

## First-Year Writing Program Assessment Report

### Summary of AY 2018-19 Assessment Activities

The annual assessment of the first-year writing program focused on ENG 111, Academic Composition, and was part of the effort to evaluate student achievement in Signature Learning PLO 1: “Students apply the skills of a liberally educated person to investigate problems” and questions, and “PLO 4: Students speak, write, read, and listen effectively.”

The direct assessment measures were the judgment of students’ ability to independently conduct research activities culminating in a paper of a significant size (PLO 1) and students’ ability to effectively organize and develop written arguments (PLO 4).

The assessment “vehicle” was the evaluation of students’ final projects (i.e., Argumentative Research Papers) in ENG 111.

As part of assessing Signature Learning PLOs 1 and 4, this year, we targeted the following three learning outcomes in First-Year Writing/ENG 111:

- a. To understand the importance of the concepts of purpose and audience in the writing process.*
- f. To write well-organized essays, developing and utilizing strategies that will allow reaching the pursued purpose.*
- i. To support arguments with valid and various reasons and evidence.*

Those outcomes correspond to categories One, “Audience and Purpose,” Two, “Organization,” and Three, “Development,” of the Written Communication Rubric (attached) and were assessed via analysis of scores received by students’ papers in those three categories.

A random sample of 35 final projects in ENG 111, produced in the fall and spring semesters, was assessed. The score of 4.0/6.0 in “Audience and Purpose,” “Organization,” and “Development, corresponding to “higher satisfactory” was set as the desired achievement level.

The assessment of the said sample yielded the following average scores for the three rubric categories in focus:

Audience and Purpose: 4.02

Organization: 4.36

Development: 4.23

### Analysis of Assessment Results and Curricular Changes for AY 2019-20

While the set objectives for AY 2019-20 were reached, the 4.02 in “Audience and Purpose” suggests a need of additional curricular emphasis on training students to select original and arguable topics for their research projects. Dr. Rybas will work with the full-time and part-time faculty to further enhance instruction and practice in rhetorical concepts of audience and purpose in AY 2019-20. A workshop aimed at helping instructors direct students in their invention activities is planned for early fall 2019.

We will also revisit the common course materials (i.e., *The Broadview Guide to Writing: A Handbook for Students* (Authors: Frost, Weingarten, Babington, LePan, and Okun, 6th edition, Broadview Press) and *Academic Writing: Real World Topics* (Authors: Rectenwald and Carl, Broadview Press)), that we adopted in 2018, to ensure that we use the most effective media for our program needs.

The First-Year Writing Program will continue encouraging full-time and part-time to meet regularly and exchange good practices of teaching composition. We also look forward to the arrival of Dr. Liam O’Loughlin, the newest English Department member, in the fall of 2019. Dr. O’Loughlin’s training and expertise in teaching first-year writing will undoubtedly contribute to the continued betterment of the instruction quality of our classes.

### Assessment Plans for AY 2019-20

The AY 2019-20 assessment of the first-year writing program will feature a continued evaluation of Signature Learning PLO 1 and PLO 4. We will continue assessing the following two First-Year Writing/ENG 111 learning outcomes:

*a. To understand the importance of the concepts of purpose and audience in the writing process.*

*f. To write well-organized essays, developing and utilizing strategies that will allow reaching the pursued purpose.*

We will add two more First-Year Writing/ENG 111 learning outcomes:

*d. To adhere to the MLA conventions in the citation of sources.*

*k. To demonstrate proficiency with the rules of standard written English in sentence structure, punctuation, grammar and usage and spelling.*

The added outcomes will be assessable through Written Communication Rubric categories Five, "Grammar and Mechanics" and Six, "Documentation."

Finally, we will plan similar assessment for ENG 100, Basic Writing.

# 2019-2020 Learning Outcome Assessment

Assessment Cycle Time Period: 08/01/2019 - 08/01/2020

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## English

### OUTCOMES, MEASURES, RESULTS, AND ANALYSES

#### Critical Reading

##### Outcome Statement

English majors will develop excellent critical reading skills by reading and responding to complex texts in a variety of genres.

##### Signature Learning Outcomes

Communication

##### Assessment Measure Title

Assessment Measure: Senior Seminar Rubric

##### Assessment Semester

Fall Semester

##### Assessment Level

At the course-level

##### Course(s)

ENGL 480

##### Assessment Method

Rubric

##### Achievement Level Threshold

4/6 points on Rubric dimensions

##### Assessment Results

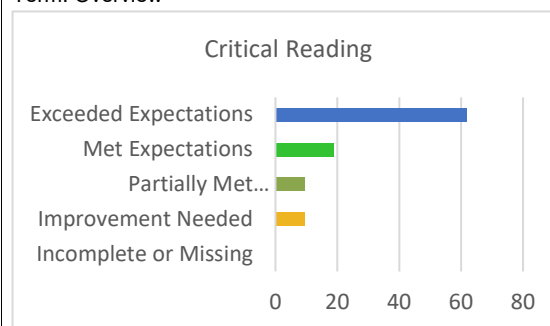
ENGL-1

##### CRITICAL READING

English majors will develop excellent critical reading skills by reading and responding to complex texts in a variety of genres.

Academic Year 2019-2020: ENGLISH

Term: Overview



##### Analysis and Summary

All student papers from ENG 480, taught in the fall, were assessed using the Senior Seminar rubric (attached). The rubric is based on Capital University's Written Communication Rubric. Each paper was assessed by two English professors not involved in the teaching of the said course. 3 of the 8 rubric categories that relate to the assessed objective (i.e., Argument, Critical/Theoretical Approach, Organization), as well as the overall holistic score for the paper served as the measurable criteria. The score of 4.0/6.0 was pursued as the target. Means in the listed rubric categories from the sample of 21 papers were compared against that target.

The English Department is satisfied with the assessment results for AY 2019-2020 and credits what we believe is a high achievement of our students to the recent modifications of our curriculum (specifically, the enhanced instruction of literary theory in ENG 150, Introduction to Literature, and the specially designed ENG 293, Introduction to Literary Theory, in prior academic years (starting AY 2017-2018). Another contributing factor to

##### Planned Course or Curriculum Changes

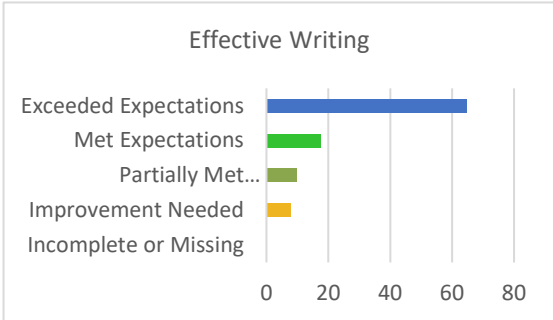
The department next year's plans are focused on ensuring continuity in the quality of the ENG 480 instruction as the course "passes" from Dr. Reg Dyck to Dr. Liam O'Loughlin. Drs Dyck and O'Loughlin met regularly during AY 2019-2020 to discuss the goals, best practices, and contents for the course. The department will continue offering a 2-hr Introduction to Literary Theory course as well as providing enhanced instruction in theory in ENG 150. The department will also begin working on a more nuanced assessment of each student's progress over his or her college career and will, therefore, switch from "blind" or anonymous assessment of papers in ENG 480, ENG 111, or any other course that assesses written communication, to an assessment model that monitors each student's performance over his or her stay in the program. Tracking such performance over the entire academic career of each student will allow us to identify areas of improvement and devise plans for early and personalized intervention.

