the university's General Education committee and learned that the CW Gen Ed offerings were out of compliance. At the time, the creative writing faculty (except for Dr. Griffiths) had not filled out the spreadsheet provided by Gen Ed to assess ENGL 2250 and 2260 courses. Dr. Griffiths met with the Creative Writing committee to ascertain where the issues were and to brainstorm how we might better comply for existing courses and our recently approved ENGL 2270 course. The committee agreed on the following plan of action:

1) All faculty must include Gen Ed CA learning outcomes on their ENGL 2250, 2260, and 2270 course syllabi.
2) All faculty must tie those outcomes to their assessments of student learning to demonstrate how they were determining student progress towards these outcomes.
3) All students in these courses will take a pre- and post-test to assess their knowledge of terminology. This test will be administered and graded through Chi Tester, giving us an objective teaching assessment in addition to the admittedly more subjective writing assessments.

As a committee, CW spent last year creating lists of target terminology and the pre- and post-tests for each course.

In 2014 and 2015, Dr. Griffiths emailed faculty reminders to include the Gen Ed CA learning outcomes on their syllabi, and collected artifacts and reports from each instructor (with one exception). These have been saved in a Dropbox file where they can be easily accessed and shared.

Just before the start of fall 2015 semester, Dr. Griffiths met with the staff at Chi Tester to create terminology quizzes in order to begin implementing that assessment.

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

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

Current Actions

In Fall 2016 (August 15th), Interim Director William Pollett and Dr. Griffiths e-mailed the instructors of CW and requested involvement in assessment. Assessment was emphasized in meetings and ongoing electronic communication. Most instructors are working toward implementing outcomes with assessment and documenting student work in Canvas and Box.

Fall 2016 (October 26th) the Creative Writing committee worked on creating the improved tool for assessment. Open ended questions include, for example, "How has your process changed because of this course or program?" Also, ideas for a common assignment such as the Chi Tester vocabulary and a final reflection letter were discussed and explored.

In Fall 2016, Instructor Laura Stott is assessing Engl 2270 and 2250 by collecting student artifacts, in the categories of Passable and Excellent. Professor Stott will also include an assessment form. All assignments on Stott's syllabus are linked to the Creative Arts Gen Ed outcomes. Each assignments fits onto the form and then a % is given on how well students reached that outcome. (85% or higher). In addition, professor Ryan Ridge is assessing the final portfolio (high / low) in 2250. All artifacts will be documented in Canvas or Box at the end of the semester.

Intended Actions

Fall 2016, the committee explored the idea of having an outcome that could be measured via Chi tester pre and post tests. Also, the committee discussed potential tools for course assessment such as open ended questions, a reflective letter, or common assignments that could be compared and documented.

CW is working and will work with Department Chair Hal Crimmel to prepare the General Education report for CA designation as required by WSU GEAIC for Fall 2017.

Creative Writing Major

Completed Actions

In spring 2016, the CW committee reviewed and revised the learning outcomes for the program, including general education. The new outcomes are listed here and are in place for 2016-17:

Creative Writing Outcomes
Experiment in writing and develop drafts into polished original work
Show critical self-awareness
Exhibit editorial proficiency
Understand the professional writing environment
Show knowledge of contemporary, canonical, and marginalized literature

At the upper-division level, CW has a strong assessment procedure in place. CW collects a portfolio from each graduating creative writing students that contains the following components:

1) An introductory reflective essay.

2) A collection of the student's creative work.
3) Applied research, either of journals or literary agents to whom the student might submit or of graduate programs to which they might apply.
4) A listing of the time and place where the student has delivered a public reading.
5) An exit interview that identifies the strengths and weaknesses the student perceived in the CW program.

This portfolio gives each student's faculty advisor an overview of the student's achievements at Weber State University.

The Creative Writing portfolios currently required by all graduating students in the creative writing emphasis program helps the program get some idea of what CW students have learned, and this will continue to be perhaps the most important assessment tool. These portfolios are reviewed by each student's faculty advisor; having the CW committee as a whole review them might make for more robust feedback in terms of overall program assessment.

In 2014-15, CW moved the portfolios onto an online format using Canvas, and Dr. Griffiths asked our secretary to transcribe the exit interviews from all past portfolios and to compile them into a spreadsheet.

In fall (2015) Dr. Griffiths added the recent online survey results and distributed the information to the Creative Writing committee to review them collectively, discuss strengths and weaknesses, and brainstorm ways to continue to improving the program.

Current Actions

In Fall 2016 (August 15th), Interim Director William Pollett and Director Dr. Griffiths (on sabbatical Fall 2016), e-mailed the instructors of CW and requested involvement in assessment. Assessment was emphasized in meetings and ongoing electronic communication. Most instructors are working toward implementing outcomes with assessment and documenting student work in Canvas and Box.

For Fall 2016, Instructor Laura Stott is assessing Engl 3260 by collecting student artifacts, in the categories of Passable and Excellent. Professor Stott will also include an assessment form.. Each assignments fits onto the form and then a % is given on how well students reached that outcome. (85% or higher). For 3260, Stott will choose 2 artifacts from one assignment, one marked passable and one marked excellent as well. And then assess what percentage of students in the class met the learning outcomes attached to that chosen

assignment. In addition, professor Ryan Ridge is assessing the revision of a short story (high / low) in 3250, and a revised novel chapter (high / low) in 3350. All artifacts will be documented in Canvas or Box at the end of the semester.

In fall 2016, the CW committee explored potential tools for course assessment such as open ended questions, a reflective letter, or common assignments that could be compared and documented.

Intended Actions

Be sure that all CW faculty are including the CW learning outcomes on their CW syllabi. Ensure that assessment is taking place for all classes.

Implement the new CW curriculum and be sure that CW learning outcomes and assessment are taking place for new & revised courses.

As CW is now in fairly good shape on the GE front, Dr. Griffiths would like to turn CW's attention towards the upper division courses and to start exploring how to create shared goals and assess the progress towards those goals. Once she is back from sabbatical in January 2017 she will begin this process.

Developmental English Program

Brooke Kelly, Director

Completed Actions

In 2014-15 the Developmental English (DE) program created a sandbox course in Canvas that all DE instructors can access and submit their artifacts for assessment. The process is:

1. Use the designated rubric (See Appendix 4) to assess the third essay. (Individual faculty may add to the rubric, but for this assignment, all must use the rubric core in grading. When individual faculty submit scores, the scores will be just for these core areas.)

2. The rubric focuses on the program's goals and objectives, and the final paper is used as the assessment tool and artifact. After the instructors have submitted the 3 required samples, they include a rationale for their assessment and a brief explanation why the paper received a strong, adequate or emerging rating.

3. Each faculty member will select three samples from their class that showcase work that represents a strong, an adequate, and an emerging paper.

4. When ready to submit artifacts, faculty will go to the Modules list to select the appropriate submission areas.

5. Faculty will submit:

    a. A copy of the rubric;

    b. Three representative papers as samples;

c. Scores for the entire class on this one assignment (The scores are from the core areas on the rubric- the common areas agreed upon for assessment. Students' names are not included, just the scores.

Completed Actions

1. Last year's 2014-15 Assessment report stated that Developmental English (DE) intended to implement a grammar pre and post test in all English 0955 courses as a form of assessment. However, after meeting full-time and adjunct faculty, it was decided that before administering a grammar pre and post test, the DE program needed to refine course content. Therefore, the academic year was spent defining the concepts that are universal to all DE courses in order to ensure students are being tested and assessed on grammar content present in all courses. The DE program also created a list of appropriate novels to be taught by current and future DE instructors. Standardizing curriculum content promotes better faculty and tutor training and will provide stronger assessment mechanisms.

2. A 2015-2016 DE goal was to reduce attrition rates. The program was successful in reducing attrition by 6.4% overall from 2014-2015 to 2015-2016. The following items contributed to the reduction:
    a. Enrollment for all online English 0955 courses were capped at 20 students as opposed to 26-30 students the year prior. Narrowing enrollment allowed faculty to provide stronger support for DE students. Also, capping online courses at 20 students helped realign our program to current NADE standards which suggest at-risk students have a greater chance in succeeding in developmental courses with 20 or fewer enrolled students.
    b. Continued support from Student Services and the Developmental English Learning Center (DELC). Although the DE program and the DELC found that a Sandbox course did not provide the type of channels for communication we anticipated in last year's Assessment report, we discovered other means in reaching out to students and providing them with DELC information such as center hours, campus locations (Main Campus and Davis Campus), and online tutoring. All DE faculty also integrate 3 assignments throughout the semester which require mandatory tutoring.
    c. Full-time DE faculty spent much of the academic year rebuilding content for online courses. Rigorous changes were made so the online English 0955 course content aligned with English 0955 face-to-face content. Full-time faculty also attended the NADE conference in March 2016 where we attended several workshops discussing the benefits of integrating Connect into DE courses. The Connect program encourages students to practice and apply foundational principles through online work. Connect also provides extensive assessment reports regarding student success in the

program. We are currently piloting Connect in online courses only with the anticipation of incorporating the program in all DE courses this academic year.

Current Actions

See above, "Completed Actions, 1," for an explanation of the current Assessment Plan.

Intended Actions

1. Continue to pilot and the assess the effectiveness of Connect in online courses. If standards are met and Connect proves to add to student support and success, the DE program will explore the option of adding Connect to all English 0955 courses. Continual assessment of the Connect program will be conducted each semester. Also, faculty training specific to the Connect program will be necessary. DE faculty will be surveyed at the end of year regarding their experience with Connect.
2. Create an assessment plan for English 0900. Although English 0900 captures a small percentage of DE student enrollment, an appropriate assessment tool has not been implemented for these courses. Therefore, a specialized focus will be given to establishing and assessing English 0900 student success.
3. Collect artifacts each semester for all English 0955 courses using the same rubric submitted in the 2014-2015 Assessment report.
4. Explore additional online tutoring options with the DELC. With the DE program seeing consistent English 0955 online enrollment, it is important to provide students with multiple options in order to complete mandatory tutoring. Pilot the implementation of programs such as Google Hangouts or Adobe Connect.
5. At the end of each semester, all DE faculty will distribute a survey asking students to identify what they perceive as the greatest obstacle(s) in them succeeding in Developmental English.

English Teaching Program

Jim Young, Director

Completed Actions and Current Actions

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

1. Students are evaluated and assessed according to 6 Learning Outcomes in the coordinated English Methods Block. The courses are English 3400, The Teaching of Literature, English 3410, The Teaching of Writing, English 3020, Introduction to the Study of Language for Teachers, and English 3420, Teaching with Young Adult Literature.

    a. Each of the English Education faculty states these 6 Learning Outcomes in their course syllabi and incorporates them into all their teaching and learning activities during the semester. These outcomes provide the basis of assessment in all of the English methods courses.

2. In addition to the coursework on campus, the English Methods Block supplies a 4-week teaching practicum in the public school to provide students with the opportunity to apply the concepts, values, and strategies given to them in the on-campus methods course, and they are required to create an extended curriculum unit that integrates literature, language, and writing instructions in accordance with the Utah Common Core Standards.

    a. The English Education faculty visits the practicum sites daily to assess the program's effectiveness and to evaluate students' progress in employing classroom management techniques, conducting whole-class instruction, structuring collaborative learning among small groups, and providing individual tutoring for secondary students. The faculty gives immediate on-site feedback to the practicum students, reinforcing the practices that are done well, helping the

students with daily planning, and pointing out strategies that need improving. (See Appendix 5 for **English Education Block Course Outcomes** and Appendix 6 for the **Evaluation for Integrative Curriculum Unit Form.**

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

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

b. English Teaching Majors from the fall of 2015 all met certifications requirements and were given teaching certificates. At least 75% have gained teaching employment, based on data from the Education Department.

In spring 2016 the English Education committee set learning thresholds for all EED LOs at a 70% success rate, meaning that each learning outcome will be successfully met by 70% of the students in the program.

Intended Actions

The English Teaching Program intends to create a cadre of experienced mentor teachers in the public schools who are willing to work with our English Teaching Majors in four week practicums and to help us assess their development. If we could come up with 10 teachers, we could rotate the mentor teachers in and out of our program on a two year cycle. We also hope to find a modest compensation for these teachers, like a $50 Barnes and Noble gift card for instructional books for their classrooms.

Starting in fall 2016, the English Teaching Program is going to add an additional assessment tool to be administered to all English Teaching Majors on the completion of their program of studies. An English Education college supervisor will judge their performance

based on six Program Learning Outcomes that determine their readiness to become a first year English teacher. A threshold of 70%, meaning that 70% of all students in the program will successfully meet program learning outcomes, will be set to measure the success of the English Teaching Program. (See Appendix 8: **English Education Program Learning Outcomes.**)

General Education Courses

Assessment Overview

In 2013 the English Department Gen Ed Committee voted to disband the committee, placing the responsibility for specific program assessment with the Program Directors. As of 2013, program and course outcomes for all programs exist except for Literary and Textual Studies. In 2013 then Gen Ed Committee chair Dr. Becky Jo Gesteland indicated that she would gather course outcomes from Developmental English, English Education, Linguistics, and PTW.

Literature General Education Classes

Completed Actions

Prior to 2014-15 the English Department Assessment Committee devised the following process for 2000-level course assessment**,** but the Canvas page supposed to contain the artifacts (https://weber.instructure.com/courses/104154), has no content (contains no artifacts, suggesting that procedure was not executed).

Instructions for uploading documents for General Education assessment:

Pick three samples ("Strong," "Adequate," and "Emerging") from your CA and/or HU class (outcomes described below).

Go to Modules List to select the appropriate assignment areas.

Submit one sample to each of the three different paper assignments for your class. For instance, if you're teaching ENGL 2200, you'll submit to 2200 paper 1, 2200 paper 2, and 2200 paper 3.

That's it! You're done for the semester.

Creative Arts General Education Student Learning Outcomes

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

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.

Humanities General Education Student Learning Outcomes

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

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

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

More recently (2013), the English Department Gen Ed Committee devised the following plan:

-- *ENGL HU 2220 assessment pilot for fall 2013*

The English Department Gen Ed Committee assessed 10 essays randomly selected from three sections of 2220.
The committee evaluated a written assignment from sections of the same course (ENGL HU 2220). They conducted their assessment using the Gen Ed rubric in early spring 2014. Using a rubric displaying the GenEd HU outcomes, each committee member scored two of these samples. Members who were not present at the meeting were also assigned two samples for which they will submit scores prior to the next meeting.

Overview of assessment results for HU English 2220, from Spring 2014. The committee read samples of end-of-term essays selected randomly from three sections of HU ENGL 2220 (Intro. to Fiction) taught Fall 2013. Using a rubric displaying the GenEd HU outcomes, each committee member scored two of these samples. In Spring 2014 the scores and point-spread were examined.

In spring 2016 the LTS committee set learning thresholds for all LTS LOs at a 70% success rate, meaning that each learning outcome will be successfully met by 70% of the students in the program.

In spring 2016, artifacts were collected from English Gen Ed courses taught in 2015-16. (Review to take place in spring 2017)

Current Actions

The Director of LTS, Sally Shigley, has assumed responsibility for assessment of HU GE English courses.

In Fall of 2016, we are pursuing both quantitative and qualitative assessment of our general education classes, including English 2200, 2220, 2240. We also plan to assess English 2290, 2510, 2710, 3520, 3510 when they are taught again in the Spring, Summer, and Fall 2017 semesters.

The qualitative assessment will take the form of posting artifacts to a Canvas page. Those artifacts will be evaluated by faculty member on the Literary and Textual Studies committee as to whether they are "strong, adequate, or emerging." We are using a success threshold of 70%, meaning that 70% of all students in the program will successfully meet program learning outcomes.

Email has been sent out to the cohorts of faculty who teach each of the general education classes, asking them for two things: A list of suggested literary terminology that students should understand when exiting the class and to post their artifacts on Canvas when the page is completed. Once the terms are collated into 20 terms for each class, Sally Bishop Shigley will turn those lists into a multiple choice quiz that can be taken on Chi Tester. This will provide qualitative data to complement the artifacts on Canvas.

Scott Rogers and Becky Marchant are currently (Fall 2016) collaborating to combine the assets of the page mentioned above and the page Composition used for their assessment to fine tune a gen ed assessment Canvas page.

Intended Actions

An extensive assessment of collected artifacts will take place in spring semester 2017. Closing the feedback loop will be an important step following assessment, as will the writing of the report in 2017 for GE HU (and DV) renewal for GEAIC.

As we engage in a complete assessment process, we will need to pay attention to the following:

1. Norming – While the committee agreed that a copy of specific assignment directions should *not* be included in assessment materials, they unanimously suggested that the group assessing the writing samples should practice using the assessment rubric by scoring one or more samples (taken from assignment submissions that were not randomly included in the pool of samples to be scored for the assessment project). These scores should then be compared and discussed, thus norming the assessment criteria before scoring the random samples selected for inclusion in HU assessment.

2. Tweaking the Rubric -- The wording of rubric rating-level 3 needs to be revised. Rating-level 3 is currently labeled "Approaching Mastery." The committee agrees that its label should be "Approaching Expectations," to eliminate scoring confusion in the future.

3. Giving Advanced Notice -- All faculty teaching HU classes need to be contacted via e-mail prior to the beginning of the term in which they teach HU classes. They should be reminded of the HU outcomes, asked to include these outcomes in their syllabi, and asked to ensure that one or more of their assignments could be used to

appropriately measure these outcomes. Faculty members would also be asked to save **all submissions** of one assessment-appropriate assignment from their HU classes to be submitted electronically by the end of the semester in which they teach the HU classes.

Going forward from Fall 2016, the LTS Director, in concert with the LTS committee, will 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.

Creative Writing General Education Classes

In 2013-14 Dr. Griffiths met with the Creative Arts subcommittee of the university's General Education committee and learned that the CW Gen Ed offerings were out of compliance. At the time, the creative writing faculty (except for Dr. Griffiths) had not filled out the spreadsheet provided by Gen Ed to assess ENGL 2250 and 2260 courses. Dr. Griffiths met with the Creative Writing committee to ascertain where the issues were and to brainstorm how we might better comply for existing courses and our recently approved ENGL 2270 course. The committee agreed on the following plan of action:

4) All faculty must include Gen Ed CA learning outcomes on their ENGL 2250, 2260, and 2270 course syllabi.
5) All faculty must tie those outcomes to their assessments of student learning to demonstrate how they were determining student progress towards these outcomes.
6) All students in these courses will take a pre- and post-test to assess their knowledge of terminology. This test will be administered and graded through Chi Tester, giving us an objective teaching assessment in addition to the admittedly more subjective writing assessments.

As a committee, CW spent last year creating lists of target terminology and the pre- and post-tests for each course.

In 2014 and 2015, Dr. Griffiths emailed faculty reminders to include the Gen Ed CA learning outcomes on their syllabi, and collected artifacts and reports from each instructor (with one exception). These have been saved in a Dropbox file where they can be easily accessed and shared.

Just before the start of fall 2015 semester, Dr. Griffiths met with the staff at Chi Tester to create terminology quizzes in order to begin implementing that assessment.

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

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

Dr. Griffiths' priority in assessment thus far has been to bring CW Gen Ed creative writing courses into compliance with university expectations, as losing the Gen Ed designation would be catastrophic to abilities to recruit new CW students.

Current Actions

In Fall 2016 (August 15th), Interim Director William Pollett and Dr. Griffiths e-mailed the instructors of CW and requested involvement in assessment. Assessment was emphasized in meetings and ongoing electronic communication. Most instructors are working toward implementing outcomes with assessment and documenting student work in Canvas and Box.

Fall 2016 (October 26th) the Creative Writing committee worked on creating the improved tool for assessment. Open ended questions include, for example, "How has your process changed because of this course or program?" Also, ideas for a common assignment such as the Chi Tester vocabulary and a final reflection letter were discussed and explored.

In Fall 2016, Instructor Laura Stott is assessing Engl 2270 and 2250 by collecting student artifacts, in the categories of Passable and Excellent. Professor Stott will also include an assessment form. All assignments on Stott's syllabus are linked to the Creative Arts Gen Ed outcomes. Each assignments fits onto the form and then a % is given on how well students reached that outcome. In addition, professor Ryan Ridge is assessing the final portfolio (high / low) in 2250. All artifacts will be documented in Canvas or Box at the end of the semester.