##### Changes to Assessment Plan

# 2019-2020 Learning Outcome Assessment

Assessment Cycle Time Period: 08/01/2019 - 08/01/2020

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English														
	<p>high student achievement is the consistency of instruction in ENG 480 that, for many years, was taught by the now retired Dr. Reg Dyck. A capstone course for all English majors, ENG 480 has been the focus of structured annual assessment for well over a decade. Each year, all English department members meet to discuss the assessment results and to design plans for further improvement of the course and/or any English courses that prepare English majors for ENG 480.</p>													
OUTCOMES, MEASURES, RESULTS, AND ANALYSES														
Effective Writing														
<p><b>Outcome Statement</b> English majors will develop the ability to compose effective written texts in modes and genre that are scholarly, creative and commercial.</p> <p><b>Signature Learning Outcomes</b> Communication</p> <p><b>Assessment Measure Title</b> Assessment Measure: Final Essay</p> <p><b>Assessment Semester</b> Fall Semester</p> <p><b>Assessment Level</b> At the course-level</p> <p><b>Course(s)</b> ENGL 480</p> <p><b>Assessment Method</b> Rubric</p> <p><b>Achievement Level Threshold</b> 4/6 on Rubric dimensions</p>	<p><b>Assessment Results</b> ENGL-2 <b>EFFECTIVE WRITING</b> English majors will develop the ability to compose effective written texts in modes and genre that are scholarly, creative and commercial. Academic Year 2019-2020: ENGLISH Term: 2019 FALL SEMESTER</p>  <table border="1"> <caption>Effective Writing Assessment Results</caption> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Exceeded Expectations</td> <td>65%</td> </tr> <tr> <td>Met Expectations</td> <td>15%</td> </tr> <tr> <td>Partially Met...</td> <td>10%</td> </tr> <tr> <td>Improvement Needed</td> <td>5%</td> </tr> <tr> <td>Incomplete or Missing</td> <td>5%</td> </tr> </tbody> </table> <p><b>Analysis and Summary</b> The English Department is satisfied with the assessment results for AY 2019-2020 and credits what we believe is a high achievement of our students to the recent modifications of our curriculum (specifically, the enhanced instruction of literary theory in ENG 150, Introduction to Literature, and the specially designed ENG 293, Introduction to Literary Theory, in prior academic years (starting AY 2017-2018). Another contributing factor to high student achievement is the consistency of instruction</p>	Category	Percentage	Exceeded Expectations	65%	Met Expectations	15%	Partially Met...	10%	Improvement Needed	5%	Incomplete or Missing	5%	<p><b>Planned Course or Curriculum Changes</b> The department next year's plans are focused on ensuring continuity in the quality of the ENG 480 instruction as the course "passes" from Dr. Reg Dyck to Dr. Liam O'Loughlin. Drs Dyck and O'Loughlin met regularly during AY 2019-2020 to discuss the goals, best practices, and contents for the course. The department will continue offering a 2-hr Introduction to Literary Theory course as well as providing enhanced instruction in theory in ENG 150. The department will also begin working on a more nuanced assessment of each student's progress over his or her college career and will, therefore, switch from "blind" or anonymous assessment of papers in ENG 480, ENG 111, or any other course that assesses written communication, to an assessment model that monitors each student's performance over his or her stay in the program. Tracking such performance over the entire academic career of each student will allow us to identify areas of improvement and devise plans for early and personalized intervention.</p> <p><b>Changes to Assessment Plan</b></p>
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<p><b>Outcome Statement</b> English majors will develop the ability to compose effective written texts in modes and genres that are scholarly, creative and commercial</p> <p><b>Signature Learning Outcomes</b> Communication</p> <p><b>Assessment Measure Title</b> Assessment Measure: AY 2019-20 Assessment</p> <p><b>Assessment Semester</b> Spring Semester</p> <p><b>Assessment Level</b> At the course-level</p> <p><b>Course(s)</b> ENGL 111</p> <p><b>Assessment Method</b> Rubric</p> <p><b>Achievement Level Threshold</b> 3.5/6.0 on rubric dimensions</p>	<p><b>Assessment Results</b> ENGL-2 <b>EFFECTIVE WRITING</b> English majors will develop the ability to compose effective written texts in modes and genre that are scholarly, creative and commercial. Academic Year 2019-2020: ENGLISH Term: 2020 SPRING SEMESTER</p> <table border="1"> <caption>Effective Writing Assessment Results</caption> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Exceeded Expectations</td> <td>65%</td> </tr> <tr> <td>Met Expectations</td> <td>15%</td> </tr> <tr> <td>Partially Met...</td> <td>10%</td> </tr> <tr> <td>Improvement Needed</td> <td>5%</td> </tr> <tr> <td>Incomplete or Missing</td> <td>5%</td> </tr> </tbody> </table> <p><b>Analysis and Summary</b> A random sample of 30 papers from the 8 sections of ENG 111, taught in the fall of 2020, was analyzed with the Written Communication Rubric. 30 papers constitute about 25% of the entire number of received submissions. Scores in the 6 rubric categories, as well as the overall (holistic) score, were analyzed. The reading of &gt; 3.5/6.0 was targeted in each rubric category. The following mean scores were calculated:</p>	Category	Percentage	Exceeded Expectations	65%	Met Expectations	15%	Partially Met...	10%	Improvement Needed	5%	Incomplete or Missing	5%	<p><b>Planned Course or Curriculum Changes</b> The AY 2019-20 assessment results are consistent with results in the previous assessment cycles. This year's findings suggest that more effort -- on the part of the instructors and the program administrator -- could be invested in increasing instruction in the "development" of students' ideas. An integral part of that instruction is also instruction in "invention" --i.e., analyzing and ascertaining the "audience and purpose" of the research assignment that each student has to complete. Plainly put, more work seems to be needed in helping students discover challenging research topics and supporting their arguments with enough quality evidence from a variety of sources. For AY 2020-21, more training of full-time and part-time faculty in the identified areas of instruction is planned. The traditional training sessions (that happen twice per semester) will include an analysis/discussion of "best practices" in teaching arguments and hands-on activities aimed at "leveling" expectations and assessments. Additionally, more robust cooperation with the library representatives in identifying and incorporating a wider variety of available resources, will be sought/encouraged.</p> <p>The AY 2019-20 results are consistent with those in the previous assessment cycles. This year's findings suggest that more effort -- on the part of the instructors and the program administrator -- could be invested in increasing instruction in the "development" of students' ideas. An integral part of that instruction is also instruction in "invention" --i.e., analyzing and ascertaining the "audience and purpose" of the research assignment that each student has to complete. Plainly put, more work seems to</p>
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# 2019-2020 Learning Outcome Assessment

Assessment Cycle Time Period: 08/01/2019 - 08/01/2020

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English		
	<p>Category 1: Audience and Purpose - 4.2 Category 2: Organization - 4.33 Category 3: Development - 3.97 Category 4: Clarity, Variety, Style - 4.2 Category 5: Grammar and Mechanics - 4.07 Category 6: Documentation - 4.07 Overall (holistic) score - 4.23 The AY 2019-20 were, therefore, met. A further analysis of the score distribution in the sample (by each student achievement in all six rubric categories) revealed that 20 papers (67%) exceeded expectations. 5 papers (17%) met expectations. 3 students (10%) partially met expectations. 2 students (6%) needed improvement.</p>	<p>be needed in helping students discover challenging research topics and supporting their arguments with enough quality evidence from a variety of sources. For AY 2020-21, more training of full-time and part-time faculty in the identified areas of instruction is planned. The traditional training sessions (that happen twice per semester) will include an analysis/discussion of "best practices" in teaching arguments and hands-on activities aimed at "leveling" expectations and assessments. Additionally, more robust cooperation with the library representatives in identifying and incorporating a wider variety of available resources, will be sought/encouraged.</p> <p><b>Changes to Assessment Plan</b></p>

# 2020-2021 Learning Outcomes Assessment

Assessment Cycle Time Period: 08/15/2020 - 08/14/2021

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<b>English</b>
<b>MISSION STATEMENT</b> <b>English Mission Statement</b>
<b>Mission Statement</b>
<b>Relationship to University Mission</b>
<b>SUMMARY OF PREVIOUS YEAR</b> <b>AY 2019-2020</b>
<b>Summary of Last Year's Assessment Work</b> English assessed two outcomes: Critical Reading and Effective Writing. Effective Writing was assessed both at the capstone-level and in ENGL 111 Critical Reading Analysis and Summary: All student papers from ENG 480, taught in the fall, were assessed using the Senior Seminar rubric (attached). The rubric is based on Capital University's Written Communication Rubric. Each paper was assessed by two English professors not involved in the teaching of the said course. 3 of the 8 rubric categories that relate to the assessed objective (i.e., Argument, Critical/Theoretical Approach, Organization), as well as the overall holistic score for the paper served as the measurable criteria. The score of 4.0/6.0 was pursued as the target. Means in the listed rubric categories from the sample of 21 papers were compared against that target. The English Department is satisfied with the assessment results for AY 2019-2020 and credits what we believe is a high achievement of our students to the recent modifications of our curriculum (specifically, the enhanced instruction of literary theory in ENG 150, Introduction to Literature, and the specially designed ENG 293, Introduction to Literary Theory, in prior academic years (starting AY 2017-2018). Another contributing factor to high student achievement is the consistency of instruction in ENG 480 that, for many years, was taught by the now retired Dr. Reg Dyck. A capstone course for all English majors, ENG 480 has been the focus of structured annual assessment for well over a decade. Each year, all English department members meet to discuss the assessment results and to design plans for further improvement of the course and/or any English courses that prepare English majors for ENG 480. <b>Planned Course or Curriculum Changes</b> The department next year's plans are focused on ensuring continuity in the quality of the ENG 480 instruction as the course "passes" from Dr. Reg Dyck to Dr. Liam O'Loughlin. Drs Dyck and O'Loughlin met regularly during AY 2019-2020 to discuss the goals, best practices, and contents for the course. The department will continue offering a 2-hr Introduction to Literary Theory course as well as providing enhanced instruction in theory in ENG 150. The department will also begin working on a more nuanced assessment of each student's progress over his or her college career and will, therefore, switch from "blind" or anonymous assessment of papers in ENG 480, ENG 111, or any other course that assesses written communication, to an assessment model that monitors each student's performance over his or her stay in the program. Tracking such performance over the entire academic career of each student will allow us to identify areas of improvement and devise plans for early and personalized intervention. Effective Writing: ENGL 480 <b>Analysis and Summary</b> The English Department is satisfied with the assessment results for AY 2019-2020 and credits what we believe is a high achievement of our students to the recent modifications of our curriculum (specifically, the enhanced instruction of literary theory in ENG 150, Introduction to Literature, and the specially designed ENG 293, Introduction to Literary Theory, in prior academic years (starting AY 2017-2018). Another contributing factor to high student achievement is the consistency of instruction in ENG 480 that, for many years, was taught by the now retired Dr. Reg Dyck. A capstone course for all English majors, ENG 480 has been the focus of structured annual assessment for well over a decade. Each year, all English department members meet to discuss the assessment results and to design plans for further improvement of the course and/or any English courses that prepare English majors for ENG 480. <b>Planned Course or Curriculum Changes</b> The department next year's plans are focused on ensuring continuity in the quality of the ENG 480 instruction as the course "passes" from Dr. Reg Dyck to Dr. Liam O'Loughlin. Drs Dyck and O'Loughlin met regularly during AY 2019-2020 to discuss the goals, best practices, and contents for the course. The department will continue offering a 2-hr Introduction to Literary Theory course as well as providing enhanced instruction in theory in ENG 150. The department will also begin working on a more nuanced assessment of each student's progress over his or her college career and will, therefore, switch from "blind" or anonymous assessment of papers in ENG 480, ENG 111, or any other course that assesses written



# 2020-2021 Learning Outcomes Assessment

Assessment Cycle Time Period: 08/15/2020 - 08/14/2021

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## English

communication, to an assessment model that monitors each student's performance over his or her stay in the program. Tracking such performance over the entire academic career of each student will allow us to identify areas of improvement and devise plans for early and personalized intervention.