Intended Actions

Fall 2016, the committee explored the idea of having an outcome that could be measured via Chi tester pre and post tests. Also, the committee discussed potential tools for course assessment such as open ended questions, a reflective letter, or common assignments that could be compared and documented.

CW is working and will work with Department Chair Hal Crimmel to prepare the General Education report for CA designation as required by WSU GEAIC for Fall 2017.

As CW is now in fairly good shape on the GE front, Dr. Griffiths would like to turn CW's attention towards the upper division courses and to start exploring how to create shared goals and assess the progress towards those goals. Once she is back from sabbatical in January 2017 she will begin this process.

Linguistics Program

Dr. Mark Letourneau, Director

Completed Actions

2012–2013

The Linguistics Committee devised four major learning outcomes (LOs) for the undergraduate linguistics and dual-designation ESL courses:

1. Students explain and illustrate, using English or another language, and depending on the course taken, why at least *two* of the following five statements are true—the first four about language, the fifth about linguistics:
    - The set of sentences in a language is unbounded, that is, infinite (creativity).
    - Languages consist of interlocking levels that consist of units and rules (systematicity).

- Anything expressible in one language is expressible in another (parity).
- All languages change through time.
- Linguistics is a form of empirical (scientific) inquiry.

2. Students use step-by-step procedures of analysis to arrive at well-founded conclusions about language(s) at these levels:

- phonology: sound structure
- morphology: word structure
- syntax: sentence structure

3. Students analyze the meaning (semantics) of words, sentences, and texts and their use in classroom discourse and real-world linguistic communication (pragmatics).

4. Students in ESL endorsement classes apply the preceding outcomes to pedagogy and assessment.

2013–14

In fall 2014 the Committee agreed to condense the above four LOs to two for all classes, including undergraduate, dual designation, and Graduate. On 14 November 2014, they revised the LOs as follows:

1. **conceptual knowledge outcome:** Students will be able to explain, with an appropriate artifact, systematicity and one other property or use of language.*

2. **procedural knowledge outcome:** Students will be able to employ, with an appropriate artifact, a method of language analysis.**

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

On 21 November 2014, the Committee decided to adapt the six LOs for MENG courses to MENG language courses, with the option of reconsidering LOs (1) and (2) above in the future.

2015-16
In spring 2016 the Linguistics committee set learning thresholds for all Linguistics LOs at a 70% success rate, meaning that each learning outcome will be successfully met by 70% of the students in the program.

Current and Intended Actions

Current Actions

- The Linguistics Committee met with Becky Marchant, Director of PTW, and William Pollett, Interim Director of Creative Writing, to discuss adjustments to the scores for how well the linguistics courses meet the learning outcomes for their respective emphases.
- Determine appropriate artifacts for the various courses and begin collecting them, perhaps using an e-portfolio. We are in the process of preparing to assess ENGL 3010 Introduction to Linguistics using selected exams as artifacts and devising a rubric for a final course discussion to provide a metacognitive reflection. We will use the program outcomes to assess the artifact and the course outcomes to assess the discussion.

Intended Actions

- Decide whether to adopt the two LOs for UG and dual-designation ESL courses.
- Implement the new LOs for dual-designation classes in the linguistics classes.
- Work with the MENG Steering Committee on assessment in MENG language courses, with Susan McKay, a member of both committees, serving as liaison.
- Review and implement additional charges from the chair, program review recommendations, or other entities.

Literary and Textual Studies (LTS) Program

Dr. Sally Bishop Shigley, Director

The LTS program includes thirty-six courses. Many are designated as humanities Gen Ed, Diversity Gen Ed, or both. Most of the Gen Ed courses are at the 2000 level, with four classes (3500, 3510, 3520, and 3750) designated as upper division Gen Ed.

Completed Actions

The position of Director of LTS has only existed since 2014-15 and there was little oversight of the LTS area of study. Prior to the establishment of that position, assessment of upper division classes, if it occurred at all, was sporadic.

A previous department assessment committee had established the following procedure for 2000-level General Education Classes, but the Canvas page supposed to contain the artifacts (https://weber.instructure.com/courses/104154), has no content (contains no artifacts, suggesting that procedure was not executed).

Instructions for uploading documents for General Education assessment:

Pick three samples ("Strong," "Adequate," and "Emerging") from your CA and/or HU class (outcomes described below).
Go to Modules List to select the appropriate assignment areas.
Submit one sample to each of the three different paper assignments for your class. For instance, if you're teaching ENGL 2200, you'll submit to 2200 paper 1, 2200 paper 2, and 2200 paper 3.

Creative Arts General Education Student Learning Outcomes

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

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.

Humanities General Education Student Learning Outcomes

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

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

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

Two sections of English 2200 and one section of English 2220 carrying the General Education Diversity designation (DV) were assessed in Spring 2015. Results are as follows:

Row Labels	Count of outcome score	Average of outcome score2
DV 1 - Perspective	18	4.72
DV 2 - Values and Biases	43	3.79
DV 3 - Rights	18	4.72
Grand Total	**79**	**4.22**

These results reflect aligned assessment for one section of English 2200 and two sections of English 2220 during the spring, 2015 semester. Alignments were made to a variety of assessments including book reports, papers, and essays.

Students were assessed on a five-point scale where:

5 – Exceeds expectations
4 – Meets expectations (designated as the 'mastery' level in Canvas)
3 – Approaching mastery
2 – Developing
1 – Does not meet expectations

In spring 2016 the committee set learning thresholds for all LTS LOs at a 70% success rate.

Current Actions

Hal Crimmel created in spring 2016 a 5-year rotation plan for assessing all 3000 and 4000-level classes in the department. This year's courses earmarked for assessment are English 3210 and 3080.

In October 2016 the department passed a major curriculum overhaul of the LTS program, with ancillary changes to the Teacher Education program. LTS added a number of new courses. These classes will need to be included in the assessment 5-year rotation.

This fall 2016 cohorts of faculty teaching 2000-level courses have been determined by Dr. Shigley and a group leader assigned to each. These group leaders are developing lists of suggested terminology students should understand as they exit the various courses. Scott Rogers and Becky Marchant are tailoring a Canvas page to the assessment of the upper division literature classes.

We are awaiting data that is being gathered by the group leaders of the teaching cohorts. We expect data by the end of November 2016. After the data is collected, Sally Bishop Shigley will turn the terms into a quiz to be taken on Chi Tester. On November 16, we will have a faculty meeting at which Scott Rogers and Becky Marchant will give a tutorial to faculty on how to upload their artifacts to Canvas, as well as written guidelines.

Intended Actions

1. Once the Chi Tester exams and the Canvas assessment pages are completed, faculty will systematically provide assessment data each time they teach a class. The test will be taken on Chi Tester and will be multiple choice. The students will be asked to define 10 terms relative to the learning outcomes and course material for the class.

   2. LTS is also designing a rubric and protocol for evaluating written artifacts for each of these classes. The committee will then read blind copies of the artifacts, with each artifact receiving two evaluations from different instructors. The score will then be averaged and compared again the rubric.

3. It is essential that the department work on creating course-level outcomes to make assessment of student work more streamlined and meaningful, including a feedback loop.

Professional & Technical Writing Program

Becky Marchant, Director

Mission Statement

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

Completed Actions (2011-Spring 2016)

Program Outcomes/Assessment

ENGL 4120 – Seminar and Practicum in Professional and Technical Writing

Upon completion of Seminar and Practicum in Professional and Technical Writing, students demonstrate their skills:

- develop a portfolio of their best work containing a variety of documents created throughout the entire program (both inside and outside the PTW program); the portfolio may be in hard copy (this option is rare), a well-developed website, or a combination of media
- develop an effective, professional résumé
- understand the internship and interview process
- complete a 120+ hour internship (demonstrating writing, editing, content management, and other professional and technical writing skills)

The committee evaluates students' portfolios to assess their success in each of these elements. PTW keeps the artifacts (URLs) and our collective evaluations of each portfolio. Beginning with Fall 2015, evaluations are kept in a Google Drive folder maintained by the program director.

In spring 2016 the PTW committee set learning thresholds for all PTW LOs at a 70% success rate, meaning that each learning outcome will be successfully met by 70% of the students in the program.

Current Actions

Program Assessment:

Each semester in which ENGL 4120 - Seminar and Practicum in Professional and Technical Writing is taught, students in this capstone course submit portfolios which are then evaluated by three or four PTW faculty. These faculty members assign the portfolios scores based on the rubric titled "Portfolio Assessment Rubric -- Professional & Technical Writing," appended to this report (APPENDIX 9). The table below indicates which rubric items pair with specific program outcomes.

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

	Rhetorical Situation Document Design/Navigation Purposeful Organization Collaborative and Individual Documents Writing Style

To calculate the overall assessment score for the PTW program, reviewers' scores for each portfolio were averaged. To demonstrate proficiency at the required level (introduced, emphasized, or mastered) the PTW program expects at least 75% of the portfolios for Spring 2016 (at least 10.5 portfolios) to earn at least 75% of the points available (3.75 of 5 points possible). The results of the Spring 2016 assessment are shown below:

Portfolio Number	Portfolio Score (averaged from all reviewers)	Scored at 75% (Yes / No)
1	3.75	**Yes**
2	2.75	No
3	4.25	**Yes**
4	3.75	**Yes**
5	3.75	**Yes**
6	3.25	No
7	4.125	**Yes**
8	4.0	**Yes**

9	4.0	**Yes**
10	3.875	**Yes**
11	4.25	**Yes**
12	4.0	**Yes**
13	3.625	No
14	4.0	**Yes**

The overall average portfolio score was 3.8125. Of the 14 portfolios reviewed, 11 (78.6%) scored 75% or better.