Effective Writing: ENGL 111

### Analysis and Summary

A random sample of 30 papers from the 8 sections of ENG 111, taught in the fall of 2020, was analyzed with the Written Communication Rubric. 30 papers constitute about 25% of the entire number of received submissions.

Scores in the 6 rubric categories, as well as the overall (holistic) score, were analyzed. The reading of > 3.5/6.0 was targeted in each rubric category.

The following mean scores were calculated:

Category 1: Audience and Purpose - 4.2

Category 2: Organization - 4.33

Category 3: Development - 3.97

Category 4: Clarity, Variety, Style - 4.2

Category 5: Grammar and Mechanics - 4.07

Category 6: Documentation - 4.07

Overall (holistic) score - 4.23

The AY 2019-20 were, therefore, met.

A further analysis of the score distribution in the sample (by each student achievement in all six rubric categories) revealed that

20 papers (67%) exceeded expectations.

5 papers (17%) met expectations.

3 students (10%) partially met expectations.

2 students (6%) needed improvement.

### Planned Course or Curriculum Changes

The AY 2019-20 assessment results are consistent with results in the previous assessment cycles.

This year's findings suggest that more effort -- on the part of the instructors and the program administrator -- could be invested in increasing instruction in the "development" of students' ideas. An integral part of that instruction is also instruction in "invention" --i.e., analyzing and ascertaining the "audience and purpose" of the research assignment that each student has to complete. Plainly put, more work seems to be needed in helping students discover challenging research topics and supporting their arguments with enough quality evidence from a variety of sources. For AY 2020-21, more training of full-time and part-time faculty in the identified areas of instruction is planned. The traditional training sessions (that happen twice per semester) will include an analysis/discussion of "best practices" in teaching arguments and hands-on activities aimed at "leveling" expectations and assessments. Additionally, more robust cooperation with the library representatives in identifying and incorporating a wider variety of available resources, will be sought/encouraged.

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### Significant Accomplishments

#### KEY QUESTIONS

### English Key Questions

# 2020-2021 Learning Outcomes Assessment

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English														
<b>Key Question Statement</b>														
<b>Impact on Student Learning</b>														
OUTCOMES, MEASURES, RESULTS, AND ANALYSES														
Critical Reading														
<p><b>Outcome Statement</b> English majors will develop excellent critical reading skills by reading and responding to complex texts in a variety of genres.</p> <p><b>Signature Learning Outcomes</b> Ethical Interaction Communication</p> <p><b>Assessment Measure Title</b> Final Research Paper in ENG 480, an essay that interprets a contemporary work of art from the course material in ENG 293, and the final project in ENG 111 and UC 110.</p> <p><b>Assessment Semester</b> Fall Semester</p> <p><b>Assessment Level</b> At the course-level</p> <p><b>Course(s)</b> ENG 480 (fall)</p> <p><b>Assessment Method</b> Rubric</p>	<p><b>Achievement Level Threshold</b> For ENG 480, 90% of all students will achieve a score 3.0/6.0 (satisfactory) or greater in the relevant categories of the senior seminar rubric, as well as the consolidated (holistic) rubric score.</p> <p><b>Outcome Results Title</b> Critical Reading Results</p> <p><b>Assessment Results</b> ENGL-1 <b>CRITICAL READING</b> English majors will develop excellent critical reading skills by reading and responding to complex texts in a variety of genres. Academic Year 2020-2021: ENGLISH Term: Overview</p> <div data-bbox="779 938 1331 1260" data-label="Figure"> <table border="1"> <caption>Critical Reading Results</caption> <thead> <tr> <th>Category</th> <th>Count (Approximate)</th> </tr> </thead> <tbody> <tr> <td>Exceeded Expectations</td> <td>38</td> </tr> <tr> <td>Met Expectations</td> <td>55</td> </tr> <tr> <td>Partially Met...</td> <td>5</td> </tr> <tr> <td>Improvement Needed</td> <td>0</td> </tr> <tr> <td>Incomplete or Missing</td> <td>0</td> </tr> </tbody> </table> </div> <p><b>Analysis and Summary</b> All student papers from ENG 480, taught in the fall, were assessed using the Senior Seminar rubric. The rubric is based on Capital University's Written Communication Rubric. Each paper was assessed by two English professors not involved in the teaching of the said course.</p>	Category	Count (Approximate)	Exceeded Expectations	38	Met Expectations	55	Partially Met...	5	Improvement Needed	0	Incomplete or Missing	0	<p><b>Planned Changes to Course, Curriculum, or Programming Changes</b> While we consider the set goals for this assessment cycle met, we have started discussing additional opportunities for incorporation (and assessment) of research paper assignments in 300-level courses in literature. More rigorous research projects at the 300-level could serve as valuable preparation for the type of projects pursued in ENG 480. This discussion will continue into AY 2021-22.</p> <p><b>Changes to Assessment Plan</b> We will retain the current approach to assessment in AY 2021-22.</p>
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# 2020-2021 Learning Outcomes Assessment

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## English

All 8 rubric categories as well as the overall holistic score for the paper served as the measurable criteria. The set goal was that at least 90% of all students would achieve a score of 3.0/6.0 in all rubric categories as well as the holistic score. A holistic score of 3.0 and lower was recognized as "partially meeting expectations" while a score of 5.0 and above was recognized as "exceeding expectations." The mean average scores from the rubric categories were compared against that target.

The English Department is satisfied with the assessment results for AY 2020-2021 and credits what we believe is a high achievement of our students to the rigorous curriculum in English that prepares our students to read critically and conduct independent research in their area of interest. In recent years, we have enhanced instruction in literary theory in ENG 150, Introduction to Literature, and the specially designed ENG 293, Introduction to Literary Theory. We have reviewed the goals in ENG 340, The English Language, placing additional emphasis on the instruction in grammar and style. ENG 111, Academic Composition, which most English majors needing a first-year writing class take in their first-year, has provided more instruction in grammar, mechanics, and style, compared to UC 110. Most recently, as we analyzed this year's assessment results, we have discussed additional opportunities for incorporation (and assessment) of research paper assignments in 300-level courses in literature. More rigorous research projects at the 300-level could serve as valuable preparation for the type of projects pursued in ENG 480. This discussion will continue into AY 2021-22.

A capstone course for all English majors, ENG 480 has been the focus of structured annual assessment for well over a decade. Each year, all English department members meet to discuss the assessment results and to design plans for further improvement of the course and/or any English courses that prepare English majors for ENG 480.

The results of the AY 2020-21 assessment of ENG 480 are as follows:

Argument – 94% of the sample met or exceeded 3.0 in all rubric categories; 16-paper mean average: 4.38/6.0)

Critical/Theoretical Approach 94% of the sample met or exceeded 3.0 in all rubric categories; 16-paper mean average: 4.41/6.0)

Organization – 100% of the sample met or exceeded 3.0 in all rubric categories; 16-paper mean average: 4.4/6.0)

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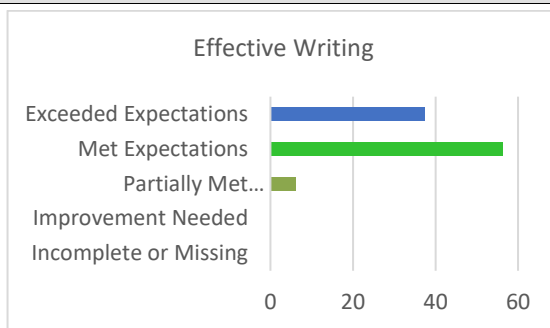
English		
	<p>Development/Support – 100% of the sample met or exceeded 3.0 in all rubric categories; 16-paper mean average: 4.5/6.0)</p> <p>Style – 94% of the sample met or exceeded 3.0 in all rubric categories; 16-paper mean average: 4.31/6.0)</p> <p>Sentence Structure –94% of the sample met or exceeded 3.0 in all rubric categories; 16-paper mean average: 4.28/6.0)</p> <p>Documentation –94% of the sample met or exceeded 3.0 in all rubric categories; 16-paper mean average: 4.59/6.0)</p> <p>Mechanics –94% of the sample met or exceeded 3.0 in all rubric categories; 16-paper mean average: 4.41/6.0)</p> <p>Final Score --100% of the sample met or exceeded 3.0 in all rubric categories; 16-paper mean average: 4.53/6.0)</p>	
OUTCOMES, MEASURES, RESULTS, AND ANALYSES		
Effective Writing		
<p><b>Outcome Statement</b> English majors will develop the ability to compose effective written texts in modes and genre that are scholarly, creative and commercial.</p> <p><b>Signature Learning Outcomes</b> Communication</p> <p><b>Assessment Measure Title</b> Final Paper in ENG 480 + Final project in ENG 111 and UC 110</p> <p><b>Assessment Semester</b> Fall Semester</p> <p><b>Assessment Level</b> At the course-level</p> <p><b>Course(s)</b> ENG 480 (fall semester) ENG 111 and UC 110 (spring semester)</p> <p><b>Assessment Method</b> Rubric</p>	<p><b>Achievement Level Threshold</b> (for ENG 480) 90% of all students will achieve a score 3.0/6.0 (satisfactory) or greater in the relevant categories of the senior seminar rubric, as well as the consolidated (holistic) rubric score.</p> <p>(for ENG 111 and UC 110) 90% of a random sample of students will achieve a score 3.0/6.0 (satisfactory) or greater in the relevant categories of the written communication rubric, as well as the consolidated (holistic) rubric score.</p> <p><b>Outcome Results Title</b> Effective Writing Results</p> <p><b>Assessment Results</b> ENGL-2</p> <p><b>EFFECTIVE WRITING</b> English majors will develop the ability to compose effective written texts in modes and genre that are scholarly, creative and commercial.</p> <p>Academic Year 2020-2021: ENGLISH</p> <p>Term: Overview</p>	<p><b>Planned Changes to Course, Curriculum, or Programming Changes</b> While we consider the set goals for this assessment cycle met, we have started discussing additional opportunities for incorporation (and assessment) of research paper assignments in 300-level courses in literature. More rigorous research projects at the 300-level could serve as valuable preparation for the type of projects pursued in ENG 480. This discussion will continue into AY 2021-22.</p> <p><b>Changes to Assessment Plan</b> We will retain our approach to assessment for AY 2021-22</p>