PTW Course Assessment:

PTW recently revised course outcomes for ENGL 3100 to streamline them and make them more assessable. The PTW program has established a rotation wherein all courses will be assessed every five years, as listed below:

ENGL 3100 - Assess 2016-17
ENGL 3140 and ENGL 4100 - Assess 2017-18
ENGL 3190 and ENGL 2100 - Assess 2018-19
ENGL 4110 and ENGL 4120 - Assess 2019-20
New Course(s) - Assess 2020-21

A threshold of 70% has been established, meaning that 70% of artifacts assessed in these courses will indicate proficiency in the course outcomes at the level the program has established for the course: introduced, emphasized, or mastered. (See the curriculum grid for program-level expectations, by course.)

Intended Actions

PTW will review program outcomes to determine if they need to be revised to reflect updated technology and skills.

PTW will revisit the portfolio rubric to decide if it can to be more fully aligned with the program outcomes.

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

--No department-wide assessment report was done in 2013-14. The most recent was in 2012-13.

--In 2014-15 we completed a 53-page assessment report. We made significant strides over anything we have done in the past.

--Some programs within the department have done an exceptional job of assessment. Others are playing catchup. Looking forward, the department could do a better job of providing Evidence of Learning. We have improved our collection and storage of artifacts, but need to consistently report the results of assessment, explain how those findings are interpreted, and describe the course of action to be taken based upon the interpretation.

--One "red" area on our feedback matrix from OIE was the "Thresholds of acceptable performance identified" category. We now have in place those thresholds (70% for all LOs in all programs, meaning that each learning outcome will be successfully met by 70% of the students in the program.).

G. **Summary of Artifact Collection Procedure**

Artifact	Learning Outcome Measured	When/How Collected?	Where Stored?
Composition (ENGL 1010 and 2010); Papers	Collegiate Learning Assessment (CLA)	Random Sample	Canvas
General Education CA Designation (ENGL 2250, 2260, 2270); Terminology	Gen Ed CA Learning Outcomes	Random Sample; Pre- and Post-Test	Canvas and Chi Tester
General Education DV Designation Papers	Gen Ed DV Learning Outcomes	Various Points	Canvas
Creative Writing Portfolio	Various CW Learning Outcomes	Prior to Graduation	Need to Decide
Developmental English; Third Essay	DE Rubric in Appendix 4	End of Semester	Sandbox course in Canvas
Developmental English; Grammar Concepts Test	Grammar	Pre-and Post-Test	Need to Decide, but electronically in any case
English Teaching; Materials and Classroom Observations	English Teaching Learning Outcomes as Specified in Curriculum Map and English Education Block Course Outcomes in Appendix 5, Evaluation for Integrative Curriculum Unit in Appendix 6, and Student Teacher Observation and Evaluation Form in Appendix 7 and English Education Program Learning Outcomes in Appendix 8.	Various points during semester	WSU Department of Education; Utah State Department of Education; Program Director Jim Young
General Education HU Designation; Student papers	Gen Ed HU Learning Outcomes	End of Semester	Canvas

Linguistics; Unspecified artifacts	Linguistics Learning Outcomes	Not Sure	Canvas
Literary and Textual Studies; Student papers	LTS Learning Outcomes as Specified in Curriculum Map	End of Semester	Canvas
Literary and Textual Studies; Gen Ed Test	Literary Terms	End of Semester	Chi Tester
Professional & Technical Writing; Portfolio	Writing, content management, editing	End of Semester	Electronic format (URLs)

Appendix B: Full-time and adjunct faculty contracted by your department during the last academic year (summer through spring).

Faculty	
Headcount	135
FT with Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)	26
Full-time Tenured w/ Doctoral	20
Full-time Non-Tenured (includes tenure-track) w/ doctoral + MFA	6
Part-time w/doctoral	8
With Master's Degrees	91
Full-time Tenured	0
Full-time Non-Tenured	9
Part-time (includes CE)	83
With Bachelor's Degrees	9
Full-time Tenured	0
Full-time Non-tenured	0
Part-time (TAs)	9
Other	
Full-time Tenured	0
Full-time Non-tenured	0
Part-time	0
Total Headcount Faculty	134
Full-time Tenured	20

Full-time Non-tenured	15
Part-time	99

Please respond to the following questions.

1) Reflecting on this year's assessment(s), how does the evidence of student learning impact your faculty's confidence in the program being reviewed; how does that analysis change when compared with previous assessment evidence?

   --Most of the Department's programs are doing a solid job of assessment; naturally there is room for improvement. Literary and Textual Studies will need to quickly bring its assessment efforts up to speed. The LTS Director position is only in its second year, (other programs have had program directors in place for many years) and having this position should allow us to tackle some of the remaining issues in this area of the Department's portfolio of programs.

   --Because of turmoil in Department leadership, no report was written in 2014. Prior to that, the last assessment report was submitted 11/15/2013. The report submitted in 2015 was the first time there was a comprehensive assessment plan report encompassing Creative Writing, Developmental English, Linguistics, Literary and Textual Studies, Professional and Technical Writing, and Teacher Education.

   --This document contains reports from all of these areas. In that regard it would be safe to say that we have greater confidence in our programs being reviewed in comparison to 2013.

   --Clearly, there is a mismatch between some learning outcomes and required courses in a program. For instance, the Linguistics classes offered within the context of the Professional and Technical Writing Program do not match up particularly well with all of the PTW learning outcomes. This is not a reflection of the quality of the Linguistics courses, but rather should point back to the two Department-Wide Learning Outcomes valid across all programs.

2) With whom did you share the results of the year's assessment efforts?

--Answers to this vary by program, but in general the results of the various program assessment efforts have been shared with the faculty teaching in the program. Across the board—as in shared with the entire Department—this step has been sporadic at best.

3) Based on your program's assessment findings, what subsequent action will your program take?

A. Program Directors will need to be held accountable for overseeing and following through on each program's assessment process and reporting.

B. We need to do a much better job identifying Findings Linked to Learning Outcomes, providing an Interpretation of Findings, and using these to identify and implement Action Plans.

C. In general across the English Department, the individual programs can strengthen their assessment efforts as described in this report.

D. For program-by-program specifics, please see the sections marked "intended actions" as found in each program's discussion of their assessment efforts.

E. The department advisor and chair can play an important role in qualitatively assessing programs by conducting exit interviews with graduating students.

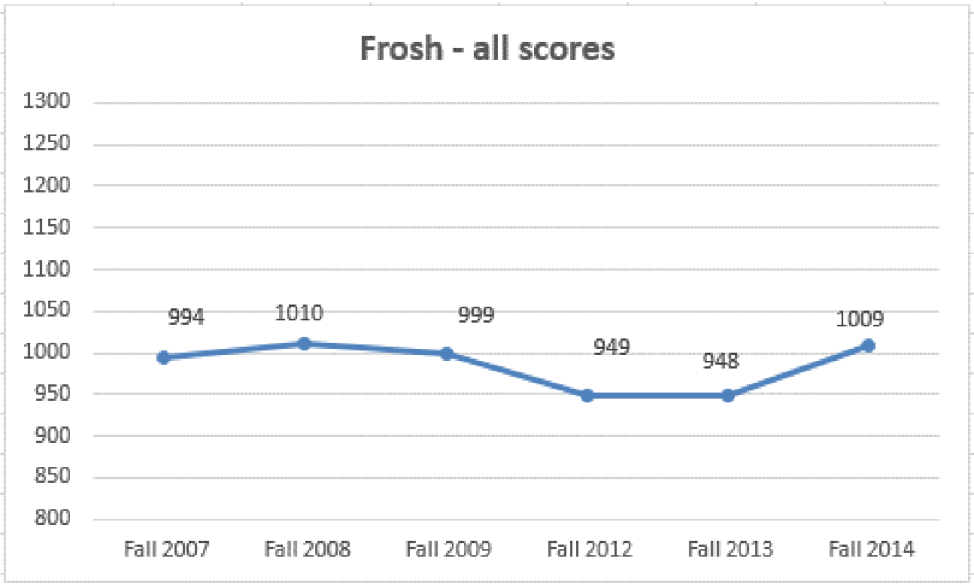
F. Ongoing student surveys and data collection provide a baseline for determining whether student needs are being met.

Evidence of Learning Status by Program, 2015-16						
PROGRAM	Artifacts Collected in 15-16?	Artifacts Assessed in 15-16?	Evidence of Learning? (Success rates of meeting each learning outcome for 15-16).	Interpretation of Findings? (How results are interpreted--good here, improvement needed there)	Implementation of Action Plan? (How will feedback be used for improvement?)	Comments
Composition	**YES**	**YES**	**YES**	**YES**	**YES**	**In compliance.**
Creative Writing GE CA	**YES**	**Some**	**Some**	**Some**	**Some**	**Room for Improvement.**
Creative Writing Major	**YES**	**YES**	**Some**	**Some**	**Some**	**Room for Improvement.**
Developmental English	**YES**	**YES**	**Some**	**Some**	**Some**	**Room for Improvement.**
English Education	**YES**	**YES**	**YES**	**YES**	**NO**	**Mostly in compliance.**
Linguistics	**NO**	**NO**	**NO**	**NO**	**NO**	**Out of compliance.**
LTS GE HU	**NO**	**NO**	**NO**	**NO**	**NO**	**Out of compliance.**
LTS Major	**NO**	**NO**	**NO**	**NO**	**NO**	**Out of compliance.**
PTW	**YES**	**YES**	**YES**	**YES**	**YES**	**In compliance.**

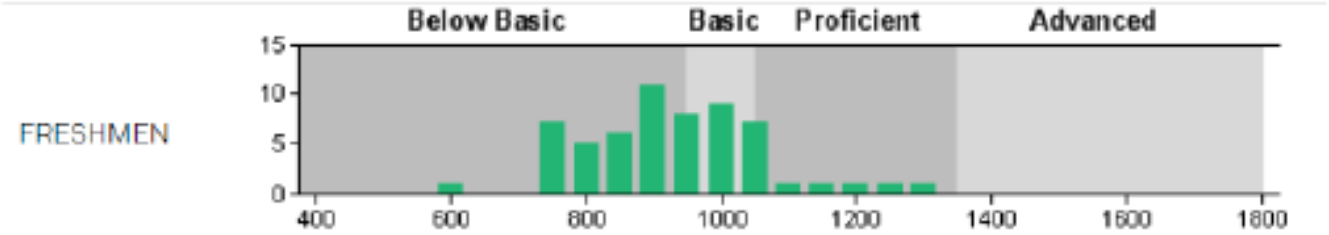
Appendix 1

CLA Trend Analysis and Discussion

The Collegiate Learning Assessment (CLA) is administered each fall to (primarily) freshmen students and each spring to senior students who are completing capstone or senior seminar courses in their majors. Until the fall 2014 administration, freshmen were recruited from WSU FYE courses. Beginning fall of 2014, students will be recruited from Composition courses (i.e., ENGL 1010 or 2010). This new sampling approach is likely to be more representative of WSU freshmen students. The overall averages include every administration of the CLA, including those in which student effort was less than optimal (based upon time taken to complete the assessment). Scores appear to be trending upward, which is a positive outcome.