# 2020-2021 Learning Outcomes Assessment

Assessment Cycle Time Period: 08/15/2020 - 08/14/2021

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## English



### Analysis and Summary

All student papers from ENG 480, taught in the fall, were assessed using the Senior Seminar rubric. The rubric is based on Capital University's Written Communication Rubric. Each paper was assessed by two English professors not involved in the teaching of the said course. All 8 rubric categories as well as the overall holistic score for the paper served as the measurable criteria. The set goal was that at least 90% of all students would achieve a score of 3.0/6.0 in all rubric categories as well as the holistic score. A holistic score of 3.0 and lower was recognized as "partially meeting expectations" while a score of 5.0 and above was recognized as "exceeding expectations." The mean average scores from the rubric categories were compared against that target.

The English Department is satisfied with the assessment results for AY 2020-2021 and credits what we believe is a high achievement of our students to the rigorous curriculum in English that prepares our students to read critically and conduct independent research in their area of interest. In recent years, we have enhanced instruction in literary theory in ENG 150, Introduction to Literature, and the specially designed ENG 293, Introduction to Literary Theory. We have reviewed the goals in ENG 340, The English Language, placing additional emphasis on the instruction in grammar and style. ENG 111, Academic Composition, which most English majors needing a first-year writing class take in their first-year, has provided more instruction in grammar, mechanics, and style, compared to UC 110. Most recently, as we analyzed this year's assessment results, we have discussed additional opportunities for incorporation (and assessment) of research paper assignments in 300-level courses in literature. More rigorous research projects at the 300-level

# 2020-2021 Learning Outcomes Assessment

Assessment Cycle Time Period: 08/15/2020 - 08/14/2021

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<b>English</b>		
	<p>could serve as valuable preparation for the type of projects pursued by ENG 480. This discussion will continue into AY 2021-22.</p> <p>A capstone course for all English majors, ENG 480 has been the focus of structured annual assessment for well over a decade. Each year, all English department members meet to discuss the assessment results and to design plans for further improvement of the course and/or any English courses that prepare English majors for ENG 480.</p> <p>The results of the AY 2020-21 assessment of ENG 480 are as follows:</p> <p>Argument – 94% of the sample met or exceeded 3.0 in all rubric categories; 16-paper mean average: 4.38/6.0)</p> <p>Critical/Theoretical Approach 94% of the sample met or exceeded 3.0 in all rubric categories; 16-paper mean average: 4.41/6.0)</p> <p>Organization – 100% of the sample met or exceeded 3.0 in all rubric categories; 16-paper mean average: 4.4/6.0)</p> <p>Development/Support – 100% of the sample met or exceeded 3.0 in all rubric categories; 16-paper mean average: 4.5/6.0)</p> <p>Style – 94% of the sample met or exceeded 3.0 in all rubric categories; 16-paper mean average: 4.31/6.0)</p> <p>Sentence Structure –94% of the sample met or exceeded 3.0 in all rubric categories; 16-paper mean average: 4.28/6.0)</p> <p>Documentation –94% of the sample met or exceeded 3.0 in all rubric categories; 16-paper mean average: 4.59/6.0)</p> <p>Mechanics –94%; of the sample met or exceeded 3.0 in all rubric categories; 16-paper mean average: 4.41/6.0)</p> <p>Final Score --100%; of the sample met or exceeded 3.0 in all rubric categories; 16-paper mean average: 4.53/6.0)</p>	
OUTCOMES, MEASURES, RESULTS, AND ANALYSES		
<b>Linguistic Sophistication</b>		
<p><b>Outcome Statement</b></p> <p>Through the study of the grammar and history of English, through the reading and composing of written texts, and through the study of a second language, English majors will develop an understanding of the complexity of language as a system of the social and cultural construction of meaning.</p>	<p><b>Achievement Level Threshold</b></p> <p>90% of all students will achieve a score 3.0/6.0 (satisfactory) or greater in the relevant categories of the senior seminar rubric, as well as the consolidated (holistic) rubric score.</p> <p><b>Outcome Results Title</b></p>	<p><b>Planned Changes to Course, Curriculum, or Programming Changes</b></p> <p>While we consider the set goals for this assessment cycle met, we have started discussing additional opportunities for incorporation (and assessment) of research paper assignments in 300-level courses in literature. More rigorous research projects at the 300-level could serve as</p>

# 2020-2021 Learning Outcomes Assessment

Assessment Cycle Time Period: 08/15/2020 - 08/14/2021

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## English

### Signature Learning Outcomes

Communication

### Assessment Measure Title

Final Paper in ENG 480, Senior Seminar in English

### Assessment Semester

Fall Semester

### Assessment Level

At the course-level

### Course(s)

ENG 480

### Assessment Method

Rubric

Linguistic Sophistication

### Assessment Results

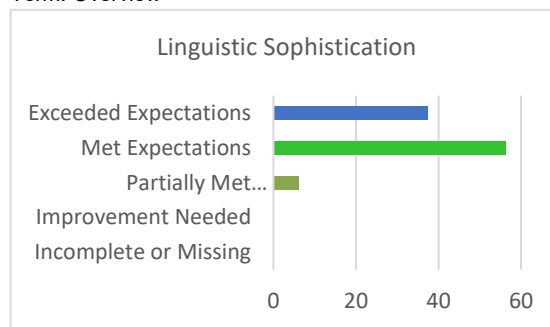
ENGL-3

### LINGUISTIC SOPHISTICATION

Through the study of the grammar and history of English, through the reading and composing of written texts, and through the study of a second language, English majors will develop an understanding of the complexity of language as a system of the social and cultural construction of meaning.

Academic Year 2020-2021: ENGLISH

Term: Overview



### Analysis and Summary

All student papers from ENG 480, taught in the fall, were assessed using the Senior Seminar rubric. The rubric is based on Capital University's Written Communication Rubric. Each paper was assessed by two English professors not involved in the teaching of the said course. The following three rubric categories -- style, sentence structure, and mechanics -- were recognized as relevant to the assessment of "linguistic sophistication." Combined mean averages from the three categories were compared against that target. The set goal was that at least 90% of all students would achieve a score of 3.0/6.0. A score of 3.0 and lower was recognized as "partially meeting expectations" while a score of 5.0 and above was recognized as "exceeding expectations."

6 students exceeded expectations (scoring above 5 points)

9 students exceeded expectations (scoring above 3 points)

1 student partially met expectations (scoring 3 points or below)

valuable preparation for the type of projects pursued in ENG 480. This discussion will continue into AY2021-22.

### Changes to Assessment Plan

# 2020-2021 Learning Outcomes Assessment

Assessment Cycle Time Period: 08/15/2020 - 08/14/2021

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## English

The set assessment goal was, therefore, met.

The English Department is satisfied with the assessment results for AY 2020-2021 and credits what we believe is a high achievement of our students to the rigorous curriculum in English that prepares our students to read critically and conduct independent research in their area of interest. In recent years, we have enhanced instruction in literary theory in ENG 150, Introduction to Literature, and the specially designed ENG 293, Introduction to Literary Theory. We have reviewed the goals in ENG 340, The English Language, placing additional emphasis on the instruction in grammar and style. ENG 111, Academic Composition, which most English majors needing a first-year writing class take in their first-year, has provided more instruction in grammar, mechanics, and style, compared to UC 110. Most recently, as we analyzed this year's assessment results, we have discussed additional opportunities for incorporation (and assessment) of research paper assignments in 300-level courses in literature. More rigorous research projects at the 300-level could serve as valuable preparation for the type of projects pursued by ENG 480. This discussion will continue into AY 2021-22.

A capstone course for all English majors, ENG 480 has been the focus of structured annual assessment for well over a decade. Each year, all English department members meet to discuss the assessment results and to design plans for further improvement of the course and/or any English courses that prepare English majors for ENG 480.