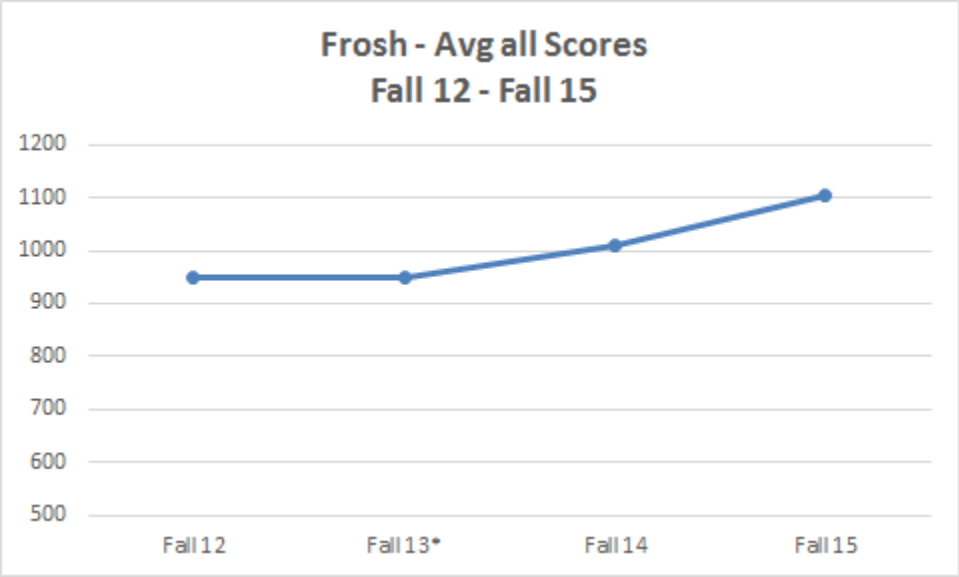


Results for the 2013/14 Academic Year



The freshmen completing the CLA in the fall of 2013 were classified overall as 'Below Basic'. This finding is not too surprising given WSU's open enrollment policy. The fall 2013 sample of freshmen was recruited from WSU FYE courses: it is possible that this sample was not comprised of the strongest students. Seniors completing the CLA in the spring of 2014 were classified overall as 'Basic'. However, with 49 scores as 'Below Basic' and 'Basic', and 52 scores at 'proficient' and 'advanced', it seems likely that the 'Proficient' descriptor is apt. A sizable minority (11%) of seniors admit to putting 'no or little effort' into the assessment. Based upon the incoming ACT scores of WSU senior students, they are performing slightly above expectations. Whereas the expected average score is 1088, our seniors' average score is 1090.

This graphic that is something of an affirmation of English composition placement. The assessment changed in fall of 2012, so it only includes data points since then. In both fall of 12 and 13 we were using FYE students for the assessment. In fall of 14 we used English 1010 students and in fall of 15 we used English 2010 students. We would expect the scores to improve as the skill/competence level of the students increased - this shows just that.



Appendix 2

WPA Outcomes Statement for First-Year Composition (3.0) Approved July 17, 2014

Rhetorical Knowledge

Rhetorical knowledge is the ability to analyze contexts and audiences and then to act on that analysis in comprehending and creating texts. Rhetorical knowledge is the basis of composing. Writers develop rhetorical knowledge by negotiating purpose, audience, context, and conventions as they compose a variety of texts for different situations.

By the end of first-year composition, students should

- Learn and use key rhetorical concepts through analyzing and composing a variety of texts
- Gain experience reading and composing in several genres to understand how genre conventions shape and are shaped by readers' and writers' practices and purposes
- Develop facility in responding to a variety of situations and contexts calling for purposeful shifts in voice, tone, level of formality, design, medium, and/or structure
- Understand and use a variety of technologies to address a range of audiences
- Match the capacities of different environments (e.g., print and electronic) to varying rhetorical situations

Critical Thinking, Reading, and Composing

Critical thinking is the ability to analyze, synthesize, interpret, and evaluate ideas, information, situations, and texts. When writers think critically about the materials they use—whether print texts, photographs, data sets, videos, or other materials—they separate assertion from evidence, evaluate sources and evidence, recognize and evaluate underlying assumptions, read across texts for connections and patterns, identify and evaluate chains of reasoning, and compose appropriately qualified and developed claims and generalizations. These practices are foundational for advanced academic writing.

By the end of first-year composition, students should

- Use composing and reading for inquiry, learning, critical thinking, and communicating in various rhetorical contexts
- Read a diverse range of texts, attending especially to relationships between assertion and evidence, to patterns of organization, to the interplay between verbal and nonverbal elements, and to how these features function for different audiences and situations

- Locate and evaluate (for credibility, sufficiency, accuracy, timeliness, bias and so on) primary and secondary research materials, including journal articles and essays, books, scholarly and professionally established and maintained databases or archives, and informal electronic networks and internet sources
- Use strategies—such as interpretation, synthesis, response, critique, and design/redesign—to compose texts that integrate the writer's ideas with those from appropriate sources

Processes

Writers use multiple strategies, or *composing processes*, to conceptualize, develop, and finalize projects. Composing processes are seldom linear: a writer may research a topic before drafting, then conduct additional research while revising or after consulting a colleague. Composing processes are also flexible: successful writers can adapt their composing processes to different contexts and occasions.

By the end of first-year composition, students should

- Develop a writing project through multiple drafts
- Develop flexible strategies for reading, drafting, reviewing, collaborating, revising, rewriting, rereading, and editing
- Use composing processes and tools as a means to discover and reconsider ideas
- Experience the collaborative and social aspects of writing processes
- Learn to give and to act on productive feedback to works in progress
- Adapt composing processes for a variety of technologies and modalities
- Reflect on the development of composing practices and how those practices influence their work

Knowledge of Conventions

Conventions are the formal rules and informal guidelines that define genres, and in so doing, shape readers' and writers' perceptions of correctness or appropriateness. Most obviously, conventions govern such things as mechanics, usage, spelling, and citation practices. But they also influence content, style, organization, graphics, and document design.

Conventions arise from a history of use and facilitate reading by invoking common expectations between writers and readers. These expectations are not universal; they vary by genre (conventions for lab notebooks and discussion-board exchanges differ), by discipline (conventional moves in literature reviews in Psychology differ from those in English), and by occasion (meeting minutes and executive summaries use different registers). A writer's grasp of conventions in one context does not mean a firm grasp in another. Successful writers understand, analyze, and negotiate conventions for purpose, audience, and genre, understanding that

genres evolve in response to changes in material conditions and composing technologies and attending carefully to emergent conventions.

By the end of first-year composition, students should

- Develop knowledge of linguistic structures, including grammar, punctuation, and spelling, through practice in composing and revising
- Understand why genre conventions for structure, paragraphing, tone, and mechanics vary
- Gain experience negotiating variations in genre conventions
- Learn common formats and/or design features for different kinds of texts
- Explore the concepts of intellectual property (such as fair use and copyright) that motivate documentation conventions
- Practice applying citation conventions systematically in their own work

Appendix 3

WPA Outcomes Review & Rubric

After reviewing the outcomes a second time, it appears they translate much easier to the types of assignments that an instructor might implement than to an assessment tool. As such, the Interim Composition Director recommends that instructors look at the outcomes and determine the assignments within their curriculum that address the various outcomes. There will of course be overlap, but doing so may also reveal some gaps. For example, Professor Newman immediately noticed a gap in her courses for the two outcomes under Rhetorical Knowledge that address the use of multiple technologies and environment. As a further step, it would be helpful to create a list of possible assignments that would address each outcome. Each of the outcomes can be addressed to some degree in both ENGL 1010 and 2010.

With the above in mind, it may advantageous to create an assessment tool based upon the following statements adapted from the outcome descriptions:

Rhetorical Knowledge:

- The essay demonstrates the writer's ability to effectively negotiate purpose, audience, context, and conventions.

Critical Thinking, Reading, and Composing:

- The essay demonstrates the writer's ability to effectively compose appropriately qualified and developed claims and generalizations.

Processes:

- The essay demonstrates the writer's ability to utilize an effective composing process.

Knowledge of Conventions:

- The essay demonstrates the writer's ability to effectively use conventions appropriate to purpose, audience, and genre.

Recommended is a three-point scale to assess these areas: (3) Exceeds Expectations, (2) Meets Expectations, (1) Approaches Expectations, (0) Does Not Meet Expectations or Not Evident.

It would also be helpful to expand upon the specific types of things to look for when using this tool. The Processes outcome may appear the most unwieldy, but could be demonstrated by looking at things like organization, spelling, etc. These are items typically addressed during the revision process and could be evaluated in the final product. In some sense, this may be the most holistic score in the rubric.
Ideally, this rubric would be used on a common assignment across 1010 and 2010 sections to assess student outcomes across sections. It could also be used across sections, but with various summative assignments.