# 2021-2022 Learning Outcomes Assessment

Assessment Cycle Time Period: 08/15/2021 - 08/14/2022

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## English

### SUMMARY OF PREVIOUS YEAR

#### AY 2020-2021 Summary

#### Summary of Last Year's Assessment Work

AY 2020-21 Assessment Results –English

Learning Outcomes:

1. **Critical Reading.** English majors will develop excellent critical reading skills by reading and responding to complex texts in a variety of genres.
2. **Effective Writing.** English majors will develop the ability to compose effective written texts in modes and genre that are scholarly, creative and commercial.
3. **Linguistic Sophistication.** Through the study of the grammar and history of English, through the reading and composing of written texts, and through the study of a second language, English majors will develop an understanding of the complexity of language as a system of the social and cultural construction of meaning.

#### Critical Reading, Effective Writing, and Linguistic Sophistication – **Introductory level**

Assessed in UC 110, College Reading and Writing and ENG 111, Academic composition. As part of the assessment of all three outcomes in English at the introductory level, we assessed (random samples of) final research papers in UC 110 and ENG 111.

The goal pursued was that 90% of the students would score 3 points or higher in the six rubric categories as well as the overall holistic grade and will thus meet or exceed expectations. A score of 3.0 was considered "meet expectations" while a score of 5.0 and higher was considered "exceed expectations." A score lower than 3.0 was considered "partially meet expectations."

#### UC 110 Assessment Results

A random sample of 12 UC 110 papers from two sections was read (50% of received submissions from two sections). The following chart summarizes the UC 110 assessment results:

Rubric Category	Mean average for all papers read in this category	% of students scoring at least 3 points in this category
Argument	4.08	100%
Organization	4.00	91.7%
Development	3.91	83.3%
Clarity, Variety, ad Style	3.91	91.7%
Grammar and Mechanics	3.83	91.7%
Documentation	3.83	83.3%
Overall (Holistic Score)	3.83	100%

66.7% of the students (i.e., 8 students) met expectations.

16.65 % of the students (i.e., 2 students) exceeded expectations

16.65 % of the students (i.e., 2 students) partially met expectations

Therefore, 83.35% of the students met or exceeded expectations. The set goal was not reached in UC 110.

#### ENG 111 Assessment Results

A random sample of 18 papers (25% of submitted papers in 5 sections) was assessed.

The following chart summarizes the ENG 111 assessment results:

Rubric Category	Mean average for all papers read in this category	% of students scoring at least 3 points in this category
Argument	4.22	100%
Organization	4.11	100%

# 2021-2022 Learning Outcomes Assessment

Assessment Cycle Time Period: 08/15/2021 - 08/14/2022

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## English

Development	4.00	94.4%
Clarity, Variety, ad Style	4.22	100%
Grammar and Mechanics	4.06	94.4%
Documentation	4.06	94.4%
Overall (Holistic Score)	4.17	100%

66.7% of the students (i.e., 12 students) met expectations.

27.8 % of the students (i.e., 5 students) exceeded expectations

5.5% of the students (i.e., 1 student) partially met expectations

Therefore, 94.5% of the students met or exceeded expectations. The set goal was reached in ENG 111.

### Critical Reading – Reinforced level

**Assessed in ENG 293, Post-Colonial World Literature.** As part of our assessment of Critical Reading at the Reinforced Level (and Signature Learning outcomes of Ethical Interaction and Communication), we set the following goal for ENG 293: 90% of all students will achieve a grade of C or greater on the essay that will ask students to interpret a contemporary work of art from the course material. Students were asked to examine a work of literature (The Dragon Can't Dance) from Trinidad and Tobago that asked them to consider one textual problem in light of the dynamics of postcolonial independence. 100% of students achieved a goal of C or higher. (A "C" was the lowest grade.) Success on this metric was achieved by extended analysis of the topic during in-class discussions, in-class peer-review of student drafts, and comments from the instructor on the drafts.

### ENG 293 Assessment Results:

100% of the students (16 students) met or exceeded expectations. The set goal was reached in ENG 293.

### Critical Reading, Effective Writing, and Linguistic Sophistication – Mastered Level

**Assessed in ENG 480, Senior Seminar in English.** As part of the assessment of all three outcomes in English at the Mastered Level, all student papers from ENG 480, taught in the fall, were assessed using the Senior Seminar rubric. The rubric is based on Capital University's Written Communication Rubric. Each paper was assessed by two English professors not involved in the teaching of the said course. All 8 rubric categories as well as the overall holistic score for the paper served as the measurable criteria. Each project The set goal was that at least 90% of all students would achieve a score of 3.0/6.0 in all rubric categories as well as the holistic score, thus achieving or exceeding the set expectations. A holistic score of 3.0 and lower was recognized as "partially meeting expectations" while a score of 5.0 and above was recognized as "exceeding expectations." The mean average scores from the rubric categories were compared against that target.

### ENG 480 Assessment Results:

56.25% of the students (i.e., 9 students) met expectations

37.5 % of the students (i.e., 6 students) exceeded expectations

6.25% of the students (i.e., 1 student) partially met expectations

Therefore, 93.75% of the students met or exceeded expectations. The set goal was reached in ENG 480.

### Significant Accomplishments

The English Department is satisfied with the assessment results for AY 2020-2021 and credits what we believe is a high achievement of our students to the rigorous curriculum in English that prepares our students to read critically and conduct independent research in their area of interest. In recent years, we have enhanced instruction in literary theory in ENG 150, Introduction to Literature, and the specially designed ENG 293, Introduction to Literary Theory. We have reviewed the goals in ENG 340, The English Language, placing additional emphasis on the instruction in grammar and style.

In the first-year writing program (as part of outcome delivery at the introductory level), ENG 111, Academic Composition, has provided more instruction in grammar, mechanics, and style, compared to UC 110. Our consistent assessment of final projects in UC 110 and ENG 111, performed annually between 2016 and 2021, shows higher quality of writing (i.e., higher achievement in PLOs and SLOs) in the Argumentative Research Essay, which is the final project in both UC 110 and ENG 111. See assessment reports for AY 2015-16-2020-21 in an attached folder. Almost all of the scores in the six rubric categories of the Written Communication Rubric (see rubric attached), as well as the final holistic scores, have been consistently greater for ENG 111, compared to UC 110.

# 2021-2022 Learning Outcomes Assessment

Assessment Cycle Time Period: 08/15/2021 - 08/14/2022

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## English

Based on 5 years of assessment data, it is concluded that our entire student population (those with a need for a first-year writing class) could use the benefits of ENG 111. It's therefore proposed that we eliminate UC 110 and, starting **FALL 2022**, offer only ENG 111.

Most recently, to deliver on our three outcomes at the reinforced and mastered level, we have discussed additional opportunities for incorporation (and assessment) of research paper assignments in 300-level courses in literature. More rigorous research projects at the 300-level could serve as valuable preparation for the type of projects pursued in ENG 480. This discussion will continue into AY 2021-22.

While we consider the set goals for the AY 2020-21 assessment cycle met, we have started discussing additional opportunities for incorporation (and assessment) of research paper assignments in 300-level courses in literature.

### Changes to Assessment Plan

We will retain the current approach to assessment in AY 2021-22.

### OUTCOMES, MEASURES, RESULTS, AND ANALYSES

#### Critical Reading - Introduced

##### Outcome Statement

English majors will develop excellent critical reading skills by reading and responding to complex texts in a variety of genres.

##### Signature Learning Outcomes

Communication

##### Assessment Measure Title

Final Research Paper

##### Assessment Semester

Spring Semester

##### Assessment Level

At the course-level

##### Course(s)

ENGL 111

##### Assessment Method

Rubric

##### Achievement Level Threshold

Total achievement levels entered.

##### Assessment Results

ENGL-1C

##### CRITICAL READING - INTRODUCED

English majors will develop excellent critical reading skills by reading and responding to complex texts in a variety of genres.

Academic Year 2021-2022: ENGLISH

Term: Overview



##### Analysis and Summary

A sample of 67 final research projects (from 5 sections of ENG 111 offered in fall 2022) was assessed against the written communication rubric.

##### Planned Changes to Course, Curriculum, or Programming Changes

While we consider the results of the AY 2021-22 assessment satisfactory, the program will seek additional training of all instructors in effective methods of teaching first-year composition, to ensure further improvement in the areas of Audience and Purpose, Development, and MLA citations. As Director of First-Year Writing, I will work on a series of workshops to offer to all faculty teaching first-year writing.

##### Changes to Assessment Plan

# 2021-2022 Learning Outcomes Assessment

Assessment Cycle Time Period: 08/15/2021 - 08/14/2022

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<b>English</b>		
	<p>An overall holistic score of 3/6, with the 6 rubric categories yielding a score of at least 3/6, was set as meeting expectations. An overall holistic score of 3, with most of the 6 rubric categories yielding a score of 3 (4 or more of the 6) was considered partially meeting expectations. An overall holistic score of 2/6 or a higher holistic score with any number of rubric categories yielding a score of 2/6 was considered as needing improvement. An overall holistic score of 5+/6 was considered exceeding expectations. Two projects were reported as missing/never submitted.</p> <p>This year's analysis of all of the 67 the projects, but especially those that partially met expectations or were placed in the "improvement needing" categories, points to three areas in which the program could seek improvement: 1) overall length of the final research papers. As many as 19 of the 67 were shorter than the expected 10 pages; 2) strength of argument (choice of a debatable topic); the mean average of the 67 samples in the Audience and Purpose category was 4.1/6 and 3) MLA citations.</p> <p>While we consider the results of the AY 2021-22 assessment satisfactory, the program will seek additional training of all instructors in effective methods of teaching first-year composition, to ensure further improvement in the areas of Audience and Purpose, Development, and MLA citations. As Director of First-Year Writing, I will work on a serious of workshops to offer to all faculty teaching first-year writing.</p> <p>Our AY 2021-22 approach to the assessment of ENG 111 will remain unchanged for AY 2022-23. The three areas of assessment in which a slight underperformance was detected will be the focus of the next year's assessment cycle.</p>	
OUTCOMES, MEASURES, RESULTS, AND ANALYSES		
<b>Critical Reading - Mastered</b>		
<p><b>Outcome Statement</b> English majors will develop excellent critical reading skills by reading and responding to complex texts in a variety of genres.</p> <p><b>Signature Learning Outcomes</b> Communication</p>	<p><b>Achievement Level Threshold</b> Total achievement levels entered</p> <p><b>Assessment Results</b> ENGL-1A <b>CRITICAL READING - MASTERED</b></p>	<p><b>Planned Changes to Course, Curriculum, or Programming Changes</b> While the department is pleased with this year's results, our analysis of the rubric scores reveals a need of additional instruction to improve two specific aspects of student writing: development/support and mechanics. Additional attention -- in ENG 480 and the other ENG classes that "lead up to the senior seminar" -- is to be</p>

# 2021-2022 Learning Outcomes Assessment

Assessment Cycle Time Period: 08/15/2021 - 08/14/2022

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English														
<p><b>Assessment Measure Title</b> Senior Seminar Paper</p> <p><b>Assessment Semester</b> Fall Semester</p> <p><b>Assessment Level</b> At the course-level</p> <p><b>Course(s)</b> ENGL 480</p> <p><b>Assessment Method</b> Rubric</p>	<p>English majors will develop excellent critical reading skills by reading and responding to complex texts in a variety of genres.</p> <p>Academic Year 2021-2022: ENGLISH</p> <p>Term: Overview</p> <div style="text-align: center;"> <table border="1"> <caption>Critical Reading - Mastered</caption> <thead> <tr> <th>Category</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>Exceeded Expectations</td> <td>45</td> </tr> <tr> <td>Met Expectations</td> <td>38</td> </tr> <tr> <td>Partially Met...</td> <td>15</td> </tr> <tr> <td>Improvement Needed</td> <td>0</td> </tr> <tr> <td>Incomplete or Missing</td> <td>0</td> </tr> </tbody> </table> </div> <p><b>Analysis and Summary</b></p> <p>The final project (capstone research paper) of the entire population of 18 students who completed ENG 480, Senior Seminar in English, in the fall of 2021 was assessed against the Senior Seminar Rubric. Two readers (professors not engaged in the teaching of the course) submitted scores, which were analyzed as follows:</p> <p>An overall holistic score of &gt; 4/6 (a mean average of the two scores), with scores in each of the eight rubric subcategories exceeding 3/6 was considered "meeting expectations."</p> <p>An overall holistic score of &gt; 5/6 (a mean average of the two scores), with scores in each of the eight rubric subcategories exceeding 4/6 was considered "exceeding expectations."</p> <p>An overall holistic score of at least 3 /6 (a mean average of the two scores), with occasional scores in the eight rubric subcategories falling below 3/6 was considered "partially meeting expectations."</p> <p>An overall holistic score of 2/6 (a mean average of the two scores), regardless of the scores in the eight rubric subcategories.</p> <p>While the department is pleased with this year's results, our analysis of the rubric scores reveals a need of additional instruction to improve two specific aspects of student writing: development/support and mechanics. Additional attention -- in ENG 480 and the other ENG classes that "lead up to the senior seminar" -- is to be</p>	Category	Count	Exceeded Expectations	45	Met Expectations	38	Partially Met...	15	Improvement Needed	0	Incomplete or Missing	0	<p>given to ways of developing points/ideas and incorporating evidence collected through research. Additional attention is also to be given to peer reviews that could help students identify and address issues with mechanics. Finally, an additional draft submission, aimed at addressing mechanical issues, is planned for the next presentation of ENG 480, in fall of 2022.</p> <p><b>Changes to Assessment Plan</b></p>
Category	Count													
Exceeded Expectations	45													
Met Expectations	38													
Partially Met...	15													
Improvement Needed	0													
Incomplete or Missing	0													

# 2021-2022 Learning Outcomes Assessment

Assessment Cycle Time Period: 08/15/2021 - 08/14/2022

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English														
	<p>given to ways of developing points/ideas and incorporating evidence collected through research. Additional attention is also to be given to peer reviews that could help students identify and address issues with mechanics. Finally, an additional draft submission, aimed at addressing mechanical issues, is planned for the next presentation of ENG 480, in fall of 2022.</p>													
OUTCOMES, MEASURES, RESULTS, AND ANALYSES														
Critical Reading - Reinforced														
<p><b>Outcome Statement</b> English majors will develop excellent critical reading skills by reading and responding to complex texts in a variety of genres.</p> <p><b>Signature Learning Outcomes</b> Communication</p> <p><b>Assessment Measure Title</b> Final Project</p> <p><b>Assessment Semester</b> Fall Semester</p> <p><b>Assessment Level</b> At the course-level</p> <p><b>Course(s)</b> ENGL 393</p> <p><b>Assessment Method</b> Rubric</p>	<p><b>Achievement Level Threshold</b> Total achievement levels entered</p> <p><b>Assessment Results</b> ENGL-1B <b>CRITICAL READING - REINFORCED</b> English majors will develop excellent critical reading skills by reading and responding to complex texts in a variety of genres. Academic Year 2021-2022: ENGLISH Term: Overview</p> <div data-bbox="781 878 1331 1200" data-label="Figure"> <table border="1"> <caption>Critical Reading - Reinforced</caption> <thead> <tr> <th>Category</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>Exceeded Expectations</td> <td>50</td> </tr> <tr> <td>Met Expectations</td> <td>40</td> </tr> <tr> <td>Partially Met...</td> <td>5</td> </tr> <tr> <td>Improvement Needed</td> <td>0</td> </tr> <tr> <td>Incomplete or Missing</td> <td>0</td> </tr> </tbody> </table> </div> <p><b>Analysis and Summary</b> As part of our assessment of Critical Reading (and Signature Learning outcomes of Ethical Interaction and Communication), we set the following goal for ENG 393, Literature and the Environment: 90% of all students will achieve a grade of B or higher on the essay that will ask students to interpret a contemporary work of art from the course material. Students were asked to examine a work</p>	Category	Count	Exceeded Expectations	50	Met Expectations	40	Partially Met...	5	Improvement Needed	0	Incomplete or Missing	0	<p><b>Planned Changes to Course, Curriculum, or Programming Changes</b> The recorded results encourage the department to retain the current approach to the teaching of ENG 393. Assessment of English Outcomes at the reinforced level will continue in another advanced writing class that we'll offer in AY 2022-23.</p> <p><b>Changes to Assessment Plan</b></p>
Category	Count													
Exceeded Expectations	50													
Met Expectations	40													
Partially Met...	5													
Improvement Needed	0													
Incomplete or Missing	0													

# 2021-2022 Learning Outcomes Assessment

Assessment Cycle Time Period: 08/15/2021 - 08/14/2022

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<b>English</b>		
	<p>of literature (The Word for World is Forest) through a particular perspective from environmental justice analysis (environmental racism, environmental imperialism, or ecofeminism). Here, A stands for "exceeding expectations," B stands for "meeting expectations," C stands for "partially meeting expectations," and D or F for "improvements needed."</p> <p>The final project of the entire population of 19 students who completed ENG 393, Literature and the Environment, in the fall spring of 2022 was assessed holistically, using an instructor-developed rubric.</p> <p>The following results were recorded:                      The assignment results:                      10 projects earned a grade in the A range                      8 projects earned a grade in the B range                      1 project earned a grade in the C range                      Our total has been met: 94% met or exceeded expectations. Results were achieved through careful lecture instruction, in-class discussions, and a writing workshop.</p>	
OUTCOMES, MEASURES, RESULTS, AND ANALYSES		
<b>Effective Writing - Introduced</b>		
<p><b>Outcome Statement</b>                      English majors will develop the ability to compose effective written texts in modes and genre that are scholarly, creative and commercial.</p> <p><b>Signature Learning Outcomes</b>                      Communication</p> <p><b>Assessment Measure Title</b>                      Final Research Paper</p> <p><b>Assessment Semester</b>                      Spring Semester</p> <p><b>Assessment Level</b>                      At the course-level</p> <p><b>Course(s)</b>                      ENGL 111</p> <p><b>Assessment Method</b></p>	<p><b>Achievement Level Threshold</b>                      Total achievement levels entered</p> <p><b>Assessment Results</b>                      ENGL-2C  <b>EFFECTIVE WRITING - INTRODUCED</b>                      English majors will develop the ability to compose effective written texts in modes and genre that are scholarly, creative and commercial.                      Academic Year 2021-2022: ENGLISH                      Term: Overview</p>	<p><b>Planned Changes to Course, Curriculum, or Programming Changes</b>                      While we consider the results of the AY 2021-22 assessment satisfactory, the program will seek additional training of all instructors in effective methods of teaching first-year composition, to ensure further improvement in the areas of Audience and Purpose, Development, and MLA citations. As Director of First-Year Writing, I will work on a series of workshops to offer to all faculty teaching first-year writing.</p> <p><b>Changes to Assessment Plan</b></p>

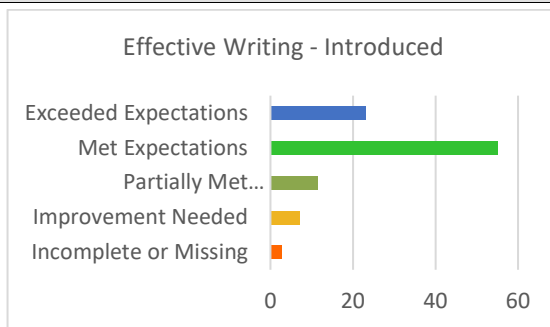
# 2021-2022 Learning Outcomes Assessment

Assessment Cycle Time Period: 08/15/2021 - 08/14/2022

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## English

Rubric



### Analysis and Summary

A sample of 67 final research projects (from 5 sections of ENG 111 offered in fall 2022) was assessed against the written communication rubric.