Completed Actions:
ENGL 2010 Assessment: Spring 2016
Methodology:
For the first part of this assessment, six ENGL 2010 instructors were chosen at random by the Office of Institutional Effectiveness and asked to provide a description of one of their assignments that meets most or all of the 2010 outcomes as articulated on the Canvas 1010/2010 Resources page. The instructors were asked to explain how the assignment meets specific outcomes and how it is integrated into the course to achieve course outcomes in their entirety.
The assignment descriptions were submitted to the Resource page and evaluated by the Composition Director and the Assistant Composition Director based upon the following rubric:

Criteria	Exceeds Expectations	Meets Expectations	Approaches Expectations	Not Evident	Value
Outcomes		The assignment addresses the four main outcomes: Reading, Rhetoric, Working with Sources, and Writing.(2)	The assignment addresses three of the four main outcomes. (1)	The assignment addresses two or fewer of the four main outcomes. (0)	2
Reading	The assignment addresses all of the goals for this outcome. (3)	The assignment addresses two of the three goals for this outcome.(2)	The assignment addresses one of the three goals for this outcome. (1)	The essay does not address this outcome. (0)	3

Rhetoric		The assignment addresses the goal of this outcome. (2)		The assignment does not address this outcome. (0)	2
Working with Sources	The assignment addresses all of the goals for this outcome. (3)	The assignment addresses four of the five goals for this outcome. (2)	The assignment addresses three of the five goals for this outcome. (1)	The assignment does not address this outcome. (0)	3
Writing	The assignment addresses all of the goals for this outcome. (3)	The assignment addresses two of the three goals for this outcome. (2)	The assignment addresses one of the three goals for this outcome. (1)	The assignment does not address this outcome. (0)	3
Total					13

For the second part of the assessment, each of the selected instructors submitted three completed student assignments that met the following requirements and addressed the selected outcomes articulated in the rubric below. The assignments were evaluated by the director and assistant director.

- the assignment required students to compose an essay 4-7 pages in length
- the assignment required students to write and integrate a thesis statement
- the assignment required students to conduct secondary research
- the assignment required students to integrate secondary research
- the assignment required students to use the conventions of standard written English

Criteria	Exceeds Expectations	Meets Expectations	Approaches Expectations	Not Evident	Value
Reading	The essay meets "meets expectation" criterion and demonstrates a thorough	The essay demonstrates an understanding of the main ideas of individual	The essay identifies the main ideas of sources and possible conversations in	The essay does not demonstrate an understanding of the	3

	understanding of complex ideas and broader conversations. (3)	sources and the broader conversation in which the sources take part.(2)	which they take part with some gaps in understanding or development. (1)	main ideas of sources or does not integrate sources. (0)	
Rhetoric	The essay meets "meets expectation" criterion and uses particularly sophisticated language for a specific audience. (3)	The essay uses language appropriate to purpose and audience.(2)	The essay has a purpose and is directed to an audience, but uses inappropriate or ineffective language. (1)	The essay does not have a clear purpose or audience. (0)	3
Working with Sources	The essay meets "meets expectation" criterion and contextualizes and explains secondary sources fully and smoothly. (3)	The essay effectively integrates secondary sources (summaries, paraphrases, and/or quotations with citation). (2)	The essay integrates secondary sources, but the integration lacks effectiveness and/or the sources are not cited. (1)	The essay does not integrate secondary sources. (0)	3
Writing	The essay meets "meets expectations" criterion and demonstrates a particularly sophisticated structure and style. (3)	The essay is structurally and thematically coherent, unified, and uses appropriate syntax, grammar and spelling.(2)	The essay has a sense of structure, but the structure and/or mechanical errors impede readability and ease of comprehension. (1)	The essay cannot be read or understood due to structural and/or mechanical problems. (0)	3
Total					12

Based upon the evaluation of the assignment descriptions and the student assignments, we hoped to address the following:

- Are ENGL 2010 assignments adequately meeting outcomes?

- What additional assignment guidelines or requirements should be prescribed for ENGL 2010 instructors to ensure outcomes are being met?
- What types of training should be implemented to address gaps in assignment design and/or instruction?
- At what levels are students meeting ENGL 2010 outcomes?
- Why are students meeting ENGL 2010 outcomes at those levels?
- How can student achievement in ENGL 2010 be increased?

Part 1 Data

2010 Assessment Scores Part 1

Entry	Outcome	Reader #1	Reader #2
#1	Outcomes	2	2
	Reading	3	3
	Rhetoric	2	1 There was no explicit reference to addressing audience or whom the audience should be.
	Sources	2 The assignment description doesn't discuss the use of citations.	3
	Writing	1 The assignment description doesn't discuss organization or mechanics.	2 There was no reference made to grammar and mechanics.
	Total	10	11
#2	Outcomes	2	2

	Reading	**3**	**3**
	Rhetoric	**2**	**1** While analyzing different audiences and expectation of different disciplines for the pieces that the students read was emphasized, there is no explicit mention of whom the students' audience should be.
	Sources	**3**	**3**
	Writing	**2** The assignment description doesn't discuss "thesis," but does mention that students will be making their own arguments.	**3**
	Total	**12**	**12**
#3	**Outcomes**	**2**	**2**
	Reading	**3**	**3**
	Rhetoric	**2**	**2** This is addressed in very vague terms "sophisticated rhetoric for specific audience," but it is addressed.
	Sources	**3**	**3**
	Writing	**2** Mechanics are not discussed in the assignment description, but some attention is given to related aspects of style: organization, transitions, etc.	**2**
	Total	**12**	**13**

#4	**Outcomes**	**2**	**2**
	Reading	**2** It is difficult to see how this assignment, an annotated bibliography, requires students to write about the broader conversation in which the source participates.	**3**
	Rhetoric	**2**	**1** No specific discussion of audience is apparent.
	Sources	**2** Since this is an annotated bibliography, the assignment doesn't have students directly using sources to support arguments and doesn't have them make connections between texts.	**3**
	Writing	**2** Again, since this is an annotated bibliography, it is not thesis-driven, although the sources will eventually be used to support a thesis.	**2** This is not a thesis-driven assignment.
	Total	**10**	**11**
#5	**Outcomes**	**2**	**2**
	Reading	**3**	**3**
	Rhetoric	**2**	**1** No explicit discussion of audience.
	Sources	**2** The assignment description doesn't discuss connections between sources. It also encourages	**3**

		students to avoid paraphrase in favor of quotation instead of explaining the proper use of each.	
	Writing	**2** The assignment description doesn't discuss mechanics.	**3**
	Total	**11**	
#6	**Outcomes**	**2**	**2**
	Reading	**3**	**3**
	Rhetoric	**2**	1 No mention of writing for different audiences or addressing a specific audience.
	Sources	**3**	**3**
	Writing	**3**	**3**
	Total	**13**	**12**

Part 1 Summary and Discussion

Observations

· Some of the areas that didn't receive full credit were probably because participants assumed that these elements were inherently a part of any writing assignment, particularly the thesis statement and mechanics. This raises the question of mechanics and the most effective means of helping our students improve in this area. It appears that none of the participants are directly teaching mechanics, which is in keeping with research, but is there a best means of assisting students in this area?

· Except for the annotated bibliography assignment (Entry #4), all assignment descriptions met the outcome goals to an acceptable degree, though some were stronger than others (see notations on individual ratings).

· The only outcome that did not appear in most of the entries was Rhetoric: Use technologies and language appropriate to purpose and audience. Only one assignment description addressed audience specifically (entry #3) but with the very vague language "sophisticated rhetoric for specific audience." While audience is probably addressed explicitly in class, it needs to be specifically addressed in the assignment description.

· When the outcome says "technologies," its meaning is up for interpretation, but might manifest itself in allowing students to create blogs, websites, visual presentations, brochures, posters, etc.

· Entry #5 discourages the use of paraphrasing—this does not seem consistent with teaching students to integrate sources in various ways. Other than these exceptions, the assignments adequately address our outcome goals.

Recommendations for Future Assessment

This portion of the assessment will need to be revised moving forward. The submissions were inconsistently organized, which made it difficult to evaluate them easily. Two participants used the rubric/outcomes to organize their descriptions. It was surprising that others didn't do the same. Also, one of the submissions wasn't the most appropriate type of assignment to submit. If we use a similar method in the future, providing a template for the participants to ensure that they address each of the specific elements and require them to submit an argumentative research paper is recommended.

Part 2 Data

Entry	**Reader 1 Scores** Reading/Rhetoric/Sources/Writing	**Reader 2 Scores** Reading/Rhetoric/Sources/Writing
#1	**Essay #1:** 2/2/2/2 **Essay #2:** 2/2/2/2 **Essay #3:** 2/1/2/1	**Essay #1:** 3/3/3/3 **Essay #2:** 3/3/3/3 **Essay #3:** 2/1/2/2

#2	**Essay #1:** 3/3/3/3 **Essay #2:** 2/2/2/1 **Essay #3:** 1/2/1/1	**Essay #1:** 3/2/3/2 **Essay #2:** 2/1/2/2 **Essay #3:** 2/1/1/1
#3	**Essay #1:** 2/2/2/2 **Essay #2:** 2/2/2/2 **Essay #3:** 2/2/2/2	**Essay #1:** 3/2/2/2 **Essay #2:** 3/3/3/2 **Essay #3:** 3/3/3/3
#4	**Essay #1:** 2/2/2/1 **Essay #2:** 3/2/3/2 **Essay #3:** 3/2/3/2	**Essay #1:** 3/2/3/2 **Essay #2:** 3/2/3/2 **Essay #3:** 1/1/1/1
#5	**Essay #1:** 2/3/2/2 **Essay #2:** 3/2/2/2 **Essay #3:** 2/2/1/2	**Essay #1:** 2/2/1/2 **Essay #2:** 2/2/2/2 **Essay #3:** 2/2/2/2
#6	**Essay #1:** 3/3/3/2 **Essay #2:** 2/2/3/2 **Essay #3:** 2/2/2/2	**Essay #1:** 2/1/1/1 **Essay #2:** 2/2/2/2 **Essay #3:** 2/2/2/2

Part 2 Summary and Discussion

Observations

Reading the student papers was very encouraging. It appears that the students assessed were proficient at understanding, synthesizing, and integrating secondary sources into their papers.

· The rhetoric and writing used was appropriate and effective overall, but some essays could have been strengthened by developing a stronger sense of focus and editing more thoroughly.

· With the exception of two papers that were more summary than argument and one analysis, all were thesis-driven and did the requisite integration of sources.
· Some writers began with an argumentative thesis statement, but lost that argumentative focus in the body. This appeared to be primarily due to summarizing the arguments of sources instead of using the sources' arguments to support the points that they were making.
· They dealt with the complexity of issues and acknowledged opposing viewpoints.
· While there were many levels of sophistication in writing and dealing with complexity, almost all succeeded at meeting an acceptable level of our outcome goals.