An overall holistic score of 3/6, with the 6 rubric categories yielding a score of at least 3/6, was set as meeting expectations. An overall holistic score of 3, with most of the 6 rubric categories yielding a score of 3 (4 or more of the 6) was considered partially meeting expectations. An overall holistic score of 2/6 or a higher holistic score with any number of rubric categories yielding a score of 2/6 was considered as needing improvement. An overall holistic score of 5+/6 was considered exceeding expectations. Two projects were reported as missing/never submitted.

This year's analysis of all of the 67 the projects, but especially those that partially met expectations or were placed in the "improvement needing" categories, points to three areas in which the program could seek improvement: 1) overall length of the final research papers. As many as 19 of the 67 were shorter than the expected 10 pages; 2) strength of argument (choice of a debatable topic); the mean average of the 67 samples in the Audience and Purpose category was 4.1/6 and 3) MLA citations.

While we consider the results of the AY 2021-22 assessment satisfactory, the program will seek additional training of all instructors in effective methods of teaching first-year composition, to ensure further improvement in the areas of Audience and Purpose, Development, and MLA citations. As Director of First-Year Writing, I will work on a series of workshops to offer to all faculty teaching first-year writing.



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English														
	<p>Our AY 2021-22 approach to the assessment of ENG 111 will remain unchanged for AY 2022-23. The three areas of assessment in which a slight underperformance was detected will be the focus of the next year's assessment cycle.</p>													
OUTCOMES, MEASURES, RESULTS, AND ANALYSES														
Effective Writing - Mastered														
<p><b>Outcome Statement</b> English majors will develop the ability to compose effective written texts in modes and genre that are scholarly, creative and commercial.</p> <p><b>Signature Learning Outcomes</b> Communication</p> <p><b>Assessment Measure Title</b> Senior Seminar Paper</p> <p><b>Assessment Semester</b> Fall Semester</p> <p><b>Assessment Level</b> At the course-level</p> <p><b>Course(s)</b> ENGL 480</p> <p><b>Assessment Method</b> Rubric</p>	<p><b>Achievement Level Threshold</b> Total achievement levels entered</p> <p><b>Assessment Results</b> ENGL-2A <b>EFFECTIVE WRITING - MASTERED</b> English majors will develop the ability to compose effective written texts in modes and genre that are scholarly, creative and commercial. Academic Year 2021-2022: ENGLISH Term: Overview</p> <div data-bbox="781 831 1331 1149"> <table border="1"> <caption>Effective Writing - Mastered</caption> <thead> <tr> <th>Category</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>Exceeded Expectations</td> <td>45</td> </tr> <tr> <td>Met Expectations</td> <td>38</td> </tr> <tr> <td>Partially Met...</td> <td>15</td> </tr> <tr> <td>Improvement Needed</td> <td>0</td> </tr> <tr> <td>Incomplete or Missing</td> <td>0</td> </tr> </tbody> </table> </div> <p><b>Analysis and Summary</b> The final project (capstone research paper) of the entire population of 18 students who completed ENG 480, Senior Seminar in English, in the fall of 2021 was assessed against the Senior Seminar Rubric. Two readers (professors not engaged in the teaching of the course) submitted scores, which were analyzed as follows: An overall holistic score of &gt; 4/6 (a mean average of the two scores), with scores in each of the eight rubric</p>	Category	Count	Exceeded Expectations	45	Met Expectations	38	Partially Met...	15	Improvement Needed	0	Incomplete or Missing	0	<p><b>Planned Changes to Course, Curriculum, or Programming Changes</b> While the department is pleased with this year's results, our analysis of the rubric scores reveals a need of additional instruction to improve two specific aspects of student writing: development/support and mechanics. Additional attention -- in ENG 480 and the other ENG classes that "lead up to the senior seminar" -- is to be given to ways of developing points/ideas and incorporating evidence collected through research. Additional antiunion is also to be given to peer reviews that could help students identify and address issues with mechanics. Finally, an additional draft submission, aimed at addressing mechanical issues, is planned for the next presentation of ENG 480, in fall of 2022.</p> <p><b>Changes to Assessment Plan</b></p>
Category	Count													
Exceeded Expectations	45													
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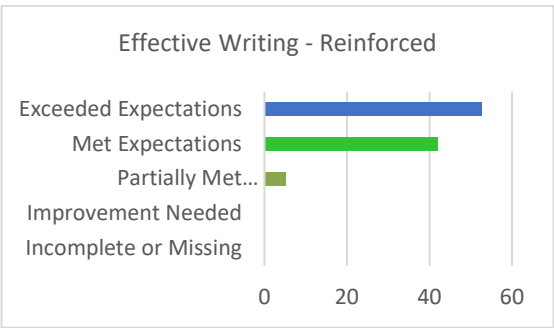
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English		
	<p>subcategories exceeding 3/6 was considered "meeting expectations."</p> <p>An overall holistic score of &gt; 5/6 (a mean average of the two scores), with scores in each of the eight rubric subcategories exceeding 4/6 was considered "exceeding expectations."</p> <p>An overall holistic score of at least 3 /6 (a mean average of the two scores), with occasional scores in the eight rubric subcategories falling below 3/6 was considered "partially meeting expectations."</p> <p>An overall holistic score of 2/6 (a mean average of the two scores), regardless of the scores in the eight rubric subcategories.</p> <p>While the department is pleased with this year's results, our analysis of the rubric scores reveals a need of additional instruction to improve two specific aspects of student writing: development/support and mechanics. Additional attention -- in ENG 480 and the other ENG classes that "lead up to the senior seminar" -- is to be given to ways of developing points/ideas and incorporating evidence collected through research. Additional antiunion is also to be given to peer reviews that could help students identify and address issues with mechanics. Finally, an additional draft submission, aimed at addressing mechanical issues, is planned for the next presentation of ENG 480, in fall of 2022.</p>	
OUTCOMES, MEASURES, RESULTS, AND ANALYSES		
Effective Writing - Reinforced		
<p><b>Outcome Statement</b> English majors will develop the ability to compose effective written texts in modes and genre that are scholarly, creative and commercial.</p> <p><b>Signature Learning Outcomes</b> Communication</p> <p><b>Assessment Measure Title</b> Final Project</p> <p><b>Assessment Semester</b> Fall Semester</p> <p><b>Assessment Level</b> At the course-level</p>	<p><b>Achievement Level Threshold</b> Total achievement levels entered.</p> <p><b>Assessment Results</b> ENGL-2B <b>EFFECTIVE WRITING - REINFORCED</b> English majors will develop the ability to compose effective written texts in modes and genre that are scholarly, creative and commercial. Academic Year 2021-2022: ENGLISH Term: Overview</p>	<p><b>Planned Changes to Course, Curriculum, or Programming Changes</b> The recorded results encourage the department to retain the current approach to the teaching of ENG 393. Assessment of English Outcomes at the reinforced level will continue in another advanced writing class that we'll offer in AY 2022-23.</p> <p><b>Changes to Assessment Plan</b></p>

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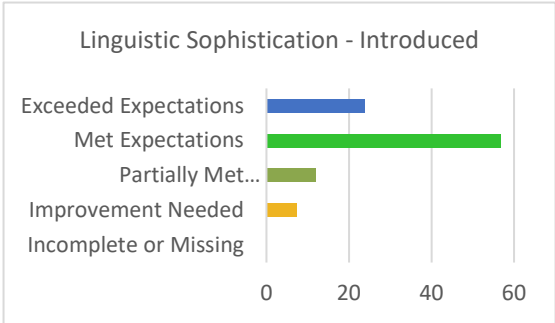
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English														
<p><b>Course(s)</b> ENGL 393</p> <p><b>Assessment Method</b> Rubric</p>	<p>Effective Writing - Reinforced</p>  <table border="1"> <caption>Assessment Results Data</caption> <thead> <tr> <th>Category</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>Exceeded Expectations</td> <td>50</td> </tr> <tr> <td>Met Expectations</td> <td>42</td> </tr> <tr> <td>Partially Met...</td> <td>5</td> </tr> <tr> <td>Improvement Needed</td> <td>0</td> </tr> <tr> <td>Incomplete or Missing</td> <td>0</td> </tr> </tbody> </table>	Category	Count	Exceeded Expectations	50	Met Expectations	42	Partially Met...	5	Improvement Needed	0	Incomplete or Missing	0	
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<p><b>Analysis and Summary</b></p> <p>As part of our assessment of Critical Reading (and Signature Learning outcomes of Ethical Interaction and Communication), we set the following goal for ENG 393, Literature and the Environment: 90% of all students will achieve a grade of B or higher on the essay that will ask students to interpret a contemporary work of art from the course material. Students were asked to examine a work of literature (The Word for World is Forest) through a particular perspective from environmental justice analysis (environmental racism, environmental imperialism, or ecofeminism). Here, A stands for "exceeding expectations," B stands for "meeting expectations," C stands for "partially meeting expectations," and D or F for "improvements needed."</p> <p>The assignment results:</p> <ul style="list-style-type: none"> <li>10 projects earned a grade in the A range</li> <li>8 projects earned a grade in the B range</li> <li>1 project earned a grade in the C range</li> </ul> <p>Our total has been met: 94% met or exceeded expectations. Results were achieved through careful lecture instruction, in-class discussions, and a writing workshop.</p>														
<p>OUTCOMES, MEASURES, RESULTS, AND ANALYSES</p> <p><b>Linguistic Sophistication - Introduced</b></p>														
<p><b>Outcome Statement</b></p> <p>Through the study of the grammar and history of English, through the reading and composing of written texts, and through the study of a second language, English majors will develop an understanding of the complexity of</p>	<p><b>Achievement Level Threshold</b></p> <p>Total achievement levels entered</p> <p><b>Assessment Results</b></p>	<p><b>Planned Changes to Course, Curriculum, or Programming Changes</b></p> <p>While we consider the results of the AY 2021-22 assessment satisfactory, the program will seek additional training of all instructors in effective methods of teaching</p>												

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English														
<p>language as a system of the social and cultural construction of meaning.</p> <p><b>Signature Learning Outcomes</b> Communication</p> <p><b>Assessment Measure Title</b> Final Research Paper</p> <p><b>Assessment Semester</b> Spring Semester</p> <p><b>Assessment Level</b> At the course-level</p> <p><b>Course(s)</b> ENGL 111</p> <p><b>Assessment Method</b> Rubric</p>	<p>ENGL-3C <b>LINGUISTIC SOPHISTICATION - INTRODUCED</b> Through the study of the grammar and history of English, through the reading and composing of written texts, and through the study of a second language, English majors will develop an understanding of the complexity of language as a system of the social and cultural construction of meaning.</p> <p>Academic Year 2021-2022: ENGLISH Term: Overview</p> <div style="text-align: center;">  <table border="1"> <caption>Linguistic Sophistication - Introduced</caption> <thead> <tr> <th>Category</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>Exceeded Expectations</td> <td>22</td> </tr> <tr> <td>Met Expectations</td> <td>55</td> </tr> <tr> <td>Partially Met...</td> <td>10</td> </tr> <tr> <td>Improvement Needed</td> <td>8</td> </tr> <tr> <td>Incomplete or Missing</td> <td>5</td> </tr> </tbody> </table> </div> <p><b>Analysis and Summary</b> A sample of 67 final research projects (from 5 sections of ENG 111 offered in fall 2022) was assessed against the written communication rubric. An overall holistic score of 3/6, with the 6 rubric categories yielding a score of at least 3/6, was set as meeting expectations. An overall holistic score of 3, with most of the 6 rubric categories yielding a score of 3 (4 or more of the 6) was considered partially meeting expectations. An overall holistic score of 2/6 or a higher holistic score with any number of rubric categories yielding a score of 2/6 was considered as needing improvement. An overall holistic score of 5+/6 was considered exceeding expectations. Two projects were reported as missing/never submitted. This year's analysis of all of the 67 the projects, but especially those that partially met expectations or were placed in the "improvement needing" categories, points to three areas in which the program could seek improvement: 1) overall length of the final research papers. As many as 19 of the 67 were shorter than the expected 10 pages; 2) strength of argument (choice of a debatable topic); the</p>	Category	Count	Exceeded Expectations	22	Met Expectations	55	Partially Met...	10	Improvement Needed	8	Incomplete or Missing	5	<p>first-year composition, to ensure further improvement in the areas of Audience and Purpose, Development, and MLA citations. As Director of First-Year Writing, I will work on a serious of workshops to offer to all faculty teaching first-year writing.</p> <p><b>Changes to Assessment Plan</b></p>
Category	Count													
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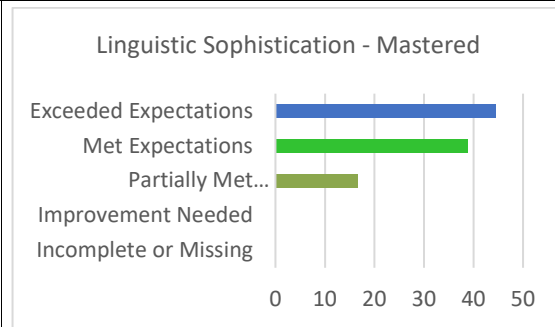
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OUTCOMES, MEASURES, RESULTS, AND ANALYSES		
Linguistic Sophistication - Mastered		
<p><b>Outcome Statement</b> Through the study of the grammar and history of English, through the reading and composing of written texts, and through the study of a second language, English majors will develop an understanding of the complexity of language as a system of the social and cultural construction of meaning.</p> <p><b>Signature Learning Outcomes</b> Communication</p> <p><b>Assessment Measure Title</b> Senior Seminar Paper</p> <p><b>Assessment Semester</b> Fall Semester</p> <p><b>Assessment Level</b> At the course-level</p> <p><b>Course(s)</b> ENGL 480</p> <p><b>Assessment Method</b> Rubric</p>	<p><b>Achievement Level Threshold</b> Total achievement levels entered.</p> <p><b>Assessment Results</b> ENGL-3A <b>LINGUISTIC SOPHISTICATION - MASTERED</b> Through the study of the grammar and history of English, through the reading and composing of written texts, and through the study of a second language, English majors will develop an understanding of the complexity of language as a system of the social and cultural construction of meaning. Academic Year 2021-2022: ENGLISH Term: Overview</p>	<p><b>Planned Changes to Course, Curriculum, or Programming Changes</b> While the department is pleased with this year's results, our analysis of the rubric scores reveals a need of additional instruction to improve two specific aspects of student writing: development/support and mechanics. Additional attention -- in ENG 480 and the other ENG classes that "lead up to the senior seminar" -- is to be given to ways of developing points/ideas and incorporating evidence collected through research. Additional antiunion is also to be given to peer reviews that could help students identify and address issues with mechanics. Finally, an additional draft submission, aimed at addressing mechanical issues, is planned for the next presentation of ENG 480, in fall of 2022.</p> <p><b>Changes to Assessment Plan</b></p>

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## English



### Analysis and Summary

The final project (capstone research paper) of the entire population of 18 students who completed ENG 480, Senior Seminar in English, in the fall of 2021 was assessed against the Senior Seminar Rubric. Two readers (professors not engaged in the teaching of the course) submitted scores, which were analyzed as follows:

An overall holistic score of  $> 4/6$  (a mean average of the two scores), with scores in each of the eight rubric subcategories exceeding  $3/6$  was considered "meeting expectations."

An overall holistic score of  $> 5/6$  (a mean average of the two scores), with scores in each of the eight rubric subcategories exceeding  $4/6$  was considered "exceeding expectations."

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OUTCOMES, MEASURES, RESULTS, AND ANALYSES														
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<p><b>Outcome Statement</b> Through the study of the grammar and history of English, through the reading and composing of written texts, and through the study of a second language, English majors will develop an understanding of the complexity of language as a system of the social and cultural construction of meaning.</p> <p><b>Signature Learning Outcomes</b> Communication</p> <p><b>Assessment Measure Title</b> Final paper</p> <p><b>Assessment Semester</b> Fall Semester</p> <p><b>Assessment Level</b> At the course-level</p> <p><b>Course(s)</b> ENGL 393</p> <p><b>Assessment Method</b> Rubric</p>	<p><b>Achievement Level Threshold</b> Total achievement levels entered</p> <p><b>Assessment Results</b> ENGL-3B <b>LINGUISTIC SOPHISTICATION - REINFORCED</b> Through the study of the grammar and history of English, through the reading and composing of written texts, and through the study of a second language, English majors will develop an understanding of the complexity of language as a system of the social and cultural construction of meaning. Academic Year 2021-2022: ENGLISH Term: Overview</p> <div style="text-align: center;"> <table border="1" style="margin: 0 auto;"> <caption>Linguistic Sophistication - Reinforced</caption> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Exceeded Expectations</td> <td>50</td> </tr> <tr> <td>Met Expectations</td> <td>40</td> </tr> <tr> <td>Partially Met...</td> <td>10</td> </tr> <tr> <td>Improvement Needed</td> <td>0</td> </tr> <tr> <td>Incomplete or Missing</td> <td>0</td> </tr> </tbody> </table> </div> <p><b>Analysis and Summary</b> As part of our assessment of Critical Reading (and Signature Learning outcomes of Ethical Interaction and Communication), we set the following goal for ENG 393, Literature and the Environment: 90% of all students will achieve a grade of B or higher on the essay that will ask students to interpret a contemporary work of art from the course material. Students were asked to examine a work of literature (The Word for World is Forest) through a particular perspective from environmental justice analysis</p>	Category	Percentage	Exceeded Expectations	50	Met Expectations	40	Partially Met...	10	Improvement Needed	0	Incomplete or Missing	0	<p><b>Planned Changes to Course, Curriculum, or Programming Changes</b> The recorded results encourage the department to retain the current approach to the teaching of ENG 393. Assessment of English Outcomes at the reinforced level will continue in another advanced writing class that we'll offer in AY 2022-23.</p> <p><b>Changes to Assessment Plan</b></p>
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## English

(environmental racism, environmental imperialism, or ecofeminism). Here, A stands for "exceeding expectations," B stands for "meeting expectations," C stands for "partially meeting expectations," and D or F for "improvements needed."

The assignment results:

10 projects earned a grade in the A range

8 projects earned a grade in the B range

1 project earned a grade in the C range

Our total has been met: 94% met or exceeded expectations. Results were achieved through careful lecture instruction, in-class discussions, and a writing workshop.