Recommendations for Future Assessment

· Essays were chosen by the instructors. It would be preferable to use a random sample in the future. For example, one instructor evaluated the submissions and indicated that one was "struggling." If this instructor selected them, then a high, average, and low essay were selected for this assessment while other instructors may have selected the best essays from their classes. Regardless, it seems that it would be much better to have a random selection of students. This may be difficult because of the different types of papers submitted, but that is simply another reason to have a common assignment for all composition instructors.

· We should assess both 1010 and 2010 every semester through a random sampling of literature reviews and argumentative research papers. Unlike the previous assessment, we should not limit the assessment to specific paper lengths. This would allow us to possibly see if certain page lengths are more effective than others.

· It is not necessary to have the instructors do a write-up. Instead, we should pull randomly from final assessments that match the genres above. Choose instructors at random and papers at random.

Conclusions and Recommendations for the Program

Our assessment adequately addressed the first three of these questions. The final three were not addressed in this assessment.
· Are ENGL 2010 assignments adequately meeting outcomes?
· What additional assignment guidelines or requirements should be prescribed for ENGL 2010 instructors to ensure outcomes are being met?

· What types of training should be implemented to address gaps in assignment design and/or instruction?
· At what levels are students meeting ENGL 2010 outcomes?
· Why are students meeting ENGL 2010 outcomes at those levels?
· How can student achievement in ENGL 2010 be increased?

Recommendations for the Program

· The program should be encouraging thesis-driven papers and should be providing training and support for those who may be having difficulty teaching this concept.

- To address mechanics, we recommend consulting with our new composition and rhetoric faculty member, conducting research on current pedagogy, developing a mechanics program for the composition program, and then conducting workshops on the program.
- We recommend designing and piloting of a common, summative assignment for both 1010 and 2010. The original design of 1010 had one, but that has gone away for the most part. The common assignment would be more prescriptive in regard to page length, number of sources, etc. José Otero is willing to pilot this in his courses in the spring if we can design something and we can get some other instructors willing to do so. We will consult with Jason Barrett-Fox about the design and usefulness of summative assignments.

To address program cohesiveness, two things are suggested:

· Create an online training program that WSU adjunct faculty are required to complete, perhaps every couple of years or whenever it is updated. Enhance our content on our Canvas resource page and perhaps create facilitation guides for instructors that provide guidance on how the courses should be designed and implemented.

· To address the bridge from 1010 to 2010, the programs above and continued workshops are recommended.

We will need help and funding to design an assessment tool that can address the final three questions.

Appendix 4

DEVELOPMENTAL ENGLISH

Essay Rubric
These are the Core Areas for Assessment Submissions

RATINGS			
	(3) STRONG	(2) ADEQUATE	(1) EMERGING
PERFORMANCE AREA			
CONTENT: Summarizes the main points and supporting details from texts or other source materials.	Skillfully incorporates information gathered from texts or other source materials into the essay.	Incorporates many ideas from texts or other possible source materials but misses some key ideas or details.	Insufficient incorporation of main or supporting points from text or other source materials.
ORGANIZATION AND STRUCTURE: Organizes writing with adequate transitions and with a clear pattern of order.	Method of organization is well-suited for a clear and compelling presentation; clear intro, body, and conclusion with effective transitions.	Sequence of ideas could be improved. Some signs of logical organization, but the paper may shift focus or present an ineffective flow of ideas.	Poorly organized. Problems with the conveyance of clear ideas that follow in a progressive order.
SOURCES AND CITATIONS: Sources are credited, in text, for any quoted or paraphrased references. Paper is formatted according to the MLA style, in terms of spacing, font, title, student's name, course name, professor's name, and date.	All of the required sources are present. Essay adheres to basic MLA guidelines in the presentation of these sources. Essay is properly formatted.	Most of the required sources are present. Essay mostly adheres to MLA guidelines in the presentation of these sources. Essay mostly complies with the proper MLA format guides.	The required sources are not present. Essay does not follow basic MLA guidelines in the presentation of source materials. Essay lacks compliance with the proper MLA format guides.

MECHANICS: Edits writing to correct spelling, grammar, and any mechanical errors.	Essentially error free.	Minor errors only.	Numerous errors that hinder the conveyance of ideas.

Appendix 5

I. English Education Block Course Outcomes

By the end of the block, students should be able to:

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

Appendix 6

II. Evaluation for Integrative Curriculum Unit

Student _____Date_____

Title of Unit _____

The Curriculum Unit should contain all of the following items:

- ☐ Curriculum Overview
- ☐ 15 to 20 lesson plans
- ☐ Whole Class Instructions
- ☐ Group Work
- ☐ Individual Work
- ☐ Integration of Language, Literature, and Composition activities
- ☐ Integration of literacy skills of reading, writing, speaking, critical
- ☐ thinking, and performing**.**
- ☐ Work with several genres (novels, short stories, poems, plays, nonfiction)
- ☐ Language Activities (Grammar, Vocabulary, Spelling, etc).

☐ Application of Teaching Methods from the English Teaching Block

☐ Evaluation and Assessment Procedures

☐ Individualized Reading Plan and Bibliography of Recommended Text

Overall Assessment of Curriculum Unit

Full Credit _____

Partial Credit _____

No Credit _____

Appendix 7

III. Student Teacher Observation and Evaluation Form

Student Teacher _____ School _____ Observer_____
Grade Course _____Date ____/____/____ Cooperating Teacher_____

I. Classroom activities observed:

Below Basic (Not yet ready to be a teacher)			Basic (Ready to be a first year teacher) On target			Not Observed or Observer not Qualified
0	1	2	3	4	5	N/O

The Student Teacher:

☐ Has available and detailed lesson plans ☐ Has journal entries

1. Establishes a civil, productive classroom by eliciting positive and appropriate student behavior.	
2. Designs curriculum aligned with the Utah Common Core State Standards for English Language Arts.	
3. Connects curriculum to the student's cultural background.	
4. Integrates reading, writing, and language instructions seamlessly into the curriculum.	
5. Uses a wide variety of reading strategies to show students how to comprehend, appreciate and interpret various tests, both literary and informational.	
6. Demonstrates to students how plot, setting, point of view, and character contribute to the meaning of a literary text.	
7. Encourages students to express their life experiences in writing in a variety of genres such as journals, memoir, narrative, or argument.	
8. Uses instructional time effectively.	
9. Communicates instructions clearly and accurately.	
10. Demonstrates content knowledge.	
11. Uses various media technologies to facilitate student learning.	
12. Use appropriate formal and informal assessments to verify learning and inform instruction.	
13. Demonstrates professionalism in appearance, attitude, and behavior.	

II. Commendations:

III. Comments, Suggestions, and Goals for Future Growth:

Signatures:
Student Teacher:_____

W# (REQUIRED):_____
Observer: _____

APPENDIX 8

English Education Program Learning Outcomes

Student Teacher _____ School _____ Observer_____

Grade Course _____Date ____/____/____ Cooperating Teacher_____

Below Basic (Not yet ready to be a teacher)			Basic (Ready to be a first year teacher) On target		
0	**1**	**2**	**3**	**4**	**5**

The Student Teacher:

Has available and detailed lesson plans **Has journal entries**

1. Philosophy of Language Arts Teaching: Articulate a professional and coherent philosophy of language arts instruction based on current best practices, the connections between reading and writing processes, and current research in the field of teaching and that promotes respect for physical, ethnic, gender and cultural diversity	
2. Curriculum Planning: Plan a coherent curriculum based on student needs that integrate reading, writing, and language instructions guided by the Utah State Core Standards.	

3. Teaching Literature: Secondary Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.	
4. Teaching Writing: Encourages students to express their life experiences in writing a variety of genres such as journals, memoir, narrative, essay, and argument.	
5. Teaching Language: Demonstrate to their students how to apply knowledge of language structure, usage, and conventions to communicate effectively with a variety of audiences for different purposes.	
6. Assessments: Use appropriate formal and informal assessments to inform instruction and verify student learning	

APPENDIX 9

Portfolio Assessment Rubric – Professional & Technical Writing

(PTW Assessment Based on ENGL 4120 Portfolios; portfolio assessment rubric is found below).

Level 5

Demonstrates a sophisticated sense of audience, purpose, and context *(abstraction, rhetorical literacy)*, uses document design to enhance usability *(experimentation, technological literacy)*, and provides strong evidence for exemplary writing and editing *(systems thinking, basic literacy, ethical literacy, critical literacy)*. The technical writer would receive a follow-up interview and very likely would be offered a job.

General Appearance A portfolio in this category will clearly and professionally identify the technical writer (from the front cover and side slot) and include up-to-date contact information; this artifact will include a flawless résumé and coversheet; each page will appear in a page protector (preferably recto/verso book-style). *(systems thinking, experimentation, basic literacy, rhetorical literacy, technological literacy, ethical literacy)*

Document Design/Navigation The portfolio contains a clear tables of contents (tabs and/or index as contents allow); the reviewer may find information effortlessly; the global design will be consistent and without lapses (font, type size, text placement, and so forth). *(abstraction, systems thinking, experimentation, basic literacy, rhetorical literacy, social literacy, technological literacy, ethical literacy, critical literacy)*

Rhetorical Situation Each entry in the portfolio contains a clear, concise description if the assignment or situation for which the technical writer created the document (collaborative or individual construction); a detailed and carefully constructed discussion of the document's intended audience or client (consultation with SME or client); an analytical discussion of the skill(s) presented in the artifact (for example, a document demonstrating technical editing should contain before and after examples), in addition to a well-reasoned analysis of the tools (technology, software) used to

create the document. *(abstraction, systems thinking, experimentation, collaboration, basic literacy, rhetorical literacy, social literacy, technological literacy, ethical literacy, critical literacy)*

Purposeful Organization The portfolio demonstrates logical organization (reverse chronological or "best" project first); this organization may be referenced in the table of contents. *(abstraction, systems thinking, experimentation, basic literacy, rhetorical literacy, technological literacy, ethical literacy, critical literacy)*

Collaborative and Individual Documents The portfolio demonstrates a balance between collaborative and individual work. The portfolio contains strong evidence of student, peer, SME, or client collaboration to demonstrate the technical writer's ability to work with various colleagues and supervisors; the portfolio contains exemplary elements demonstrating individual accomplishments—these entries must indicate a brief methodology that supports the finished product. *(abstraction, systems thinking, experimentation, collaboration, basic literacy, rhetorical literacy, social literacy, ethical literacy, critical literacy)*

Writing Style Each document (artifacts, résumé, cover sheet, descriptions) within the portfolio must be clearly written and error free. *(abstraction, systems thinking, experimentation, basic literacy, rhetorical literacy, ethical literacy, critical literacy)*

Level 4

Demonstrates a solid understanding of audience, purpose, and context *(abstraction, rhetorical literacy)*, uses document design to enhance usability (but may exhibit minor lapses) *(experimentation, technological literacy)*, provides evidence for exemplary writing and editing (but may contain minor errors) *(systems thinking, basic literacy, ethical literacy, critical literacy)*. The technical writer would most likely receive a follow-up interview, and, with some clarification and persuasion by the applicant, may be offered a job.

General Appearance A portfolio in this category identifies the technical writer (from the front cover and side slot), but does not "stand out" as the Level 5. It also include up-to-date contact information; this artifact includes a résumé and coversheet (these documents may contain some errors or vague statements); each page appears in a page protector, perhaps not recto/verso as a Level 5. *(systems thinking, experimentation, basic literacy, rhetorical literacy, technological literacy, ethical literacy)*

Document Design/Navigation The portfolio contains tabs to help the review find information (this element is not presented as professionally as a Level 5); the global design will be consistent, but may contain a few lapses (font, type size, text placement, and so forth). *(abstraction, systems thinking, experimentation, basic literacy, rhetorical literacy, social literacy, technological literacy, ethical literacy, critical literacy)*

Rhetorical Situation Each entry in the portfolio contains a description if the assignment or situation for which the technical writer created the document (collaborative or individual construction); a discussion of the document's intended audience or client (consultation with SME or client); a discussion of the skill(s) presented in the artifact (for example, a document demonstrating technical editing should contain before and after examples), in addition a analysis of the tools (technology, software) used to create the document. (This aspect does not contain the depth of analysis or rationale as in a Level 5 portfolio.) *(abstraction, systems thinking, experimentation, collaboration, basic literacy, rhetorical literacy, social literacy, technological literacy, ethical literacy, critical literacy)*

Purposeful Organization The portfolio must demonstrate logical organization (reverse chronological or "best" project first). *(abstraction, systems thinking, experimentation, basic literacy, rhetorical literacy, technological literacy, ethical literacy, critical literacy)*

Collaborative and Individual Documents The portfolio must contain evidence of student, peer, SME, or client collaboration to demonstrate the technical writer's ability to work with various colleagues and supervisors; the portfolio must contain elements demonstrating individual accomplishments—these entries must indicate a brief methodology that supports the finished product. (This element may appear too heavy on the collaborative side or too heavy in the individual side; it will not show the reviewer a balance.) *(abstraction, systems thinking, experimentation, collaboration, basic literacy, rhetorical literacy, social literacy, ethical literacy, critical literacy)*

Writing Style Each document (artifacts, résumé, cover sheet, descriptions) within the portfolio must be clearly written and with few errors. *(abstraction, systems thinking, experimentation, basic literacy, rhetorical literacy, ethical literacy, critical literacy)*

Level 3

Demonstrates a competent understanding of audience, purpose, and context *(abstraction, rhetorical literacy)*, document design needs improvement to enhance usability *(experimentation, technological literacy)*, provides evidence for competent writing and editing but may contain repetitive errors in grammar and minor in spelling *(systems thinking, basic literacy, ethical literacy, critical literacy)*. The technical writer would probably not receive a follow-up interview.

General Appearance A portfolio in this category identifies the technical writer on the front cover, but lacks contact information on the cover. The review must hunt for information, including the résumé and cover sheet. These documents contain generalizations or fail to persuade the reviewer for further contact (for example, a follow-up interview). The portfolio contains documents in page protectors, but not recto/verso, book-style. *(systems thinking, experimentation, basic literacy, rhetorical literacy, technological literacy, ethical literacy)*

Document Design/Navigation The portfolio shows little consideration for review usability. The samples may be listed in a quasi-table of contents, but the document contains no holistic numbering system to make the samples easy to find. *(abstraction, systems thinking, experimentation, basic literacy, rhetorical literacy, social literacy, technological literacy, ethical literacy, critical literacy)*

Rhetorical Situation Some entries in the portfolio contain a description if the assignment or situation for which the technical writer created the document (collaborative or individual may be omitted); a cursory discussion of the document's intended audience or client; a vague discussion of the skill(s) presented in the artifact (evidence may be unclear), in addition a analysis of the tools (technology, software) used to create the document. The artifacts themselves may contain errors or client comments. (This aspect leaves the reviewer wondering about the technical writer's level of competence.) *(abstraction, systems thinking, experimentation, collaboration, basic literacy, rhetorical literacy, social literacy, technological literacy, ethical literacy, critical literacy)*

Purposeful Organization The portfolio does not follow a logical pattern. The reviewer must work to assess the technical writer's organization strategy. *(abstraction, systems thinking, experimentation, basic literacy, rhetorical literacy, technological literacy, ethical literacy, critical literacy)*

Collaborative and Individual Documents The portfolio may contain elements of collaborative and individual work, but the review is left guessing the extent to which the technical writer worked with a collaborator or alone. (This element does not clearly demonstrate the technical writer's involvement in his or her own work and may appear too

heavy on the collaborative side or too heavy in the individual side.) *(abstraction, systems thinking, experimentation, collaboration, basic literacy, rhetorical literacy, social literacy, ethical literacy, critical literacy)*

Writing Style Each document (artifacts, résumé, cover sheet, descriptions) within the portfolio may contain repeated errors. *(abstraction, systems thinking, experimentation, basic literacy, rhetorical literacy, ethical literacy, critical literacy)*

Level 2

Demonstrates a marginal understanding of audience, purpose, and context *(abstraction, rhetorical literacy)*, document design needs significant improvement to enhance usability *(experimentation, technological literacy)*, provides minimal evidence for writing and editing (but may contain repetitive errors in grammar and minor in spelling) *(systems thinking, basic literacy, ethical literacy, critical literacy)*. The technical writer would not receive a follow-up interview.

General Appearance A portfolio in this category identifies the technical writer on the cover sheet; no identifying or contact information appears on the cover. The review must hunt for information, including the résumé and cover sheet. These documents contain error and fail to persuade the reviewer for further contact (for example, a follow-up interview). The portfolio samples are not protected. *(systems thinking, experimentation, basic literacy, rhetorical literacy, technological literacy, ethical literacy)*

Document Design/Navigation The portfolio shows little consideration for usability. The samples may be listed in side tabs that align with the paper size, making individual entries difficult to find. *(abstraction, systems thinking, experimentation, basic literacy, rhetorical literacy, social literacy, technological literacy, ethical literacy, critical literacy)*

Rhetorical Situation Portfolio entries may contain a title, but no clear identifying information about what prompted the document's creation, the skills or tools used. Client or audience discussion is slight if it exists at all. *(abstraction, systems thinking, experimentation, collaboration, basic literacy, rhetorical literacy, social literacy, technological literacy, ethical literacy, critical literacy)*

Purposeful Organization The organization of the samples is almost non-existent. *(abstraction, systems thinking, experimentation, basic literacy, rhetorical literacy, technological literacy, ethical literacy, critical literacy)*

Collaborative and Individual Documents Most of the documents reflect classroom assignments, rather than client-based documents. The technical writer does not make clear the document's creation (collaborative or individual). *(abstraction, systems thinking, experimentation, collaboration, basic literacy, rhetorical literacy, social literacy, ethical literacy, critical literacy)*

Writing Style Each document (artifacts, résumé, cover sheet, descriptions) within the portfolio may contain glaring errors. The errors interfere with reviewer comprehension. *(abstraction, systems thinking, experimentation, basic literacy, rhetorical literacy, ethical literacy, critical literacy)*

Level 1

Demonstrates a general lack of understanding of audience, purpose, and context *(abstraction, rhetorical literacy),* document design is decorative or nonexistent *(experimentation, technological literacy),* provides little evidence for writing and editing (and contains repetitive errors in grammar and spelling) *(systems thinking, basic literacy, ethical literacy, critical literacy)*. The technical writer would not receive an interview.

General Appearance A portfolio in this category identifies the technical writer on the cover sheet; no identifying or contact information appears on the cover. The review must hunt for information, including the résumé and cover sheet (either one of which the writer omits). These documents contain error and fail to persuade the reviewer for further contact (for example, a follow-up interview). The portfolio samples are not protected and contain errors. *(systems thinking, experimentation, basic literacy, rhetorical literacy, technological literacy, ethical literacy)*

Document Design/Navigation The portfolio shows no consideration for usability. *(abstraction, systems thinking, experimentation, basic literacy, rhetorical literacy, social literacy, technological literacy, ethical literacy, critical literacy)*

Rhetorical Situation Portfolio entries may contain little or no clear identifying information about what prompted the document's creation, the skills or tools used. Client or audience discussion is omitted. *(abstraction, systems thinking, experimentation, collaboration, basic literacy, rhetorical literacy, social literacy, technological literacy, ethical literacy, critical literacy)*

Purposeful Organization The organization of the samples is non-existent. *(abstraction, systems thinking, experimentation, basic literacy, rhetorical literacy, technological literacy, ethical literacy, critical literacy)*

Collaborative and Individual Documents All of the documents reflect classroom assignments (memos, short reports), rather than client-based documents. The technical writer does not make clear the document's creation (collaborative or individual). *(abstraction, systems thinking, experimentation, collaboration, basic literacy, rhetorical literacy, social literacy, ethical literacy, critical literacy)*

Writing Style Each document (artifacts, résumé, cover sheet, descriptions) within the portfolio contain glaring errors. The errors interfere with reviewer comprehension. *(abstraction, systems thinking, experimentation, basic literacy, rhetorical literacy, ethical literacy, critical literacy)*